

# Guide to The Revised Bloom's Taxonomy

*\*Contents of this list compiled from the work of: Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.*

	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
<b>Anderson-Krathwohl Definition of Each Bloom Level</b>	Retrieving relevant knowledge from long term memory	Constructing meaning from instructional messages including oral, written, and graphic communication	Carry out or use a procedure in a given situation	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Make judgements based on criteria and standards	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
<b>Cognitive Processes Associated with Each Level</b>	<ul style="list-style-type: none"> <li>• Recognizing • Identifying • Recalling • Retrieving</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting • Clarifying</li> <li>• Paraphrasing • Representing</li> <li>• Translating • Exemplifying</li> <li>• Illustrating • Instantiating</li> <li>• Classifying • Categorizing</li> <li>• Subsuming • Summarizing</li> <li>• Abstracting • Generalizing</li> <li>• Inferring • Concluding</li> <li>• Extrapolating • Interpolating</li> <li>• Predicting • Comparing</li> <li>• Contrasting • Mapping</li> <li>• Matching • Explaining</li> <li>• Constructing Models</li> </ul>	<ul style="list-style-type: none"> <li>• Executing • Carrying Out</li> <li>• Implementing • Using</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiating</li> <li>• Discriminating</li> <li>• Distinguishing • Focusing</li> <li>• Selecting • Organizing</li> <li>• Finding coherence</li> <li>• Integrating • Outlining</li> <li>• Parsing • Structuring</li> <li>• Attributing • Deconstructing</li> </ul>	<ul style="list-style-type: none"> <li>• Checking • Coordinating</li> <li>• Detecting • Monitoring</li> <li>• Testing • Critiquing • Judging</li> </ul>	<ul style="list-style-type: none"> <li>• Generating • Hypothesizing</li> <li>• Planning • Designing</li> <li>• Producing • Constructing</li> </ul>
<b>Common Verbs Associated with Each Cognitive Process / Bloom's Level</b>	<ul style="list-style-type: none"> <li>• Arrange • Choose • Cite • Define • Find • How • Label • List • Memorize • Name • Recall • Relate • Reproduce • Select • Show • State • Tell • What • When • Where • Which • Who • Why</li> </ul>	<ul style="list-style-type: none"> <li>• Classify • Compare • Contrast • Describe • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt • Apply • Build • Calculate • Choose • Construct • Develop • Demonstrate • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Use • Utilize</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Infer • Inspect • Motive • Relate • Simplify • Survey • Take part in • Test for</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Critique • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Influence • Interpret • Judge • Justify • Measure • Opine • Perceive • Prioritize • Prove • Rate • Recommend • Support • Test</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt • Build • Change • Combine • Compile • Compose • Construct • Create • Design • Develop • Discuss • Elaborate • Formulate • Generate • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Originate • Plan • Propose • Solve • Suppose</li> </ul>
<b>Common Question Stems Associated with Each Level</b>	<p>Can you recall ___?            What is ___?            Can you select ___?            Can you list ___?            How would you explain ___?            What happened after ___?            Find the meaning of ____.            Who did ___?            Can you label this diagram?</p>	<p>What is meant by ___?            How would you summarize / classify ___?            Can you rephrase ___ in your own words?            What is the main idea of ___?            Why did ___ happen?            Which statements support ___?            Can you provide an example of what you mean about ___?            Who do you think did ___?            What facts show ___?</p>	<p>How would you organize ___?            How would result if ___ happened?            What can you change to produce ___?            What facts can you use to support ___?            What factors would you change if ___?            What other way could you ___?            How would you use ___?</p>	<p>What inference can you make from ___?            What conclusions can you draw from ___?            What is the relationship between ___?            What concepts prove ___?            How could you classify ___?            How was this similar to ___?            What do you see as the possible outcome of ___?</p>	<p>Do you agree or disagree with ___ and why?            Based on the evidence, how would you explain ___? How would you prove ___? What information would you use to support ___?            Is there a better solution to ___?            Can you defend your position on ___?            Can you elaborate on ___?</p>	<p>How would you create ___?            Can you estimate the results for ___?            In what way would you design ___?            What would happen if you ___?            Develop a new idea using ___ concepts.            Can you propose a new solution for ___?            How can you improve on ___?</p>