Bloom's Taxonomy Revised: A Taxonomy for Learning, Teaching and Assessing

Benjamin Bloom and colleagues (1956) created the original taxonomy of the cognitive domain for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a comprehensive set of classifications for learner cognitive processes that are included in instructional objectives.

Categories	Cognitive Process
Remember	**Retrieve relevant knowledge from long term memory**: Recalling (*retrieving*) Recognizing (*identifying*)
Understand	**Construct meaning from instructional messages, including oral, written, and graphic communication** Interpreting (*clarifying, paraphrasing, representing, translating*) Exemplifying (*illustrating, instantiating)* Classifying (*categorizing, subsuming*) Summarizing (*abstracting, generalizing*)
Apply	**Carry out or use a procedure in a given situation** Executing (*carrying out)* Implementing (*using)*
Analyze	**Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose** Differentiating (*discriminating, distinguishing, focusing, selecting)* Organizing (*finding coherence, integrating, outlining, parsing, structuring)* Attributing (*deconstructing*)
Evaluate	**Make judgments based on criteria and standards** Checking (*coordinating, detecting, monitoring, testing*) Critiquing (*judging*)
Create	**Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure** Generating (*hypothesizing)* Planning (*designing)* Producing (*constructing)*

References:
Anderson, L.W. & Krathwohl, D. R. (Eds.) (2001). *A taxonomy for Learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman.

Bloom, B. S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain. New York*: David McKay.