

## BLOOM'S COGNITIVE TAXONOMY

	Outcome Verbs	Assessment Questions	Instructional Strategies
<b>Remember</b>	<u>RECALL INFORMATION</u> Count, Choose, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Reproduce, Select, State	What Does It Mean...? What Is The Best One? When...? Which One...? Who/What Is...? Define... Identify... List... Name...	Focused Listing Minute Paper Mnemonics Rehearsal Rote Memorization
<b>Understand</b>	<u>EXPLAIN IDEA OR CONCEPTS</u> Conclude, Convert, Demonstrate, Discuss, Explain, Estimate, Generalize, Identify, Illustrate, Interpret, Paraphrase, Report, Restate, Review, Summarize, Translate, Tell	How Will You Illustrate...? Which One Is True? ___ Is The Same As ___ Write In Your Own Words...? Draw A Graph. Explain... Give An Example... Interpret The Results Of... Match The Following...	Emphasize Connections And Concepts· Dual Entry Journal· Give Key Examples Graphic· Organizers· Muddiest Point· Paraphrase· Peer-teaching· Summarize· Use Metaphors
<b>Apply</b>	<u>USE INFORMATION IN ANOTHER SITUATION</u> Act, Apply, Assess, Change, Compute, Demonstrate, Determine, Develop, Draw, Imitate, Implement, Include, Inform, Instruct, Interview, Prepare, Produce, Relate, Select, Show, Solve, Transfer, Use, Utilize	Apply...? Identify The Result Of...? Which Is The Best Answer/solution? Calculate... Complete The Following... Determine... Solve...	Algorithms Authentic Problem Solving Case Studies "Coached" Practice Games Role Play Simulations
<b>Analyze</b>	<u>BREAK INFORMATION INTO PARTS</u> Analyze, Break Down, Characterize, Classify, Compare, Contrast, Correlate, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Illustrate, Infer, Outline, Relate, Research, Separate, Subdivide	What Are The Different Parts Of...? What Are The Possible Outcomes...? What Is The Relationship Between...? Compare The Different Components Of... Point Out Some Problems With...	Debates Decision-making Activities Discussions Hypothetical Scenarios Just-in-Time-Teaching (JiTT) Practice By Doing Send-a-problem
<b>Evaluate</b>	<u>JUSTIFY A DECISION OR COURSE OF ACTION</u> Appraise, Argue, Assess, Choose, Compare& Contrast, Conclude, Critique, Decide, Defend, Evaluate, Interpret, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Reframe, Select, Support	Which Of The Following Will Be Best To...? What Outcome Do You Predict Will Occur...? Why Did You Choose This Option? What Is Your Conclusion...? Recommend...	Challenging Assumptions Critiquing Articles Or Literature Discussions Debates Decision-making Activities Modeling Pros And Cons
<b>Create</b>	<u>GENERATE NEW IDEA OR PRODUCT</u> Adapt, Collaborate, Combine, Compile, Compose, Construct, Create, Design, Develop, Devise, Initiate, Integrate, Invent, Formulate, Generate, Make, Modify, Organize, Perform, Plan, Produce, Propose, Rewrite, Progress, Reorganize, Revise	How Else Can You Solve This Problem? How Would You Adapt ___ To This (New Setting)? How Would You Change This Hypothesis? Given These Facts, Formulate A Response/answer... Propose An Alternative Solution...	Challenging Assumptions Constructing Wikis& Blogs Cooperative Learning Activities· Debates Discussion Role Play Writing Assignments

**References:** Anderson, L.W. & Krathwohl, D.R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.  
 Angelo, T.A., & Cross, K.P. (1993). Classroom assessment techniques: A handbook for college teachers (2<sup>nd</sup> ed). San Francisco: Jossey-Bass Publishers.  
 Barkley, E.F., Cross, K.P., & Major, C.H. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco: Jossey-Bass Publishers.