Revised Bloom's Taxonomy

Original Terms
Old Nouns

New Terms
New verbs

Original Terms	New Terms
• Evaluation	•Creating
• Synthesis	•Evaluating
• Analysis	•Analyzing
• Application	•Applying
• Comprehension	•Understanding
• Knowledge	•Remembering

(Based on Pohl, 2000, *Learning to Think, Thinking to Learn, p. 8*)

BLOOM'S REVISED TAXONOMY

Higher-order thinking

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding

Level 1 – Remembering *(Recalling information)*

Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.

recognizing, listing, describing, retrieving, naming, finding

choose	define	find	how	label	list	match
name	omit	recall	relate	select	show	spell
tell	what	when	where	which	who	why

Examples of Level 1 questions:

- ❖ What is ...?
- ❖ Where is ...?
- ❖ How did _____ happen?
- ❖ Why did ...?
- ❖ When did ...?
- ❖ How would you show ...?
- ❖ Who were the main ...?
- ❖ Which one ...?

- ❖ How is ...?
- ❖ When did _____ happen?
- ❖ How would you explain ...?
- ❖ How would you describe ...?
- ❖ Can you recall ...?
- ❖ Can you select ...?
- ❖ Can you list three ...?
- ❖ Who was ...?

Level 2 – Understanding *(Explaining ideas or concepts)*

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

interpreting, summarizing, paraphrasing, classifying, explaining

classify	compare	contrast	demonstrate	explain
extend	illustrate	infer	interpret	outline
relate	rephrase	show	summarize	translate

Examples of Level 2 questions:

- ❖ How would you classify the type of ...?
- ❖ How would you compare ...? contrast ...?
- ❖ Will you state or interpret in your own words ...?
- ❖ How would you rephrase the meaning ...?
- ❖ What facts or ideas show ...?

- ❖ What is the main idea of ...?
- ❖ Which statements support ...?
- ❖ Can you explain what is happening ...? what is meant ...?
- ❖ What can you say about ...?
- ❖ Which is the best answer ...?
- ❖ How would you summarize ...?

Level 3 – Applying *(Using information in another familiar situation)*
Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

implementing, carrying out, using, executing

Apply	build	choose	construct	develop
experiment with	identify	interview	make use of	model
organize	plan	select	solve	utilize

Examples of Level 3 questions:

- ❖ How would you use ...?
- ❖ What examples can you find to ...?
- ❖ How would you solve _____ using what you've learned ...?
- ❖ How would you organize _____ to show ...?
- ❖ How would you show your understanding of ...?
- ❖ What approach would you use to ...?

- ❖ How would you apply what you learned to develop ...?
- ❖ What other way would you plan to ...?
- ❖ What would result if ...?
- ❖ Can you make use of the facts to ...?
- ❖ What elements would you choose to change ...?
- ❖ What facts would you ask in an interview with ...?

Level 4 – Analyzing *(Breaking information into parts to explore understandings and relationships)*
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

comparing, organizing, deconstructing, interrogating, finding

analyze	assume	categorize	classify	compare	conclusion
contrast	discover	dissect	distinguish	divide	examine
function	inference	inspect	list	motive	relationship
simplify	survey	take part in	test for	theme	

Examples of Level 4 questions:

- ❖ What are the parts or features of ...?
- ❖ How is _____ related to ...?
- ❖ Why do you think ...?
- ❖ What is the theme ...?
- ❖ What motive is there ...?
- ❖ Can you list the parts ...?
- ❖ What inference can you make ...?
- ❖ What conclusion can you draw ...?

- ❖ How would you classify ...?
- ❖ How would you categorize ...?
- ❖ Can you identify the different parts ...?
- ❖ What evidence can you find ...?
- ❖ What is the relationship between ...?
- ❖ Can you distinguish between ...?
- ❖ What is the function of ...?
- ❖ What ideas justify ...?

These pages are from a summary provided by Lynn Hascall to the Evergreen HS staff 6/25/2008

Level 5 – Evaluating *(Justifying a decision or course of action)*
Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

checking, hypothesizing, critiquing, experimenting, judging

agree	appraise	assess	award	choose	compare
conclude	criteria	criticize	decide	deduct	defend
determine	disprove	dispute	estimate	evaluate	explain
importance	influence	interpret	judge	justify	mark
measure	opinion	perceive	prioritize	prove	rate
recommend	rule on	select	support	value	

Examples of Level 5 questions:

- ❖ Do you agree with the actions ...? with the outcome ...?
- ❖ What is your opinion of ...?
- ❖ How would you prove ...? disprove ...?
- ❖ Can you assess the value of importance of ...?
- ❖ Would it be better if ...?
- ❖ Why did they (the character) choose ...?
- ❖ How would you rate the ...?
- ❖ What would you cite to defend the actions ...?
- ❖ How could you determine ...?

- ❖ What choice would you have made ...?
- ❖ How would you prioritize ...?
- ❖ What judgment would you make about ...?
- ❖ Based on what you know, how would you explain ...?
- ❖ What information would you use to support the view ...?
- ❖ How would you justify ...?
- ❖ What data was used to make the conclusion ...?
- ❖ Why was it better that ...?
- ❖ How would you compare the ideas ...? people ...?

Level 6 – Creating *(Generating new ideas, products, or ways of viewing things)*
Compile information together in a different way by combining elements in a new patter or proposing alternative solutions.

designing, constructing, planning, producing, inventing

adapt	build	change	choose	combine	compile	compose
construct	create	delete	design	develop	discuss	elaborate
estimate	formulate	happen	imagine	improve	invent	make up
maximize	minimize	modify	original	originate	plan	predict
propose	solution	solve	suppose	test	theory	

Examples of Level 6 questions:

- ❖ What changes would you make to solve ...?
- ❖ How would you improve ...?
- ❖ What would happen if ...?
- ❖ Can you elaborate on the reason ...?
- ❖ Can you propose an alternative ...?
- ❖ Can you invent ...?
- ❖ How would you adapt _____ to create a different ...?
- ❖ How could you change or (modify) the plot (plan) ...?
- ❖ What could be done to minimize (maximize) ...?
- ❖ What way would you design ...?

- ❖ What could be combined to improve (change) ...?
- ❖ Suppose you could _____ what would you do ...?
- ❖ How would you test ...?
- ❖ Can you formulate a theory for ...?
- ❖ Can you predict the outcome if ...?
- ❖ How would you estimate the results for ...?
- ❖ What facts can you compile ...?
- ❖ Can you construct a model that would change ...?
- ❖ Can you think of an original way for the ...?