

Revised Taxonomy of Educational Objectives*

Cognitive Process Dimension →

	1. Remember: retrieving relevant knowledge from long term memory 1. Recognizing 2. Recalling	2. Understand: determining the meaning of instructional messages 1. Interpreting 2. Exemplifying 3. Classifying 4. Summarizing 5. Inferring 6. Comparing 7. Explaining	3. Apply: carrying out or using a procedure in a given situation 1. Executing 2. Implementing	4. Analyze: breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose 1. Differentiating 2. Organizing 3. Attributing	5. Evaluate: making judgments based on criteria and standards 1. Checking 2. Critiquing	6. Create: putting elements together to form a novel, coherent whole or make an original product 1. Generating 2. Planning 3. Producing
<p>This revised Bloom's Taxonomy will assist you as you work to improve instruction to ensure that</p> <ul style="list-style-type: none"> • Standards, lessons, and assessments are aligned. • Lessons are cognitively rich. • Instructional opportunities are not missed. 						
<p>A. Factual Knowledge: basic elements that students must know to be acquainted with a discipline or solve a problem in it.</p> <ul style="list-style-type: none"> a. Knowledge of terminology b. Knowledge of specific details and elements 						
<p>B. Conceptual knowledge: the interrelationships among the basic elements within a larger structure that enable them to function together</p> <ul style="list-style-type: none"> a. Knowledge of classification b. Knowledge of principles and generalizations c. Knowledge of theories, models and structures 						
<p>C. Procedural knowledge: How to do something: methods of inquiry, and criteria for using skills, algorithms, techniques and methods</p> <ul style="list-style-type: none"> a. Knowledge of subject specific skills and algorithms b. Knowledge of techniques and methods c. Knowledge of criteria for determining when to use appropriate procedures 						
<p>D. Metacognitive knowledge: knowledge of cognition in general as well as awareness of one's own cognition</p> <ul style="list-style-type: none"> a. Strategic knowledge b. Cognitive tasks, including appropriate contextual and conditional knowledge c. Self-knowledge 						

Knowledge Dimension

*SC SDE (Pat Mohr). Adapted from Lorin W. Anderson, David R. Krathwohl et al (Eds.) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* © 2001; published by Allyn and Bacon, Boston, MA © 2001 by Pearson Education; reprinted by permission of the publisher