

## Taxonomies of the Cognitive Domain:

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2000																					
<p><b>1. Knowledge:</b> Remembering or retrieving previously learned material. Examples of verbs that relate to this function are:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">know</td> <td style="padding-right: 20px;">define</td> <td>record</td> </tr> <tr> <td style="padding-right: 20px;">identify</td> <td style="padding-right: 20px;">recall</td> <td>name</td> </tr> <tr> <td style="padding-right: 20px;">relate</td> <td style="padding-right: 20px;">memorize</td> <td>recognize</td> </tr> <tr> <td style="padding-right: 20px;">list</td> <td style="padding-right: 20px;">repeat</td> <td>acquire</td> </tr> </table>	know	define	record	identify	recall	name	relate	memorize	recognize	list	repeat	acquire	<p><b>1. Remembering: Retrieving, recalling, or recognizing</b> knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.</p>									
know	define	record																				
identify	recall	name																				
relate	memorize	recognize																				
list	repeat	acquire																				
<p><b>2. Comprehension:</b> The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">restate</td> <td style="padding-right: 20px;">identify</td> <td>illustrate</td> </tr> <tr> <td style="padding-right: 20px;">locate</td> <td style="padding-right: 20px;">discuss</td> <td>interpret</td> </tr> <tr> <td style="padding-right: 20px;">report</td> <td style="padding-right: 20px;">describe</td> <td>draw</td> </tr> <tr> <td style="padding-right: 20px;">recognize</td> <td style="padding-right: 20px;">review</td> <td>represent</td> </tr> <tr> <td style="padding-right: 20px;">explain</td> <td style="padding-right: 20px;">infer</td> <td>differentiate</td> </tr> <tr> <td style="padding-right: 20px;">express</td> <td style="padding-right: 20px;">conclude</td> <td></td> </tr> </table>	restate	identify	illustrate	locate	discuss	interpret	report	describe	draw	recognize	review	represent	explain	infer	differentiate	express	conclude		<p><b>2. Understanding:</b> Constructing meaning from different types of functions be they written or graphic messages activities like <b>interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.</b></p>			
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<p><b>3. Application:</b> The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">apply</td> <td style="padding-right: 20px;">organize</td> <td>practice</td> </tr> <tr> <td style="padding-right: 20px;">relate</td> <td style="padding-right: 20px;">employ</td> <td>calculate</td> </tr> <tr> <td style="padding-right: 20px;">develop</td> <td style="padding-right: 20px;">restructure</td> <td>show</td> </tr> <tr> <td style="padding-right: 20px;">translate</td> <td style="padding-right: 20px;">interpret</td> <td>exhibit</td> </tr> <tr> <td style="padding-right: 20px;">use</td> <td style="padding-right: 20px;">demonstrate</td> <td>dramatize</td> </tr> <tr> <td style="padding-right: 20px;">operate</td> <td style="padding-right: 20px;">illustrate</td> <td></td> </tr> </table>	apply	organize	practice	relate	employ	calculate	develop	restructure	show	translate	interpret	exhibit	use	demonstrate	dramatize	operate	illustrate		<p><b>3. Applying:</b> Carrying out or using a procedure through <b>executing, or implementing.</b> Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.</p>			
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use	demonstrate	dramatize																				
operate	illustrate																					
<p><b>4. Analysis:</b> The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">analyze</td> <td style="padding-right: 20px;">differentiate</td> <td>experiment</td> </tr> <tr> <td style="padding-right: 20px;">compare</td> <td style="padding-right: 20px;">contrast</td> <td>scrutinize</td> </tr> <tr> <td style="padding-right: 20px;">probe</td> <td style="padding-right: 20px;">investigate</td> <td>discover</td> </tr> <tr> <td style="padding-right: 20px;">inquire</td> <td style="padding-right: 20px;">detect</td> <td>inspect</td> </tr> <tr> <td style="padding-right: 20px;">examine</td> <td style="padding-right: 20px;">survey</td> <td>dissect</td> </tr> <tr> <td style="padding-right: 20px;">contrast</td> <td style="padding-right: 20px;">classify</td> <td>discriminate</td> </tr> <tr> <td style="padding-right: 20px;">categorize</td> <td style="padding-right: 20px;">deduce</td> <td>separate</td> </tr> </table>	analyze	differentiate	experiment	compare	contrast	scrutinize	probe	investigate	discover	inquire	detect	inspect	examine	survey	dissect	contrast	classify	discriminate	categorize	deduce	separate	<p><b>4. Analyzing:</b> Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are <b>differentiating, organizing, and attributing,</b> as well as <b>being able to distinguish between</b> the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.</p>
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**5. Synthesis:** The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:

compose	plan	propose
produce	invent	develop
design	formulate	arrange
assemble	collect	construct
create	set up	organize
prepare	generalize	originate
predict	document	derive
modify	combine	write
tell	relate	propose

**5. Evaluating:** Making judgments based on criteria and standards through **checking and critiquing**. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.

■ **Remember this one has now changed places with the last one on the other side.**

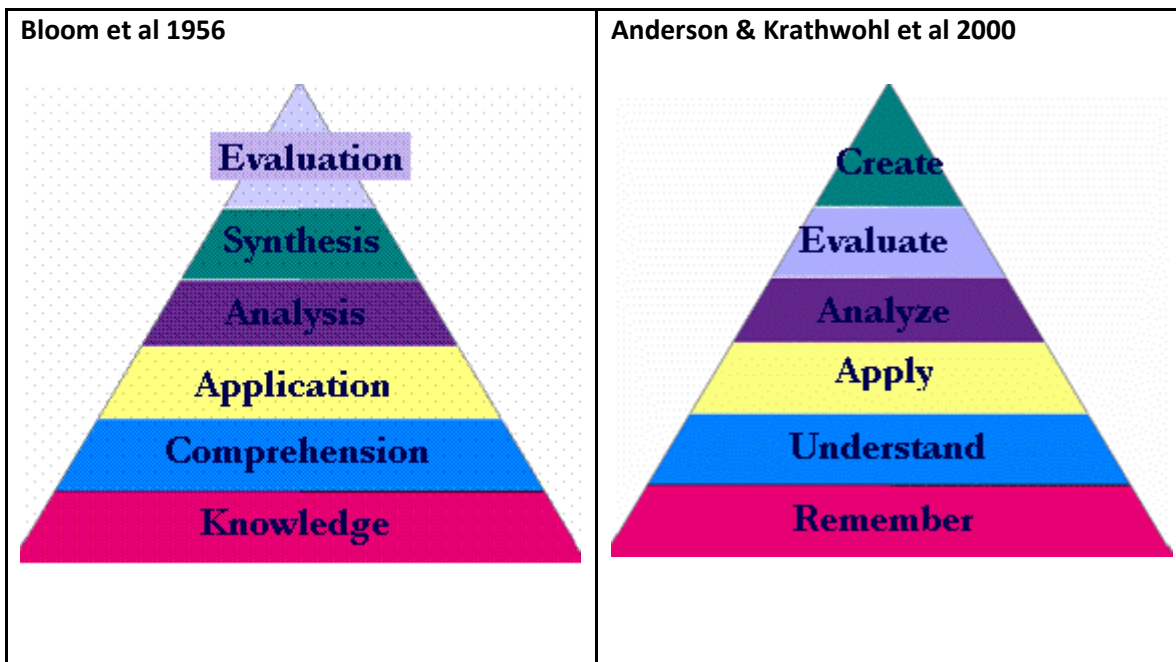
**6. Evaluation:** The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:

judge	argue	validate
assess	decide	consider
compare	choose	appraise
evaluate	rate	value
conclude	select	criticize
measure	estimate	infer
deduce		

**6. Creating:** Putting elements together to form a coherent or functional whole; **reorganizing** elements into a new pattern or structure through **generating, planning, or producing**. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.

■ **This one used to be #5 in Bloom's known as synthesis.**

**Visual Comparison of the two taxonomies**



Source: Leslie Wilson, Professor Emerita, Curriculum & Instruction, University of Wisconsin-Stevens Point.  
<http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm> - accessed on April 23, 2009