



Office for Professional Development  
Indiana University-Purdue University Indianapolis

# Bloom's Taxonomy "Revised"

## Key Words, Model Questions, & Instructional Strategies

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*Bloom's Taxonomy (1956) has stood the test of time. Recently Anderson & Krathwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. This reference reflects those recommended changes.*

### I. REMEMBER (KNOWLEDGE)

(shallow processing: drawing out factual answers, testing recall and recognition)

Verbs for Objectives	Model Questions	Instructional Strategies
choose	Who?	Highlighting
describe	Where?	Rehearsal
define	Which One?	Memorizing
identify	What?	Mnemonics
label	How?	
list	What is the best one?	
locate	Why?	
match	How much?	
memorize	When?	
name	What does It mean?	
omit		
recite		
recognize		
select		
state		

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### II. UNDERSTAND (COMPREHENSION)

(translating, interpreting and extrapolating)

Verbs for Objectives	Model Questions	Instructional Strategies
classify	State in your own words.	Key examples
defend	Which are facts?	Emphasize connections
demonstrate	What does this mean?	Elaborate concepts
distinguish	Is this the same as . . . ?	Summarize
explain	Give an example.	Paraphrase
express	Select the best definition.	STUDENTS explain
extend	Condense this paragraph.	STUDENTS state the rule
give example	What would happen if . . . ?	"Why does this example . . . ?"
illustrate	State in one word . . .	create visual representations
indicate	Explain what is happening.	(concept maps, outlines, flow
interrelate	What part doesn't fit?	charts organizers, analogies,
interpret	Explain what is meant.	pro/con grids) <u>PRO CON</u>
infer	What expectations are there?	<i>NOTE: The faculty member can</i>
judge	Read the graph (table).	<i>show them, but <u>they</u> have to do it.</i>
match	What are they saying?	Metaphors, rubrics, heuristics
paraphrase	This represents. . .	
represent	What seems to be . . . ?	
restate	Is it valid that . . . ?	
rewrite	What seems likely?	
select	Show in a graph, table.	
show	Which statements support . . . ?	
summarize	What restrictions would you add?	
tell		
translate		

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### III. APPLY

(Knowing when to apply; why to apply; and recognizing patterns of transfer to situations that are new, unfamiliar or have a new slant for students)

#### Verbs for Objectives

apply  
choose  
dramatize  
explain  
generalize  
judge  
organize  
paint  
prepare  
produce  
select  
show  
sketch  
solve  
use

#### Model Questions

Predict what would happen if  
Choose the best statements that apply  
Judge the effects  
What would result  
Tell what would happen  
Tell how, when, where, why  
Tell how much change there would be  
Identify the results of

#### Instructional Strategies

Modeling  
Cognitive apprenticeships  
“Mindful” practice – NOT just a “routine” practice  
Part and whole sequencing  
Authentic situations  
“Coached” practice  
Case studies  
Simulations  
Algorithms

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### IV. ANALYZE (breaking down into parts, forms)

#### Verbs for Objectives

analyze  
categorize  
classify  
compare  
differentiate  
distinguish  
identify  
infer  
point out  
select  
subdivide  
survey

#### Model Questions

What is the function of . . . ?  
What's fact? Opinion?  
What assumptions. . . ?  
What statement is relevant?  
What motive is there?  
Related to, extraneous to, not applicable.  
What conclusions?  
What does the author believe?  
What does the author assume?  
Make a distinction.  
State the point of view of . . .  
What is the premise?  
State the point of view of . . .  
What ideas apply?  
What ideas justify the conclusion?  
What's the relationship between?  
The least essential statements are  
What's the main idea? Theme?  
What inconsistencies, fallacies?  
What literary form is used?  
What persuasive technique?  
Implicit in the statement is . . .

#### Instructional Strategies

Models of thinking  
Challenging assumptions  
Retrospective analysis  
Reflection through journaling  
Debates  
Discussions and other collaborating learning activities  
Decision-making situations

## V. EVALUATE (according to some set of criteria, and state why)

### Verbs for Objectives

appraise  
judge  
criticize  
defend  
compare

### Model Questions

What fallacies, consistencies, inconsistencies appear?  
Which is more important, moral, better, logical, valid, appropriate?  
Find the errors.

### Instructional Strategies

Challenging assumptions  
Journaling  
Debates  
Discussions and other collaborating learning activities  
Decision-making situations

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## VI. CREATE (SYNTHESIS)

(combining elements into a pattern not clearly there before)

### Verbs for Objectives

choose  
combine  
compose  
construct  
create  
design  
develop  
do  
formulate  
hypothesize  
invent  
make  
make up  
originate  
organize  
plan  
produce  
role play  
tell

### Model Questions

How would you test. . . ?  
Propose an alternative.  
Solve the following.  
How else would you . . . ?  
State a rule.

### Instructional Strategies

Modeling  
Challenging assumptions  
Reflection through journaling  
Debates  
Discussions and other collaborating learning activities  
Design  
Decision-making situations

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### Web References:

- <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>
- <http://www.fwl.org/edtech/blooms.html>
- <http://apu.edu/~bmccarty/curricula/mse592/intro/tsld006.htm>
- <http://152.30.11.86/deer/Houghton/learner/think/bloomsTaxonomy.html>
- <http://amath.colorado.edu/appm/courses/7400/1996Spr/bloom.html>
- <http://www.stedwards.edu/cte/bloomtax.htm>
- <http://quarles.unbc.edu/lsc/bloom.html>
- <http://www.wested.org/tie/dlrn/blooms.html>
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### References:

Anderson, L. W. & Krathwohl, D. R. (2001). *A Taxonomy for learning, teaching, and assessing*.  
Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners*. New York: Longmans.  
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