**Bloom’s Taxonomy (New)**

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| **LEVEL** | **DEFINITION** | **SAMPLE VERBS** | | | **SAMPLE BEHAVIORS** |
| **Remembering** | **Student recalls or** **recognizes information,** **ideas, and principles** **in the approximate** **form in which they** **were learned.** | **Write** **List**  **Label** **Name** **State** **Define**  **Recall**  **Repeat** | Arrange  Duplicate  Memorize  Order  Recognize  Relate  Reproduce | | **The teacher will define**  **the 6 levels of Bloom's** **taxonomy of the** **cognitive domain.** |
| **~~Understanding~~**  **(Comprehending)** | **Student translates, comprehends, or interprets information based on prior learning.** | Translate Express  Identify  Indicate **Explain Summarize Paraphrase Describe Illustrate** | | Classify  Discuss  Locate  Recognize  Report  Restate  Review  Select | **The teacher will explain the purpose of Bloom's taxonomy of the cognitive domain.** |
| **Applying** | **Student selects, trans- fers, and uses data and principles to complete a problem or task with a mini- mum of direction.** | Schedule  Sketch  **Use Compute Solve  Demonstrate Apply Construct** | | Choose  Demonstrate  Employ Illustrate  Interpret  Operate  Practice  Write | **The teacher will compose an instructional objective for each level of Bloom's taxonomy.** |
| **Analyzing** | **Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.** | Appraise  **Analyze Categorize Compare Contrast Separate**  **Question**  **Test** | | Criticize Discriminate  Differentiate  Calculate  Distinguish  Examine  Experiment | **The teacher will compare and contrast the cognitive and affective domains.** |
| **Evaluating** | **Student appraises, assesses, or critiques on a basis of specific standards and criteria.** | **Judge Critique Justify**  **Defend**  **Estimate** | | Appraise  Assess  Compare  Support  Evaluate | **The teacher will judge the effective- ness of writing objectives using Bloom's taxonomy.** |
| **Creating** | **Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.** | **Create Design Hypothesize Invent Develop**  **Plan**  **Prepare**  **Propose**  **Set up** | | Arrange  Assemble  Collect  Compose  Formulate  Organize  Construct  Manage  Articulate | **The teacher will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.** |