

Bloom's Taxonomy (Revised Version, 2001)

<p>Lower Order Learning – Take previously learned concepts and use them to:</p> <ul style="list-style-type: none"> Remember Understand Apply <p>Higher Order Learning – Take previously learned concepts and use that knowledge to</p> <ul style="list-style-type: none"> Analyze Evaluate Create 	<p>Level</p>	<p>Skills Demonstrated</p>	<p>Common Verbs</p>
	<p>Remembering</p>	<p>Able to retrieve, recall, or recognize knowledge from memory.</p>	<p>Define, duplicate, list, memorize, recall, repeat, reproduce state</p>
	<p>Understanding</p>	<p>Able to explain, organize and arrange concepts.</p>	<p>Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>
	<p>[TRANSITIONAL] Applying (Simple usage)</p>	<p>Able to carry out or use a procedure through executing, or implementing.</p>	<p>Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write</p>
	HIGHER ORDER LEARNING		
	<p>Analyzing (Relationships)</p>	<p>Able to break material or concepts into parts, determine how parts relate or interrelate to one another or to an overall structure or purpose.</p>	<p>Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test</p>
	<p>Evaluating (Opinion)</p>	<p>Able to make judgments based on criteria and standards through checking and critiquing.</p>	<p>Appraise, argue, defend, judge, select, support, value, evaluate</p>
	<p>Creating (Synthesis)</p>	<p>Able to perform original and creative thinking; create something new; put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure through generating, planning, or producing.</p>	<p>Assemble, construct, create, design, develop, formulate, write</p>

Higher Order Learning

Lower Order Learning

Source of revised taxonomy: Anderson, L.W., Krathwohl, D.R., et al. (eds.) *A Taxonomy For Learning, Teaching, and Assessing: A Revision of Bloom's Educational Objectives*. 2001. Boston, MA: Allyn and Bacon.