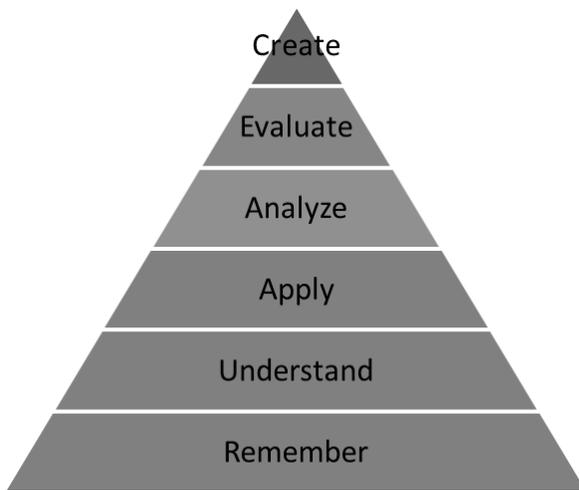


# Bloom's Taxonomy

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In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that most of the test questions that students encounter require them to think only at the lowest possible level: the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall of facts as the lowest level through increasingly complex and abstract mental levels.

During the 1990s, a new assembly was formed to update the taxonomy to reflect relevance to 21<sup>st</sup> century work. Led by Lorin Anderson (a former student of Bloom), the group contained cognitive psychologists, curriculum theorists, instructional researchers, and testing and assessment specialists. This new taxonomy ("The Revised Bloom's Taxonomy") is the standard today.

Below, the levels are defined in order of least to most complex. Each definition is followed by a list of verbs that exemplify intellectual activity at their particular level.

1. **Remember:** Recalling relevant knowledge from long-term memory.  
Define, duplicate, list, memorize, recall, relate, repeat, reproduce
2. **Understand:** Making sense of what you have learned.  
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
3. **Apply:** Using knowledge gained in new ways.  
Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
4. **Analyze:** Breaking the concept into parts and understanding the relationships between each part.  
Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
5. **Evaluate:** Making judgments based on a set of guidelines.  
Argue, criticize, defend, judge, question, relate, select, solve, support, value
6. **Create:** Putting information together in a creative way.  
Assemble, combine, construct, design, develop, formulate, generate, invent, write

## Bloom's Taxonomy: Sample Questions

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According to Bloom's findings, teachers tend to ask questions in the Remember category 80% to 90% of the time. While these questions are valuable in their own right, they are overused. Bloom urged teachers to utilize higher-level questions, which require much more "brain power" and a more extensive and elaborate answer.

Following are sample questions for each category of the revised version of Bloom's taxonomy.

### 1. Remember

- Who, what, when, where, how...?
- Describe...

### 2. Understand

- Describe in your own words...

### 3. Apply

- How is... an example of...?
- How is... related to...?
- Why is... significant?

### 4. Analyze

- What are the parts or features of ...?
- Classify... according to...
- Outline or diagram...
- How does... compare/contrast with...?
- What evidence can you list for...?

### 5. Evaluate

- Do you agree that...?
- What do you think about...?
- Place the following in order of priority...
- What criteria would you use to assess...?

### 6. Create

- What would you predict or infer from...?
- What ideas can you add to...?
- How would you create/design a new...?
- What might happen if you combined...?
- What solutions would you suggest for...?

## Bloom's Taxonomy: Sources

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