Bloom's Taxonomy “Revised”
Key Words, Model Questions, & Instructional Strategies

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)

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

II. UNDERSTAND (COMPREHENSION)
(translating, interpreting and extrapolating)

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

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<tbody>
<tr>
<td>apply</td>
<td>Predict what would happen if</td>
<td>Modeling</td>
</tr>
<tr>
<td>choose</td>
<td>Choose the best statements that apply</td>
<td>Cognitive apprenticeships</td>
</tr>
<tr>
<td>dramatize</td>
<td>Judge the effects</td>
<td>“Mindful” practice – NOT just a</td>
</tr>
<tr>
<td>explain</td>
<td>What would result</td>
<td>“routine” practice</td>
</tr>
<tr>
<td>generalize</td>
<td>Tell what would happen</td>
<td>Part and whole sequencing</td>
</tr>
<tr>
<td>judge</td>
<td>Tell how, when, where, why</td>
<td>Authentic situations</td>
</tr>
<tr>
<td>organize</td>
<td>Tell how much change there would be</td>
<td>“Coached” practice</td>
</tr>
<tr>
<td>paint</td>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td>prepare</td>
<td></td>
<td>Simulations</td>
</tr>
<tr>
<td>produce</td>
<td></td>
<td>Algorithms</td>
</tr>
<tr>
<td>select</td>
<td></td>
<td></td>
</tr>
<tr>
<td>show</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sketch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>solve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use</td>
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</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>analyze</td>
<td>What is the function of . . . ?</td>
<td>Models of thinking</td>
</tr>
<tr>
<td>classify</td>
<td>What assumptions. . . ?</td>
<td>Retrospective analysis</td>
</tr>
<tr>
<td>compare</td>
<td>What statement is relevant?</td>
<td>Reflection through journaling</td>
</tr>
<tr>
<td>differentiate</td>
<td>Related to, extraneous to, not applicable.</td>
<td>Debates</td>
</tr>
<tr>
<td>distinguish</td>
<td>What motive is there?</td>
<td>Discussions and other</td>
</tr>
<tr>
<td>identify</td>
<td>What conclusions?</td>
<td>collaborating learning activities</td>
</tr>
<tr>
<td>infer</td>
<td>What does the author believe?</td>
<td>Decision-making situations</td>
</tr>
<tr>
<td>point out</td>
<td>What does the author assume?</td>
<td></td>
</tr>
<tr>
<td>select</td>
<td>Make a distinction.</td>
<td></td>
</tr>
<tr>
<td>subdivide</td>
<td>State the point of view of . . .</td>
<td></td>
</tr>
<tr>
<td>survey</td>
<td>What is the premise?</td>
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<tr>
<td></td>
<td>State the point of view of . . .</td>
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<tr>
<td></td>
<td>What ideas apply?</td>
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<tr>
<td></td>
<td>What ideas justify the conclusion?</td>
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<td></td>
<td>What's the relationship between?</td>
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<tr>
<td></td>
<td>The least essential statements are</td>
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<td></td>
<td>What's the main idea? Theme?</td>
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<tr>
<td></td>
<td>What inconsistencies, fallacies?</td>
<td></td>
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<tr>
<td></td>
<td>What literary form is used?</td>
<td></td>
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<tr>
<td></td>
<td>What persuasive technique?</td>
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<tr>
<td></td>
<td>Implicit in the statement is . .</td>
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</tr>
</tbody>
</table>
V. EVALUATE (according to some set of criteria, and state why)

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</thead>
<tbody>
<tr>
<td>appraise</td>
<td>What fallacies, consistencies, inconsistencies appear?</td>
<td>Challenging assumptions</td>
</tr>
<tr>
<td>judge</td>
<td>Which is more important, moral, better, logical, valid, appropriate?</td>
<td>Journaling</td>
</tr>
<tr>
<td>criticize</td>
<td>Find the errors.</td>
<td>Debates</td>
</tr>
<tr>
<td>defend</td>
<td></td>
<td>Discussions and other</td>
</tr>
<tr>
<td>compare</td>
<td></td>
<td>collaborating learning activities</td>
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<tr>
<td></td>
<td></td>
<td>Decision-making situations</td>
</tr>
</tbody>
</table>

VI. CREATE (SYNTHESIS)
(combining elements into a pattern not clearly there before)

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<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose</td>
<td>How would you test . . .?</td>
<td>Modeling</td>
</tr>
<tr>
<td>combine</td>
<td>Propose an alternative.</td>
<td>Challenging assumptions</td>
</tr>
<tr>
<td>compose</td>
<td>Solve the following.</td>
<td>Reflection through journaling</td>
</tr>
<tr>
<td>construct</td>
<td>How else would you . . .?</td>
<td>Debates</td>
</tr>
<tr>
<td>create</td>
<td>State a rule.</td>
<td>Discussions and other</td>
</tr>
<tr>
<td>design</td>
<td></td>
<td>collaborating learning activities</td>
</tr>
<tr>
<td>develop</td>
<td></td>
<td>Design</td>
</tr>
<tr>
<td>do</td>
<td></td>
<td>Decision-making situations</td>
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<tr>
<td>formulate</td>
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<tr>
<td>hypothesize</td>
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<tr>
<td>invent</td>
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<tr>
<td>make</td>
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<tr>
<td>make up</td>
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<tr>
<td>originate</td>
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<tr>
<td>organize</td>
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<td>plan</td>
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<tr>
<td>produce</td>
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<tr>
<td>role play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tell</td>
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</tbody>
</table>

Web References:

- [http://www.coun.uvic.ca/learn/program/hndouts/bloom.html](http://www.coun.uvic.ca/learn/program/hndouts/bloom.html)
- [http://www.fwl.org/edtech/blooms.html](http://www.fwl.org/edtech/blooms.html)
- [http://apu.edu/~bmccarty/curricula/mse592/intro/tsl006.htm](http://apu.edu/~bmccarty/curricula/mse592/intro/tsl006.htm)
- [http://amath.colorado.edu/appm/courses/7400/1996Spr/bloom.html](http://amath.colorado.edu/appm/courses/7400/1996Spr/bloom.html)
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- [http://quarles.unbc.edu/lsc/bloom.html](http://quarles.unbc.edu/lsc/bloom.html)
- [http://www.wested.org/tie/dlrn/blooms.html](http://www.wested.org/tie/dlrn/blooms.html)
- [http://weber.u.washington.edu/~krumme/guides/bloom.html](http://weber.u.washington.edu/~krumme/guides/bloom.html)

References:


John Maynard, University of Texas, Austin
Marilla Svinicki, University of Texas, Austin

Compiled by the IUPUI Center for Teaching and Learning, Revised December 2002