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| **The Cognitive Process Dimension** | **Factual** | **Conceptual** | **Procedural** | **Metacognitive** |
| The basic elements a student must know to be acquainted with a discipline or solve problems in it. | The interrelationships among the basic elements within a larger structure that enable them to function together. | How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods. | Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition. |
| **Remember**  Retrieve relevant knowledge from long-term memory. | **List** primary and secondary colors. | **Recognize** symptoms of exhaustion. | **Recall** how to perform CPR. | **Identify** strategies for retaining information. |
| **Understand**  Construct meaning from instructional messages, including oral, written, and graphic communication. | **Summarize** features of a new product. | **Classify** adhesives by toxicity. | **Clarify** assembly instructions. | **Predict** one’s response to culture shock. |
| **Apply**  Carry out or use a procedure in a given situation. | **Respond** to frequently asked questions. | **Provide** advice to novices. | **Carry out** pH tests of water samples. | **Use** techniques that match one’s strengths. |
| **Analyze**  Break material into its foundational parts and determine how parts relate to one another and the overall structure or purpose. | **Select** the most complete list of activities. | **Differentiate** high and low culture. | **Integrate** compliance with regulations. | **Deconstruct** one’s biases. |
| **Evaluate**  Make judgments based on criteria and standards. | **Check** for consistency among sources. | **Determine** relevance of results. | **Judge** efficiency of sampling techniques. | **Reflect** on one’s progress. |
| **Create**  Put elements together to form a coherent whole; reorganize into a new pattern or structure. | **Generate** a log of daily activities. | **Assemble** a team of experts. | **Design** efficient project workflow. | **Create** a learning portfolio. |