Bloom's Taxonomy

The original structure of Bloom's Taxonomy of the thinking or cognitive domain (Bloom, Engelhart, Frost, Hill, & Krathwolh, 1956):

Lower-Level Objectives:
1. **Knowledge**: Remembering, recognizing, repeating information, without necessarily understanding, using, or changing it.
2. **Comprehension**: Being able to describe information; does not require relation to other information.
3. **Application**: Using a general concept to solve a particular problem.

Higher-Level Objectives:
4. **Analysis**: Critical look at the parts of a whole; being able to break information down into its parts.
5. **Synthesis**: The use of information in a new way; the ability to create something new by combining different ideas.
6. **Evaluation**: Judgment of the value of information, or judgment of the use/application of different methods in a specific situation.

Higher level objectives require mastery of lower level objectives.

Bloom's Taxonomy

6	***Evaluation***
5	***Synthesis***
4	***Analysis***
3	***Application***
2	***Comprehension***
1	***Knowledge***

BLOOM'S REVISED TAXONOMY

The first major revision of Bloom's Taxonomy was published in 2001 (Anderson & Krathwohl, 2001). The six basic levels have been reordered and three names were changed to reflect the cognitive processes involved. As well, the model is now two-dimensional, and includes 4 kinds of knowledge, which are acted upon by 6 kinds of cognitive processes. The new model also emphasizes action verbs to promote effective design of tests and assignments.

The new model includes four kinds of knowledge:
1. Factual knowledge
2. Conceptual knowledge
3. Procedural knowledge
4. Metacognitive knowledge

The new model includes six cognitive processes:
1. Remembering
2. Understanding
3. Applying
4. Analyzing

5. Evaluating
6. Creating

Higher-order skills	**Create:** Reorganize elements into a new pattern, structure, or purpose (Generate, plan, produce) **Evaluate:** Come to a conclusion about something based on standards/criteria (Checking, critiquing, judging) **Analyze:** Subdivide content into meaningful parts and relate the parts (Differentiating, organizing, attributing) **Apply:** Use procedures to solve problems or complete tasks (Execute, implement) **Understand:** Construct new meaning by mixing material with existing ideas (Interpret, exemplify, classify, summarize, infer, compare, explain)
Lower-order skills	**Remember:** Retrieve pertinent facts from long-term memory (Recognize, recall)