



Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.



HIGHER-ORDER THINKING SKILLS

LOWER-ORDER THINKING SKILLS

	DESCRIPTION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Use information to create something new	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Examine information and make judgments	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Take apart the known and identify relationships	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Use information in a new (but similar) situation	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Grasp meaning of instructional materials	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Recall specific facts	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible