Bloom’s Taxonomy – Revised

- Six different levels of thinking
- Increasing in difficulty
- Rote memorization to high levels of critical thinking

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<tr>
<th>Critical Thinking Activity</th>
<th>Sample Verbs</th>
<th>Possible Activities or Products</th>
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| **Remembering:** Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material. | Acquire, Define, Distinguish, Draw, Find, Label, List, Match, Read, Record | - Make a list of the main events of the story.  
- Make a time line of events.  
- Make a facts chart.  
- Write a list of any pieces of information you can remember.  
- Make a chart showing…  
- Make an acrostic.  
- Recite a poem. |
| **Understanding:** Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. | Compare, Demonstrate, Differentiate, Fill in, Find, Group, Outline, Predict, Represent, Trace | - Cut out, or draw pictures to show a particular event.  
- Illustrate what you think the main idea may have been.  
- Make a cartoon strip showing the sequence of events.  
- Write and perform a play based on the story.  
- Retell the story in your own words.  
- Write a summary report of the event.  
- Prepare a flow chart to illustrate the sequence of events.  
- Write and perform a play based on the story. |
| **Applying:** Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations. | Convert, Demonstrate, Differentiate between, Discover, Discuss, Examine, Experiment, Prepare, Produce, Record | - Construct a model to demonstrate how it works  
- Make a diorama to illustrate an event  
- Make a scrapbook about the areas of study.  
- Make a model to include relevant information about an event.  
- Take a collection of photographs to demonstrate a particular point.  
- Make up a puzzle game.  
- Write a book about this topic for others. |
| **Can the student RECALL information?** | | |
| **Can the student EXPLAIN ideas or concepts?** | | |
| **Can the student USE the new knowledge in another familiar situation?** | | |
| Analyzing: | Classify, Determine, Discriminate, Form generalizations, Put into categories, Illustrate, Select, Survey, Take apart, Transform | • Design a questionnaire to gather information.  
• Write a commercial to sell a new product  
• Make flow chart to show the critical stages.  
• Construct a graph to illustrate selected information.  
• Make a family tree showing relationships.  
• Devise a play about the study area.  
• Write a biography of a person studied.  
• Prepare a report about the area of study. |
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<td>Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are <strong>differentiating, organizing, and attributing</strong>, as well as <strong>being able to distinguish between</strong> the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.</td>
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<td><strong>Can the student JUSTIFY a decision or course of action?</strong></td>
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| Evaluating: | Argue, Award, Critique, Defend, Interpret, Judge, Measure, Select, Test, Verify | • Conduct a debate about an issue of special interest.  
• Make a booklet about five rules you see as important. Convince others.  
• Form a panel to discuss views.  
• Write a letter to...advising on changes needed.  
• Prepare a case to present your view about... |
| Making judgments based on criteria and standards through **checking and critiquing**. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something. |  |
| **Can the student JUSTIFY a decision or course of action?** |  |
| Creating: | Synthesize, Arrange, Blend, Create, Deduce, Devise, Organize, Plan, Present, Rearrange, Rewrite | • Invent a machine to do a specific task.  
• Design a building to house your study.  
• Create a new product. Give it a name and plan a marketing campaign.  
• Write about your feelings in relation to...  
• Write a TV show play, puppet show, role play, song or pantomime about...  
• Design a record, book or magazine cover for...  
• Sell an idea  
• Devise a way to... |
| Putting elements together to form a coherent or functional whole; **reorganizing** elements into a new pattern or structure through **generating, planning, or producing**. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy. |  |
| **Can the student GENERATE new products, ideas or ways of viewing things?** |  |