

Revised Bloom's Taxonomy (RBT) Table

The Knowledge Dimension	The Cognitive Process Dimension					
	1. Remember – retrieve relevant knowledge from long-term memory	2. Understand – Construct meaning from instructional messages, including oral, written, and graphic communication	3. Apply – Carry out or use a procedure in a given situation	4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	5. Evaluate – Make judgments based on criteria and standards	6. Create – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
A. Factual Knowledge - The basic elements students must know to be acquainted with a discipline or solve problems in the discipline.						
B. Conceptual Knowledge - The interrelationships among the basic elements within a larger structure that enable them to function together.						
C. Procedural Knowledge - How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.						
D. Meta-Cognitive - Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.						

**The Cognitive Process Dimension Categories:
Revised Bloom's Taxonomy**

<p>Remember – retrieve relevant knowledge from long-term memory</p>	<p>Understand – Construct meaning from instructional messages, including oral, written, and graphic communication</p>	<p>Apply – Carry out or use a procedure in a given situation</p>	<p>Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</p>	<p>Evaluate – Make judgments based on criteria and standards</p>	<p>Create – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</p>
<p>Recognizing</p> <ul style="list-style-type: none"> Identifying <p><i>Definition/Example:</i> Locating knowledge in long-term memory that is consistent with presented material (e.g., recognize the dates of important events in U.S. history).</p> <p>Recalling</p> <ul style="list-style-type: none"> Retrieving <p><i>Definition/Example:</i> Retrieving relevant knowledge from long-term memory (e.g., recall the dates of important events in U.S. history).</p>	<p>Interpreting</p> <ul style="list-style-type: none"> Clarifying Paraphrasing Representing Translating <p><i>Definition/Example:</i> Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents).</p> <p>Exemplifying</p> <ul style="list-style-type: none"> Illustrating Instantiating <p><i>Definition/Example:</i> Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles).</p> <p>Classifying</p> <ul style="list-style-type: none"> Categorizing Subsuming <p><i>Definition/Example:</i> Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders).</p>	<p>Executing</p> <ul style="list-style-type: none"> Carrying Out <p><i>Definition/Example:</i> Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits).</p> <p>Implementing</p> <ul style="list-style-type: none"> Using <p><i>Definition/Example:</i> Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate).</p>	<p>Differentiating</p> <ul style="list-style-type: none"> Discriminating Distinguishing Focusing Selecting <p><i>Definition/Example:</i> Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem).</p> <p>Organizing</p> <ul style="list-style-type: none"> Finding coherence Integrating Outlining Parsing Structuring <p><i>Definition/Example:</i> Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation).</p> <p>Attributing</p> <ul style="list-style-type: none"> Deconstructing 	<p>Checking</p> <ul style="list-style-type: none"> Coordinating Detecting Monitoring Testing <p><i>Definition/Example:</i> Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data).</p> <p>Critiquing</p> <ul style="list-style-type: none"> Judging <p><i>Definition/Example:</i> Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem).</p>	<p>Generating</p> <ul style="list-style-type: none"> Hypothesizing <p><i>Definition/Example:</i> Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon).</p> <p>Planning</p> <ul style="list-style-type: none"> Designing <p><i>Definition/Example:</i> Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic).</p> <p>Producing</p> <ul style="list-style-type: none"> Constructing <p><i>Definition/Example:</i> Inventing a product (e.g., Build habitats for a specific purpose).</p>

Source: Anderson, L.W., Krathwohl, D.R., eds. (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*; abridged edition. NY: Addison Wesley Longman, Inc.

	<p>Summarizing</p> <ul style="list-style-type: none"> • Abstracting • Generalizing <p><i>Definition/Example:</i> Abstracting a general theme or major point(s) (e.g., Write a short summary of the event portrayed on a videotape).</p> <p>Inferring</p> <ul style="list-style-type: none"> • Concluding • Extrapolating • Interpolating • Predicting <p><i>Definition/Example:</i> Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles with examples).</p> <p>Comparing</p> <ul style="list-style-type: none"> • Contrasting • Mapping • Matching <p><i>Definition/Example:</i> Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations).</p> <p>Explaining</p> <ul style="list-style-type: none"> • Constructing (models) <p><i>Definition/Example:</i> Constructing a cause-and-effect model of a system (e.g., explain the causes of important 18th Century events in France).</p>		<p><i>Definition/Example:</i> Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective).</p>		
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The Knowledge Dimension: Revised Bloom's Taxonomy

<p>A. Factual Knowledge - The basic elements students must know to be acquainted with a discipline or solve problems in the discipline.</p>	<ul style="list-style-type: none"> • Knowledge of terminology • Knowledge of specific details and elements 	<p><i>Example:</i> Technical Vocabulary, music symbols <i>Example:</i> Major natural resources, reliable sources of information.</p>
<p>B. Conceptual Knowledge - The interrelationships among the basic elements within a larger structure that enable them to function together.</p>	<ul style="list-style-type: none"> • Knowledge of classifications and categories • Knowledge of principles and generalizations • Knowledge of theories, models, and structures 	<p><i>Example:</i> Periods of geological time, forms of business ownership <i>Example:</i> Pythagorean theorem, law of supply and demand <i>Example:</i> Theory of evolution, structure of Congress</p>
<p>C. Procedural Knowledge - How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.</p>	<ul style="list-style-type: none"> • Knowledge of subject-specific skills and algorithms • Knowledge of subject-specific techniques and methods • Knowledge of criteria for determining when to use appropriate procedures 	<p><i>Example:</i> Skills used in painting with water colors, whole number division algorithm <i>Example:</i> Interviewing techniques, scientific method <i>Example:</i> Criteria used to determine when to apply a procedure involving Newton's second law, criteria to judge the feasibility of using a particular method to estimate business costs</p>
<p>D. Meta-Cognitive - Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.</p>	<ul style="list-style-type: none"> • Strategic knowledge • Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge • Self-knowledge 	<p><i>Example:</i> Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a text book, knowledge of the use of heuristics <i>Example:</i> Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks <i>Example:</i> Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one's own knowledge level</p>