

Revised Taxonomy of Educational Objectives

| Cognitive Process Dimension |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                   |
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| Knowledge Dimension         | <p><i>This revised Bloom's Taxonomy will assist you as you work to improve instruction to ensure that</i></p> <ul style="list-style-type: none"> <li><i>standards, lessons, and assessments are aligned.</i></li> <li><i>lessons are cognitively rich.</i></li> <li><i>instructional opportunities are not missed.</i></li> </ul>                                                      | <p><b>1. Remember:</b> retrieving relevant knowledge from long term memory</p> <ul style="list-style-type: none"> <li>Recognizing</li> <li>Recalling</li> </ul> | <p><b>2. Understand:</b> figuring out meaning</p> <ul style="list-style-type: none"> <li>Interpreting</li> <li>Exemplifying</li> <li>Classifying</li> <li>Summarizing</li> <li>Inferring</li> <li>Comparing</li> <li>Explaining</li> </ul> | <p><b>3. Apply:</b> carrying out or using a procedure in a given situation</p> <ul style="list-style-type: none"> <li>Executing</li> <li>Implementing</li> </ul> | <p><b>4. Analyze:</b> breaking material into parts and detecting how the parts relate to one another and to an overall structure or purpose</p> <ul style="list-style-type: none"> <li>Differentiating</li> <li>Organizing</li> <li>Attributing</li> </ul> | <p><b>5. Evaluate:</b> making judgments based on criteria and standards</p> <ul style="list-style-type: none"> <li>Checking</li> <li>Critiquing</li> </ul> | <p><b>6. Create:</b> putting elements together to form a novel, coherent whole or make an original product.</p> <ul style="list-style-type: none"> <li>Generating</li> <li>Planning</li> <li>Producing</li> </ul> |
|                             | <p><b>A. Factual Knowledge:</b> basic elements that students must know to be acquainted with a discipline or solve a problem in it.</p> <ul style="list-style-type: none"> <li>Knowledge of terminology</li> <li>Knowledge of specific details and elements</li> </ul>                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                   |
|                             | <p><b>B. Conceptual knowledge:</b> the relationships among the basic elements within a larger structure that enable them to function together</p> <ul style="list-style-type: none"> <li>Knowledge of classification</li> <li>Knowledge of principles and generalizations</li> <li>Knowledge of theories, models and structures</li> </ul>                                             |                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                   |
|                             | <p><b>C. Procedural knowledge:</b> how to do something: methods of inquiry, and criteria for using skills, algorithms, techniques and methods</p> <ul style="list-style-type: none"> <li>Knowledge of subject specific skills and algorithms</li> <li>Knowledge of techniques and methods</li> <li>Knowledge of criteria for determining when to use appropriate procedures</li> </ul> |                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                   |
|                             | <p><b>D. Metacognitive knowledge:</b> knowledge of cognition in general as well as awareness of one's own cognition</p> <ul style="list-style-type: none"> <li>Strategic knowledge</li> <li>Cognitive tasks, including appropriate contextual and conditional knowledge</li> <li>Self-knowledge</li> </ul>                                                                             |                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                   |