**Taxonomies of the Cognitive Domain
https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/**

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| --- | --- |
| **Bloom’s Taxonomy 1956** | **Anderson and Krathwohl’s Taxonomy 2001** |
| **1. Knowledge:** **Remembering or retrieving previously learned material. Examples of verbs that relate to this function are:**

|  |  |  |
| --- | --- | --- |
| know identify relate list | define recall memorize repeat | record name recognize acquire |

 | **1. Remembering:****Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.**  |
| **2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are:**

|  |  |  |
| --- | --- | --- |
| restate locate report recognize explain express | identify discuss describe discuss review infer | illustrate interpret draw represent differentiate conclude |

 | **2. Understanding:** **Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.** |
| **3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are:**

|  |  |  |
| --- | --- | --- |
| apply relate develop translate use operate | organize employ restructure interpret demonstrate illustrate | practice calculate show exhibit dramatize |

 | **3. Applying:** **Carrying out or using a procedure through executing, or implementing. *Applying* relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.** |
| **4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are:**

|  |  |  |
| --- | --- | --- |
| analyze compare probe inquire examine contrast categorize | differentiate contrast investigate detect survey classify deduce | experiment scrutinize discover inspect dissect discriminate separate |

 | **4. Analyzing:** **Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are *differentiating, organizing, and attributing,* as well as *being able to distinguish between* 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.** |
| **5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:**

|  |  |  |
| --- | --- | --- |
| compose produce design assemble create prepare predict modify tell | plan invent formulate collect set up generalize document combine relate | propose develop arrange construct organize originate derive write propose |

 | **5. Evaluating:** **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, *evaluating* comes before creating as it is often a necessary part of the precursory behavior before one creates something.**   |
| **6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:**

|  |  |  |
| --- | --- | --- |
| judge assess compare evaluate conclude measure deduce | argue decide choose rate select estimate | validate consider appraise value criticize infer |

 | **6. Creating:** **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 creating a new form or product.  This process is the most difficult mental function in the new taxonomy.** |