Bloom's Taxonomy of the Cognitive Domain

Level	***Knowledge***	***Comprehension***	***Application***	***Analysis***	***Synthesis***	***Evaluation***
**	***Remember***	***Understand***	***Apply***	***Analyze***	***Create***	***Judge***
Description	Ability to recall previously learned material.	Ability to grasp meaning, explain, restate ideas	Ability to use learned material in new situations.	Ability to separate material into component parts and show relationships between parts.	Ability to put together the separate ideas to form new whole, establish new relationships	Ability to judge the worth of material against stated criteria.
Verb	Define Draw Duplicate Find Label List Match Memorize Name Order Read Recognize Relate Recall Repeat Reproduce State	Classify Describe Discuss Explain Express Fill in Group Identify Indicate Locate Outline Predict Recognize Restate Review Select Translate	Apply Choose Convert Demonstrate Dramatize Employ Illustrate Interpret Operate Practice Prepare Schedule Sketch Solve Use Write	Analyze Appraise Calculate Categorize Classify Compare Contrast Determine Differentiate Discriminate Distinguish Examine Experiment Question Test Transform	Arrange Assemble Blend Collect Compose Construct Create Design Devise Formulate Manage Organize Plan Prepare Propose Rearrange Write	Appraise Argue Assess Attach Choose Compare Critique Defend Estimate Judge Predict Rate Select Support Value Verify Evaluate
Teaching Strategy	Lecture, written records, films, videos, models, events, media, diagrams, books.	Lecture, film, videos, trends, consequences, tables	Case Studies, tables, illustrations	Questioning techniques, debate, case studies	Journaling, essays, short stories, videos, questioning techniques	Group with discussion panel, court trial, survey, self-evaluation
Sample behavioral objective	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.	The student will write an instructional objective for each level of Bloom's taxonomy.	The student will compare and contrast the cognitive and affective domains.	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

**adapted by Anderson & Krathwohl, 2000

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