

**Bloom's taxonomy** is a classification system used to define and distinguish different levels of human cognition (thinking, learning, understanding). Teachers use Bloom's taxonomy to guide assessments, curriculum, and instructional methods. Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.

### **Bloom's Taxonomy (1956)**

- **Knowledge:** Learner's ability to recall information
- **Comprehension:** Learner's ability to understand information
- **Application:** Learner's ability to use information in a new way
- **Analysis:** Learner's ability to break down information into its essential parts
- **Synthesis:** Learner's ability to create something new from different elements of information
- **Evaluation:** Learner's ability to judge or criticize information

### **Anderson and Krathwohl's Taxonomy (2000)**

- **Remember:** Learner's ability to recall information
- **Understand:** Learner's ability to understand information
- **Apply:** Learner's ability to use information in a new way
- **Analyze:** Learner's ability to break down information into its essential parts
- **Evaluate:** Learner's ability to judge or criticize information
- **Create/Design:** Learner's ability to create something new from different elements of information

### **Updates from Bloom to Anderson/Krathwohl:**

The updates are reflective of a more active thought process and include three main changes:

- Category names were revised from nouns to verbs.
- The last two stages of Bloom's Taxonomy were switched so that evaluation (evaluating) comes before synthesis (creating).
- The knowledge (remembering) category was updated to reflect four knowledge dimensions instead of three.

Lorin Anderson and David Krathwohl : *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York : Longman, ©2001.



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**Tips for using the updated taxonomy in the language classroom along with examples of questions and verbs to use when creating tasks, activities & assessments:**

Level	Questions & Verbs
<p><b><u>REMEMBER</u></b> Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</p>	<p>Can the student <b>recall</b> or <b>remember</b> the information?</p> <p>[arrange, define, label, list, match, memorize, name, order, recognize, repeat, reproduce, restate]</p>
<p><b><u>UNDERSTAND</u></b> Constructing meaning from oral, written, and graphic messages.</p>	<p>Can the student <b>explain</b> ideas or concepts?</p> <p>[classify, compare, describe, discuss, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize]</p>
<p><b><u>APPLY</u></b> Carrying out or using a procedure.</p>	<p>Can the student <b>use the information</b> in a new way?</p> <p>[demonstrate, dramatize, illustrate, implement, outline, point out, role play, show, sketch, solve]</p>
<p><b><u>ANALYZE</u></b> Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</p>	<p>Can the student <b>distinguish</b> between the different parts?</p> <p>[analyze, break down, calculate, categorize, compare, contrast, differentiate, dissect, distinguish, examine, organize, question, test]</p>
<p><b><u>EVALUATE</u></b> Making judgments based on criteria and standards.</p>	<p>Can the student <b>justify</b> a stand or decision?</p> <p>[argue, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value]</p>
<p><b><u>CREATE/DESIGN</u></b> Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</p>	<p>Can the student <b>create or design</b> a new product or point of view?</p> <p>[assemble, combine, compile, compose, construct, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write]</p>

