Taxonomies of the Cognitive Domain

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. <u>Remembering</u>:** 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. <u>Understanding</u>:** 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. <u>Applying</u>:** 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	differentiate	experiment
compare	contrast	scrutinize
probe	investigate	discover
inquire	detect	inspect
examine	survey	dissect
contrast	classify	discriminate
categorize	deduce	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	plan	propose
produce	invent	develop
design	formulate	arrange
assemble	collect	construct
create	set up	organize
prepare	generalize	originate
predict	document	derive
modify	combine	write
tell	relate	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	argue	validate
assess	decide	consider
compare	choose	appraise
evaluate	rate	value
conclude	select	criticize
measure	estimate	infer
deduce		

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.