

Bloom's Taxonomy of Learning Objectives: Cognitive Domain

Higher order thinking skills

Creating generate, plan, produce, develop, construct, organize, propose, invent, formulate

Evaluating argue, decide, validate, appraise, evaluate, judge, measure, rank, criticize, rate, select, consider

Analyzing distinguish, contrast, scrutinize, dissect, separate, discriminate, analyze, examine, survey

Lower order thinking skills

Applying employ, execute, implement, practice, calculate, show, demonstrate, translate, illustrate, model

Understanding relate, interpret, classify, summarize, discuss, describe, explain, conclude, compare/contrast

Remembering memorize, define, recite, recall, cite, count, draw, recall, list, name, record, repeat

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Higher order thinking skills

Creating Combining or reorganizing elements to form a coherent or functional whole or into a new pattern, structure or idea.

Evaluating Make judgments based on criteria and standards, using previously learned knowledge.

Analyzing Break down knowledge into its components and determine the relationships of the components to one another and then how they relate to an overall structure or task.

Lower order thinking skills

Applying Carry out or use a procedure in a given situation – using learned knowledge.

Understanding Construct meaning from instructional material, including oral, written, and graphic communication.

Remembering Retrieve relevant knowledge from memory.

Levels revised by Anderson, L.W., & Krathwohl, D. R. (Eds.). (2001) *A taxonomy for learning, teaching and assessing: a revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman, from levels originally developed by Bloom, B. D. and Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals by a committee of college and university examiners. Handbook 1. Cognitive domain*. New York: Addison Wesley.