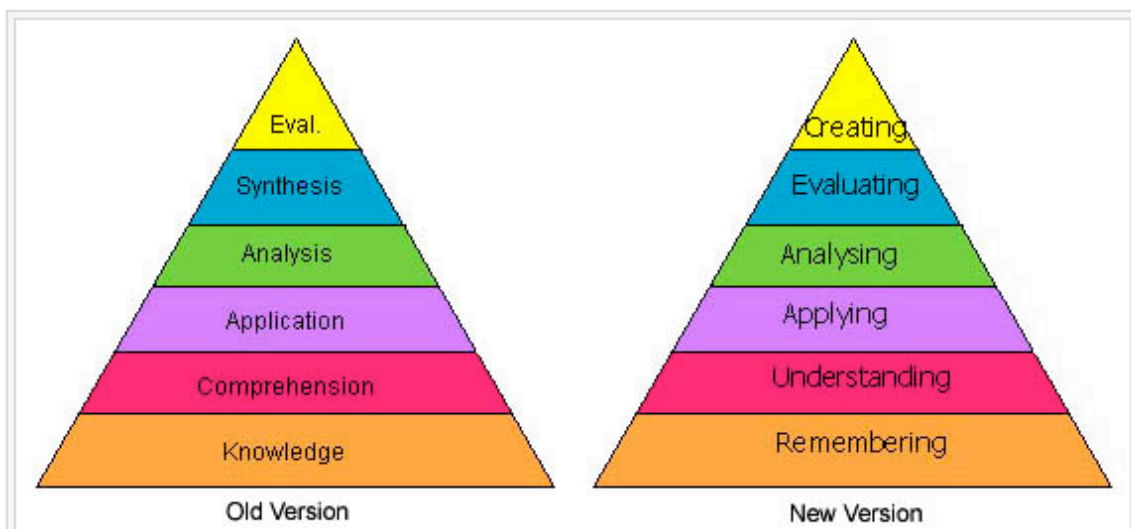


Bloom's Taxonomy

Revised

During the 1990's, a former student of Bloom's, Lorin Anderson, led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21st century students and teachers. This time "representatives of three groups [were present]: cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists" (Anderson, & Krathwohl, 2001, p. xxviii). Like the original group, they were also arduous and diligent in their pursuit of learning, spending six years to finalize their work. Published in 2001, the revision includes several seemingly minor yet actually quite significant changes. Several excellent sources are available which detail the revisions and reasons for the changes. A more concise summary appears here. The changes occur in three broad categories: terminology, structure, and emphasis.

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm



Caption: Terminology changes "The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs [e.g., Application to Applying] to describe the different levels of the taxonomy. Note that the top two levels are essentially exchanged from the Old to the New version." (Schultz, 2005) (Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as Creating.) Source: http://www.odu.edu/educ/llschult/blooms_taxonomy.htm

Remembering

define	duplicate
list	name
recall	reproduce
tell	underline
memorize	state

(Remembering information)

Products: definitions, fact charts, lists, recitations, worksheets

Understanding (Explain information or concepts)

calculate	describe
discuss	expand
explain	identify
restate	locate
outline	report
classify	translate

Products: drawing,
paraphrasing, peer teaching, show & tell,
story problems, summary

Applying

(Use information in new ways)

classify	demonstrate
dramatize	illustrate
practice	solve
use	choose
interpret	write
examine	

Products: collection, interview, model building, presentation, role - playing, scrapbook, simulation

Analyzing

(Distinguish different parts)

appraise	compare
contrast	differentiate
examine	distinguish
infer	outline
test	sequence
criticize	experiment

Products: chart, plan,
questionnaire, spreadsheet, summary,
survey

Evaluating

(Defend concept or idea)

appraise	judge
argue	defend
select	support
value	evaluate
editorialize	prioritize
rate	justify

Products: critique, judgment, opinion, recommendation, report, self-evaluation

Creating

(Create new)

change	combine
compose	create
design	formulate
hypothesize	improve
invent	predict
develop	formulate

Products: Puppet show,
cartoon, book cover, multimedia, new
game, poem, skit