
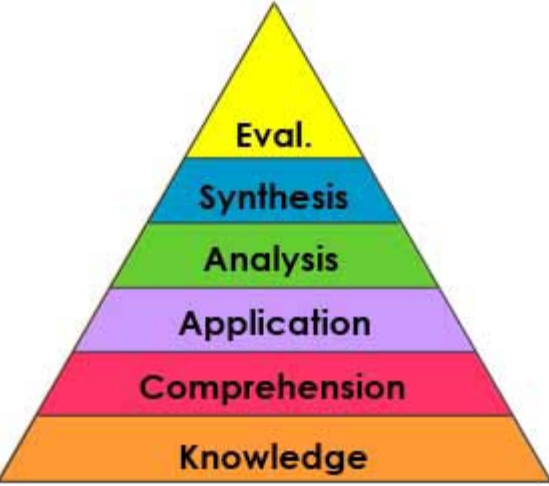


BLOOM'S TAXONOMY – REVISED FOR THE 21ST CENTURY

Richard C. Overbaugh
Lynn Schultz
Old Dominion University

 <p style="text-align: center;">New Version</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.</p> <p><i>Note that the top two levels are essentially exchanged from the traditional to the new version.</i></p>	 <p style="text-align: center;">Old Version</p>
<p>Remembering: can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>	
<p>Understanding: can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>	
<p>Applying: can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
<p>Analyzing: can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test</p>	
<p>Evaluating: can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p>Creating: can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write</p>	