BGSU Center for Faculty Excellence Logo **Bloom's Revised Taxonomy Alignment Table**  

| **\*Cognitive Complexity** | **Cognitive Level\*** | **Learning Outcome Verbs: Students will be able to…** | **Instructional Strategies: Strategy properly implemented** | **Assessment Questions: Specific content to be learned is communicated** | **Assessment Methods: Well designed assessment aligned with learning outcome(s); may be formative or summative** |
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| **Remember** | **RECALL INFORMATION**  Count, Choose, Define, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Reproduce, Select, State | Lecture, Interactive Lecture, Recitation, Just-In-Time Teaching, Focused Listing, Minute Paper, Mnemonics, Rehearsal, Rote Memorization | What does it mean…? What is the best one? When…? Which one…? Who/What…? Define… Identify… List…. Name… | Quizzes, Tests, Question/Answer Sessions, In-Class Polls, Minute Papers, Focused Listening, Memory Matrix |
| **Understand** | **EXPLAIN IDEA(S) or CONCEPT(S)**  Conclude, Convert, Demonstrate, Discuss, Explain, Estimate, Generalize, Identify, Illustrate, Interpret, Paraphrase, Report, Restate, Review, Summarize, Translate, Tell | Interactive Lecture, Recitation, Directed Discussion, Writing/Speaking Exercises, Group Work or Learning, Student-Peer Feedback, Cookbook Science Labs, Just-In-Time Teaching, Project Based Learning, Role Play/Simulations, Case Studies | How will you illustrate…? Which one is true? Is \_\_\_ the same as \_\_\_? Write in your own words? Draw a graph. Explain…. Give an example of….. Interpret the results of …. Match the following….. | Quizzes, Tests, Essays, Question/Answer Sessions, In-Class Polls, Minute Papers, Dual Entry Journals, Graphic Organizers, Concept Maps, Muddiest Point Paraphrase, Summaries, Misconception/Preconception Check, Empty Outline |
| **Apply** | **USE INFORMATION IN ANOTHER SITUATION**  Act, Apply, Assess, Change, Compute, Demonstrate, Determine, Develop, Draw, Imitate, Implement, Include, Inform, Instruct, Interview, Prepare, Produce, Relate, Select, Show, Solve, Transfer, Use, Utilize | Writing/Speaking Exercises, Cookbook Science Labs, Case Studies, Inquiry Based or Inquiry Guided, Problem-Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games | Apply….? Identify the result of…? Which is the best answer/solution? Calculate…. Complete the following… Determine…. Solve…. | Quizzes, Tests, Essays, Question/Answer Sessions, In-Class Polls, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Class Modeling |
| **Analyze** | **BREAK INFORMATION INTO PARTS**  Analyze, Break Down, Characterize, Classify, Compare, Contrast, Correlate, Debate, Deduce, Diagram, Differentiate, Distinguish, Examine, Illustrate, Infer, Relate, Research, Separate, Subdivide | Debates, Discussions, Hypothetical Scenarios, Just-In-Time Teaching, Writing/Speaking Exercises, Student-Peer Feedback, Case Studies, Inquiry Based or Inquiry Guided, Problem-Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games, Debates, Practice by Doing | What are the different parts of….? What are the possible outcomes of…? What is the relationship between….? Compare the different components of…. Point out some of the problems with…? | Essays, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Research Papers, Analytic Memo, Categorization Grid, Defining Features Matrix, Content/Form/Function (What/How/Why) Outlines, Word Journal, One-Sentence Summary |
| **Evaluate** | **JUSTIFY A DECISION OR COURSE OF ACTION**  Appraise, Argue, Assess, Choose, Compare & Contrast, Conclude, Critique, Decide, Defend, Evaluate, Interpret, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Reframe, Select, Support | Writing/Speaking Exercises, Student-Peer Feedback, Case Studies, Inquiry Based or Inquiry Guided, Problem-Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games, Debates, Practice by Doing, Discussions, Debates | Which of the following will be best to…? What outcome do you predict will occur…? Why did you choose this option? What is your conclusion and explain how you came to that conclusion? Recommend… | Essays, Question/Answer Sessions, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Research Papers, Portfolios, Article Critiques, Pros & Cons Grid, Inverted Dialogues, Approximate Analogies ,Student Generated Test Questions, Paper/Project Prospectus, |
| **Create** | **GENERATE A NEW IDEA OR PRODUCT**  Adapt, Collaborate, Combine, Compile, Compose, Construct, Design, Develop, Devise, Initiate, Integrate, Invent, Formulate, Generate, Make, Modify, Organize, Perform, Plan, Produce, Propose | Create a Case Study, Conduct Research, Capstone Projects, Cooperative learning Activities, Role Play, Writing Assignments, Debates | How else can you solve this problem? How would you adapt…to this (new setting, new problem, etc.)? How would you change this hypothesis? Given these facts, formulate a new response/answer… Propose an alternative solution. | Presentations, Create (wiki, blog, composition, artwork, etc.), Projects, Research Papers, Portfolios, Theater Performance, Concept Map |

References: Anderson, L.W. & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives*. New York: Longman. Angelo, T. A., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers (2nd ed.)*. San Francisco: Jossey-Bass. Barkley, E. F., Cross, K.P, & Major, C.H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey-Bass. Nilson, L.B. (2010). *Teaching at its best: A research-based resource for college instructors.* San Francisco: Jossey-Bass.

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