

In David R. Krathwohl: "A Revision of Bloom's Taxonomy: An Overview" Wilson Web, 2002

## **Structure of the Cognitive**

### **Process Dimension of the Revised Taxonomy**

#### **1.0 Remember - Retrieving relevant knowledge from long-term memory.**

1.1 Recognizing

1.2 Recalling

#### **2.0 Understand - Determining the meaning of instructional messages, including oral, written, and graphic communication.**

2.1 Interpreting

2.2 Exemplifying

2.3 Classifying

2.4 Summarizing

2.5 Inferring

2.6 Comparing

2.7 Explaining

#### **3.0 Apply – Carrying out or using a procedure in a given situation.**

3.1 Executing

3.2 Implementing

#### **4.0 Analyze - Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.**

4.1 Differentiating

4.2 Organizing

4.3 Attributing

#### **5.0 Evaluate - Making judgments based on criteria and standards.**

5.1 Checking

5.2 Critiquing

#### **6.0 Create - Putting elements together to form a novel, coherent whole or make an original product.**

6.1 Generating

6.2 Planning

6.3 Producing

## Structure of the Knowledge Dimension of the Revised Taxonomy

**A. Factual Knowledge - The basic elements that students must know to be acquainted with a discipline or solve problems in it.**

Aa. Knowledge of terminology

Ab. Knowledge of specific details and elements

**B. Conceptual Knowledge - The interrelationships among the basic elements within a larger structure that enable them to function together.**

Ba. Knowledge of classifications and categories

Bb. Knowledge of principles and generalizations

Bc. Knowledge of theories, models, and structures

**C. Procedural Knowledge - How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.**

Ca. Knowledge of subject-specific skills and algorithms

Cb. Knowledge of subject-specific techniques and methods

Cc. Knowledge of criteria for determining when to use appropriate procedures

**D. Metacognitive Knowledge - Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.**

Da. Strategic knowledge

Db. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge

Dc. Self-knowledge

Bloom's Revised Taxonomy Table							
KNOWLEDGE DIMENSION	<b>Metacognitive:</b> Knowledge of cognition and awareness of one's own cognition.	Identify	Predict	Use	Construct	Reflect	Create
	<b>Procedural:</b> How to do or discover something. Criteria for using skills and methods.	Recall	Clarify	Carry Out	Integrate	Judge	Design
	<b>Conceptual:</b> Interrelationships among elements within a larger functioning structure.	Recognize	Classify	Provide	Differentiate	Determine	Assemble
	<b>Factual:</b> The basic elements students must know to be acquainted with a discipline and solve problems.	List	Summarize	Respond	Select	Check For	Generate
 		<b>Remembering</b> Retrieve relevant knowledge from long term memory.	<b>Understanding</b> Construct meaning from sources of information.	<b>Applying</b> Carry out or use a procedure in a given situation.	<b>Analyzing</b> Break apart material and determine relation.	<b>Evaluating</b> Make judgements based on criteria and standards.	<b>Creating</b> Produce original thoughts or elements.
COGNITIVE PROCESS DIMENSION							