Bloom's Taxonomy: A Background

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, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The table below summarizes the revised categories of Bloom's Taxonomy in the cognitive domain (adapted from Anderson and Krathwohl, 2001, pp. 67–68). Bloom's Taxonomy was originally created in and for an academic context to assist in the design and assessment of educational learning. It is considered to be a foundational and essential element within the education community.

Bloom's Taxonomy and the Cognitive Domain

remember	understand	apply	analyze	evaluate	create
recognizing (identifying) recalling (retrieving)	interpreting (clarifying, paraphrasing, representing, translating) exemplifying (illustrating, instantiating) classifying (categorizing, subsuming) summarizing (abstracting, generalizing) inferring (concluding, extrapolating, interpolating, predicting) comparing (contrasting, mapping, matching) explaining (constructing models)	executing (carrying out) implementing (using)	differentiating (discriminating, distinguishing, focusing, selecting) organizing (finding coherence, integrating, outlining, parsing, structuring) attributing (deconstructing)	checking (coordinating, detecting, monitoring, testing) critiquing (judging)	generating (hypothesizing) planning (designing) producing (construct)

When educators think about how they can assess their students, the intersection of knowledge and the cognitive process dimensions can facilitate the development and selection of test questions.

Sources:
http://de.ryerson.ca/portals/de/assets/resources/Guide_Multiple_Choice.pdf
http://www.celt.iastate.edu/teaching/RevisedBlooms1.html