

Bloom's Taxonomy

| Level | Remember | Understand | Apply | Analyze | Evaluate | Create |
|--------------|---|--|---|--|--|--|
| Definition | Students can retrieve relevant knowledge from long-term memory. | Students can construct meaning by connecting "new" to "prior" knowledge. | Students can use a procedure to perform exercises or solve problems. | Students can break material into its parts and relate parts to the whole. | Students can make judgments based on criteria or standards. | Students can put elements together to form a coherent whole. |
| Common Verbs | REMEMBER RECALL RETRIEVE IDENTIFY RECOGNIZE DEFINE LIST LABEL MATCH NAME | UNDERSTAND PARAPHRASE SUMMARIZE ILLUSTRATE GENERALIZE EXPLAIN INFER CONCLUDE CLASSIFY EXPRESS | APPLY USE IMPLEMENT CARRY OUT DEMONSTRATE ARTICULATE PREPARE PRACTICE EXPERIMENT CHART | ANALYZE BREAK DOWN CHARACTERIZE CLASSIFY DIFFERENTIATE OUTLINE RELATE CONTRAST COMPARE DEDUCE | EVALUATE ARGUE ASSESS CRITICIZE CRITIQUE DEFEND SCORE SOLVE JUDGE APPRAISE | CREATE DEVELOP COMPOSE CONSTRUCT FORMULATE GENERATE PERFORM PLAN RECONSTRUCT SYNTHESIZE |
| Questions | What happened after...? How many is...? What is...? Who did...? Where did....occur? | How would you explain...? Why did...? What are examples of...? How could you group...? | How would you solve...? How would you do...? How could you...? How would you work a case of...? | What was the turning point? How is...similar to...? Why did....occur? What were some of the motives for...? | Is there a better solution to...? Do you think ...was effective and why? Can you utilize this rubric to access...? | What are possible solutions to...? How would you design an...? What would happen if...? |