**REVISED BLOOM’S TAXONOMY**

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| **REMEMBERING** | **UNDERSTANDING** | **APPLYING** | **ANALYZING** | **EVALUATING** | **CREATING** |
| **Replaces: Knowledge** | **Replaces: Comprehension** | **Replaces: Application** | **Replaces: Analysis** | **Replaces: Synthesis** | **Replaces: Evaluation** |
| Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.  | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.  |

**KEY POWER WORDS/VERBS TO USE**

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| **REMEMBERING** | **UNDERSTANDING** | **APPLYING** | **ANALYZING** | **EVALUATING** | **CREATING** |
| choose, circle, count, define, describe, find, how, identify, know, label, list, locate, match, memorize, name, omit, outline, pick, point to, quote, read, recall, recite, recognize, record, relate, retrieve, say, select, show, spell, state, study, tell, underline, view, what, when, where, which, who, why, write | add, approximate, articulate, associate, calculate, categorize, characterize, clarify, classify, compare, conclude, communicate, comprehend, contrast, construct, define, demonstrate, describe, discuss, distinguish, elaborate, explain, estimate, example, express, extend, extrapolate, factor, generalize, give, identify, illustrate, infer, instantiate, interact, interpret, map, match, model, observe, outline, paraphrase, predict, relate, rephrase, report, represent, restate, retell, rewrite, review, show, subsume, subtract, summarize, trace, translate, understand | acquire, action, act out, adapt, alter, answer, apply, build, calculate, carry out, conduct, change, choose, com-pute, construct, deter-mine, delineate, do, develop, dramatize, draw, employ, exhibit, experiment with, identify, illustrate, interview, make, make use of, model, modify, manipulate, operate, organize, prepare, participate, perform, place, plan, practice, predict, present, produce, put into, respond, select, show, sketch, solve, utilize | analyze, ask, assume, catalog, categorize, chart, classify, compare, conclude, contrast, correlate, decode, deduce, diagram, differentiate, discover, dissect, distinguish, divide, document, edit, examine, explain, focus, function, group, identify, infer, inquire, inspect, inventory, list, monitor, motive, observe, order, outline, parse, point out, proofread, reason, relationships, review, segment, select, sequence, simplify, sort, survey, take part in, test form, transform  | agree, appraise, appreciate, assess, award, choose, compare, conclude, consider, construct, contrast, criticize, critique, debate, decide, deduct, defend, design, determine, discriminate, disprove, dispute, editorialize, estimate, evaluate, explain, grade, hypothesize, influence, interpret, judge, justify, mark, measure, opine, perceive, prove, prioritize, rate, relate, recommend, rule on, select, summarize, support, test, value, verify | adapt, adopt, arrange, assemble, blend, build, change, choose, collect, combine, compile, compose, concoct, connect, construct, coordinate, create, cultivate, delete, design, detect, develop, devise, dictate, discuss, elaborate, establish, estimate, explain, form, format, formulate, frame, gather, generate, glean, graph, happen, hypothesize, imagine, improve, incorporate, integrate, interact, invent, judge, make, make up, minimize, maximize, model, monitor, organize, originate, participate, plan, predict, propose, portray, produce, publish, rearrange, refine, reorganize, revise, rewrite, solve, suppose, summarize, synthesize, test, write |

**DIGITAL VERSIONS\***

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| **REMEMBERING** | **UNDERSTANDING** | **APPLYING** | **ANALYZING** | **EVALUATING** | **CREATING** |
| Bulletin pointing, highlighting, bookmarking (favorite-ing), social networking, social bookmarking, searching or googling  | Advanced and Boolean searching, blogging, exemplifying, journaling, twittering, commenting and annotating, sharing, subscribing, tagging | Running and operating, playing, uploading and sharing, hacking, editing, executing, loading, running,  | Mashing, linking, reverse-engineering, cracking, mind-mapping, validating, tagging | Blog/Vlog commenting and reflecting, moderating, reflecting, reviewing, posting, collaborating and networking, testing(Alpha and Beta)  | programming, filming, animating, videocasting, screencasting, podcasting, mixing and remixing, directing and producing, publishing, video blogging; blogging and wiki-ing, building mash ups |

**THE TEACHER SHOULD:**

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| **REMEMBERING** | **UNDERSTANDING** | **APPLYING** | **ANALYZING** | **EVALUATING** | **CREATING** |
| Present information about the subject to the student; ask questions that require the student to recall infor-mation; provide verbal or written tests about the subject that can be answer-ed by recalling the infor-mation the student learned | Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea; give tests based on classroom instruction | Provide opportunities for the student to use ideas theories, or problem solving techniques and apply them to new situations; review the student’s work to ensure that he/she is using problem solving techniques independently; provide questions that require the student to define and solve problems | Allow time for students to examine concepts and ideas and to break them down into basic parts; require students to explain why they chose a certain problem solving technique and why the solution worked  | Provide opportunities for students to make judgments based on appropriate criteria; have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc., using standards and criteria | Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving; require students to demonstrate that they can combine concepts to build new ideas for new situations |

**QUESTIONING PROMPTS**

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| **REMEMBERING** | **UNDERSTANDING** | **APPLYING** | **ANALYZING** | **EVALUATING** | **CREATING** |
| What do you remember about…? How would you define..? How would you identify..? How would you recognize…? What would you choose? Describe what happens when…? How is/are…? Where is/are….? Which one? Who was….? Why did…? What is (are)…? When did…? How would you outline…? List in order… How did …happen? Why did…? How would you show..? Who were the main…?Which one…? When did …happen? How would you explain….? How would you describe…? Can you recall…? Can you select…? Can you list the three….? | How would you com-pare/contrast…? How would you clarify the meaning? How would you rephrase the meaning? How would you differentiate between…? How would you express …? How would you generalize? What can you infer from…? What did you observe? Will you state or interpret in your own words? What facts or ideas show…? main idea of…? Which statements support…? Can you ex-plain what is happening? What is meant by…? What can you say about…? Which is the best answer? How would you describe…? Howwould you summaize…? Identify…? What would happen if?  | How would you use…? What examples can you find to…? How would you solve? using what you’ve learned? How would you organize…to show…? How would you show your understanding of…? What approach would you use to…? How would you apply what you’ve learned to develop…? What other way would you plan to…? What would result if…? Can you make use of the facts to…? What elements would you choose to change…? What facts would you select to show…? What questions would you ask in an inter-view with…? How would you change…? How would you develop…? How could you modify…? How does… work? How would you alter…to…? What examples can you find that…?  | What are the parts or features of…? This is related to…? Why do you think…? What is the theme? Can you list/identify the parts? How can you sort the parts? What inference(s) can you make? What conclusion(s) can you draw? How would you classify..? categorize…? What evidence can you find? What is the relationship between… and..? What motive is there? What inference(s) can you make? Can you distinguish between…? What is the function of…? What ideas justify…? How can you compare the different parts? How can you explain…? How is…connected to…? Discuss the pros and cons of…. What is your analysis of…? What ideas validate…? How would you explain…?  | How would you prove, disprove? Do you agree with the actions…? the outcome? What is your opinion of? Would it be better if…? What would you cite to defend your actions? What choice would you have made? How could you verify? What criteria would you use to assess..? How would you grade..? Rate the …Rank the importance of… Determine the value of …? What judgment would you make about? What data was used to make the conclusion? What was it better? How would you compare the ideas? the people? Why did the character choose…?  | What changes would you make to solve…? How would you improve…? What would happen if…? Can you propose an alternative? Can you invent? How would you adapt…to create a different…?How could you change (modify) the plot (plan)? What could be done to minimize/maximize…? What way would you design..? How would you test…? What could be combined to improve (change)…? Suppose you could…what would you do? Can you formulate a theory for…? Can you predict the outcome if…? What facts can you compile..? Can you construct a model that would change…? Can you think of an original way for the…? How would you elaborate on the reason…? How would you generate a plan to…? |