

Clark County School District
Revised Bloom's Taxonomy – Cognitive Process Dimension

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CATEGORIES	COGNITIVE PROCESSES	DEFINITIONS
REMEMBER Retrieve relevant knowledge from long-term memory.	<ul style="list-style-type: none"> • Recognizing (identifying) • Recalling (retrieving) 	<ul style="list-style-type: none"> • Locating knowledge in long-term memory that is consistent with presented material • Retrieving relevant knowledge from long-term memory
UNDERSTAND Construct meaning from instructional messages, including oral, written, and graphic communication.	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Changing from one form of representation to another • Finding a specific example or illustration of a concept or principle • Determining that something belongs to a category • Abstracting a general theme or major point(s) • Drawing a logical conclusion from presented information • Detecting correspondences between two ideas, objects, and the like • Constructing a cause-and-effect model of a system
APPLY Carry out or use a procedure in a given situation.	<ul style="list-style-type: none"> • Executing (carrying out) • Implementing (using) 	<ul style="list-style-type: none"> • Applying a procedure to a familiar task • Applying a procedure to an unfamiliar task
ANALYZE Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.	<ul style="list-style-type: none"> • Differentiating (discriminating, distinguishing, focusing, selecting) • Organizing (finding coherence, integrating, outlining, parsing, structuring) • Attributing (deconstructing) 	<ul style="list-style-type: none"> • Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material • Determining how elements fit or function within a structure • Determining a point of view, bias, values, or intent of underlying presented material
EVALUATE Make judgments based on criteria and standards.	<ul style="list-style-type: none"> • Checking (coordinating, detecting, monitoring, testing) • Critiquing (judging) 	<ul style="list-style-type: none"> • Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented • Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem
CREATE Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.	<ul style="list-style-type: none"> • Generating (hypothesizing) • Planning (designing) • Producing (constructing) 	<ul style="list-style-type: none"> • Coming up with alternative hypotheses based on criteria • Devising a procedure for accomplishing some task • Inventing a product