Taxonomies of the Cognitive Domain:

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2000
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: know define record identify recall name relate memorize recognize list repeat acquire	**1. Remembering: Retrieving, recalling, or recognizing** knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate identify illustrate locate discuss interpret report describe draw recognize review represent explain infer differentiate express conclude	**2. Understanding:** Constructing meaning from different types of functions be they written or graphic messages activities like i**nterpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.**
3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: apply organize practice relate employ calculate develop restructure show translate interpret exhibit use demonstrate dramatize operate illustrate	**3. Applying:** Carrying out or using a procedure through **executing, or implementing**. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.
4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: analyze differentiate experiment compare contrast scrutinize probe investigate discover inquire detect inspect examine survey dissect contrast classify discriminate categorize deduce separate	**4. Analyzing:** Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are **differentiating, organizing, and attributing**, as well as **being able to distinguish between** the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

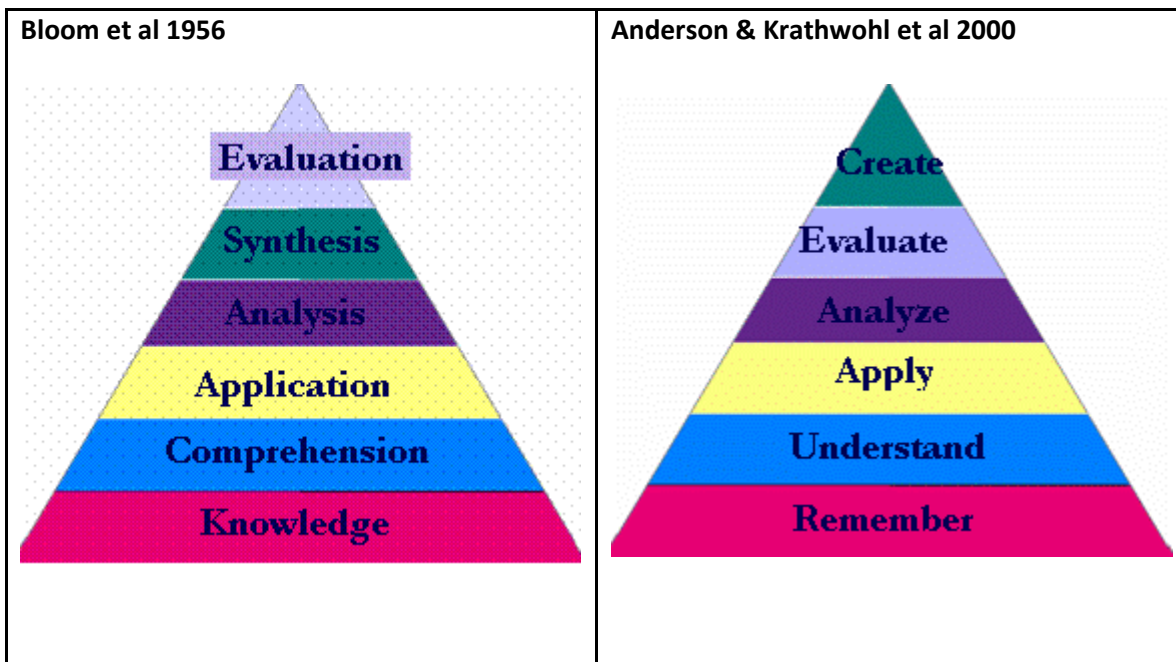|	
5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are: compose plan propose produce invent develop design formulate arrange assemble collect construct create set up organize prepare generalize originate predict document derive modify combine write tell relate propose	**5. Evaluating:** Making judgments based on criteria and standards through **checking and critiquing**. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something. ■ **Remember this one has now changed places with the last one on the other side.**
6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: judge argue validate assess decide consider compare choose appraise evaluate rate value conclude select criticize measure estimate infer deduce	**6. Creating:** Putting elements together to form a coherent or functional whole; **reorganizing** elements into a new pattern or structure through **generating, planning, or producing**. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy. ■ **This one used to be #5 in Bloom's known as synthesis.**

Visual Comparison of the two taxonomies

Bloom et al 1956	Anderson & Krathwohl et al 2000
Evaluation Synthesis Analysis Application Comprehension Knowledge	Create Evaluate Analyze Apply Understand Remember

Source: Leslie Wilson, Professor Emerita, Curriculum & Instruction, University of Wisconsin-Stevens Point.

http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm - accessed on April 23, 2009