**Bloom et al.’s Cognitive Taxonomy**

Original (with Synthesis and Evaluation switched)

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| **Level** | **Example Verbs** | **0** | **1** | **2** |
| **Knowledge/ Remembering** | Recognize, list, name. define, identify, state | Does not provide any factual details | Provides factual details, but some are incorrect | Correctly provides pertinent factual details |
| **Comprehension/ Understanding** | Explain, interpret, summarize, paraphrase, infer, illustrate | Does not demonstrate understanding of basic concepts | Demonstrates understanding of basic concepts, not does not always provide adequate explanation | Demonstrates understanding of basic concepts, and provides excellent support for each |
| **Application/ Applying** | Use, compute, implement, demonstrate, solve | Does not indicate how facts and concepts can be applied in problem solving  | Uses facts and concepts to solve problem, but logic of application is flawed | Uses facts and concepts to solve problems and logic for doing so is explicit and correct |
| **Analysis/ Analyzing** | Compare, categorize, organize, deconstruct, separate | Does not make comparisons among facts, concepts, or principles. | Makes comparisons among facts, concepts, or principles, but some comparisons are flawed or incomplete. | Complete thorough comparisons among facts, concepts, or principles citing specific reasons why the comparisons are important. |
| **Evaluation/ Evaluating** | Judge, critique, justify, recommend, monitor | Does not make judgments about the value of different alternatives to meeting stated challenge or identified opportunity. | Makes judgments about the value of different alternatives to meeting stated challenge or identified opportunity, but some of the reasoning is flawed or incomplete. | Makes well-reasoned judgments about the value of different alternatives to meeting stated challenge or identified opportunity, with implications for selecting the preferred alternative or combination of alternatives. |
| **Synthesis/ Creating** | Design, hypothesize, invent, develop action plan, devise | Does not provide new, original alternative to meet a stated challenge or identified opportunity. | Provides a new, original alternative to meet a stated challenge or identified opportunity, but the design is flawed or not practical. | Provides a new, original alternative to meet a stated challenge or identified opportunity that is well-designed and practical in its intended implementation. |

Based on <http://www.edpsycinteractive.org/topics/cognition/bloom.html>