

## Applying the Revised Bloom's Taxonomy

Bloom's Taxonomy Revised	21 <sup>st</sup> Century Skill	21 <sup>st</sup> Century Application
<b>Knowing/Remembering</b> List, define, describe, name, locate, find, label, identify.	<ul style="list-style-type: none"> <li>• Embedding Learning in memory</li> <li>• Retrieving and recalling information and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Label a diagram.</li> <li>• Draw a picture of it.</li> <li>• Search and bookmark.</li> </ul>
<b>Comprehending/Understanding</b> Interpret, summarize, paraphrase, classify, give an example, estimate.	<ul style="list-style-type: none"> <li>• Fitting into prior learning.</li> <li>• Organizing prior knowledge into a graphic</li> <li>• Constructing meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the story/illustrate your ideas.</li> <li>• Define the problem.</li> <li>• Give an example of each idea.</li> <li>• Make a rainbow to illustrate things you know.</li> <li>• Include it in a blog or tweet.</li> </ul>
<b>Applying</b> Carry out, use, modify, discover, demonstrate, show, produce.	<ul style="list-style-type: none"> <li>• Using learning/knowledge in multiple, novel, and personalized ways</li> <li>• Implementing ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a theory as to why it happened that way.</li> <li>• Brainstorm ways to use this information, and try one.</li> <li>• Show a classmate how to do it using Google Docs or other application.</li> </ul>
<b>Analyzing/Comparing</b> Organize, outline, infer, distinguish, integrate, break down, differentiate, attribute to.	<ul style="list-style-type: none"> <li>• Making meaning by exploring and questioning so that its structure and parts can be understood, related, and connected</li> <li>• Distinguishing between components</li> </ul>	<ul style="list-style-type: none"> <li>• Take a position and compare it to others.</li> <li>• Figure out what others need to know to complete the task and help them.</li> <li>• Explain a choice a character made and why you think they did this. Would you do the same?</li> <li>• Map your ideas; create a mash-up.</li> </ul>
<b>Synthesizing/Evaluating</b> Hypothesize, critique, compile, devise, plan, reorganize, appraise, defend	<ul style="list-style-type: none"> <li>• Combining, putting ideas together</li> <li>• Judging the ideas based on criteria and standards</li> <li>• Testing hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate other's solutions to a problem.</li> <li>• Self- and peer review of work.</li> <li>• Create a flyer on your topic using multiple sources.</li> <li>• Post an editorial on your blog.</li> <li>• Network with others; combine ideas.</li> </ul>
<b>Creating</b> Reorganize, innovate, invent, adopt an unusual approach, plan and produce, generate something new	<ul style="list-style-type: none"> <li>• Generating something new</li> <li>• Putting elements into a coherent whole</li> <li>• Reorganizing ideas into new patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new ending.</li> <li>• Design another way to convey the message of the story.</li> <li>• Come up with a new way to do, prepare, or fix something.</li> </ul>

From Laura Greenstein. *Assessing 21<sup>st</sup> Century Skills: A Guide to Evaluating Mastery and Authentic Learning*. Thousand Oaks, CA: Corwin a SAGE Company, 2012. Adapted from Lorin W. Anderson and David R. Krathwohl. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001