

### 3.3 THE SIX CATEGORIES OF THE COGNITIVE PROCESS DIMENSION AND RELATED COGNITIVE PROCESSES\*

PROCESS CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
<b>1. REMEMBER</b> —Retrieve relevant knowledge from long-term memory.	
<b>1.1 RECOGNIZING</b>	(e.g., Recognize the dates of important events in U.S. history)
<b>1.2 RECALLING</b>	(e.g., Recall the dates of important events in U.S. history)
<b>2. UNDERSTAND</b> —Construct meaning from instructional messages, including oral, written, and graphic communication.	
<b>2.1 INTERPRETING</b>	(e.g., Paraphrase important speeches and documents)
<b>2.2 EXEMPLIFYING</b>	(e.g., Give examples of various artistic painting styles)
<b>2.3 CLASSIFYING</b>	(e.g., Classify observed or described cases of mental disorders)
<b>2.4 SUMMARIZING</b>	(e.g., Write a short summary of the events portrayed on videotapes)
<b>2.5 INFERRING</b>	(e.g., In learning a foreign language, infer grammatical principles from examples)
<b>2.6 COMPARING</b>	(e.g., Compare historical events to contemporary situations)
<b>2.7 EXPLAINING</b>	(e.g., Explain the causes of important eighteenth-century events in France)
<b>3. APPLY</b> —Carry out or use a procedure in a given situation.	
<b>3.1 EXECUTING</b>	(e.g., Divide one whole number by another whole number, both with multiple digits)
<b>3.2 IMPLEMENTING</b>	(e.g., Determine in which situations Newton's second law is appropriate)
<b>4. ANALYZE</b> —Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	
<b>4.1 DIFFERENTIATING</b>	(e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
<b>4.2 ORGANIZING</b>	(e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
<b>4.3 ATTRIBUTING</b>	(e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
<b>5. EVALUATE</b> —Make judgments based on criteria and standards.	
<b>5.1 CHECKING</b>	(e.g., Determine whether a scientist's conclusions follow from observed data)
<b>5.2 CRITIQUING</b>	(e.g., Judge which of two methods is the best way to solve a given problem)
<b>6. CREATE</b> —Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.	
<b>6.1 GENERATING</b>	(e.g., Generate hypotheses to account for an observed phenomenon)
<b>6.2 PLANNING</b>	(e.g., Plan a research paper on a given historical topic)
<b>6.3 PRODUCING</b>	(e.g., Build habitats for certain species for certain purposes)

**Revised Bloom's Taxonomy Process Verbs, Assessments, and Questioning Strategies**

<b>Level of Taxonomy</b>	<b>Definition</b>	<b>Process Verbs</b>		<b>Assessments</b>		<b>Question Stems</b>
<b>Creating</b>	Generating new ideas, products, or ways of viewing things  Designing, constructing, planning, producing, inventing	Act Arrange Assemble Combine Compose Construct Create Design Develop Devise Formulate	Generate Improve Infer Invent Imagine Plan Predict Prepare Revise Show Write	Advertisement Poem Blueprint Cartoon Collage Film Formula Invention New game	Newspaper Painting Plan Play Song Story Video	-Can you design a...to...? -Can you see a possible solution to...? -How would you devise your own way to...? -What would happen if...? -How many ways can you...? -Can you create new and unusual uses for...?
<b>Evaluating</b>	Justifying a decision or course of action  Checking, hypothesizing, critiquing, experimenting, judging	Argue Assess Choose Compare Conclude Criticize Debate Decide Defend	Determine Evaluate Justify Prioritize Rate Recommend Support Tell why Value	Conclusion Debate Editorial Investigation Judgment Opinion	Recommendation Report Survey Verdict	-Is there a better solution to...? -What do you think about...? -Do you think...is a good or bad thing? -How would you feel if...? -How effective are...? -What are the pros and cons of ...?
<b>Analyzing</b>	Breaking information into parts to explore understandings and relationships  Comparing, organizing, deconstructing, interrogating, finding	Calculate Categorize Classify Compare Contrast Diagram Differentiate Discover Distinguish Examine Experiment	Group Interpret Investigate Order Organize Question Relate Research Sequence Solve Survey	Chart Checklist Database Diagram Graph Illustration Investigation	List Outline Plan Questionnaire Report Spreadsheet Summary	-Which events could not have happened? -How is ...similar to ...? -What are some other outcomes? - Why did ...occur? -What was the problem with...?

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<b>Applying</b>	Using information in another familiar situation  Implementing, carrying out, using, executing	Adapt Apply Calculate Change Compute Demonstrate Dramatize Draw Experiment Illustrate	List Make Manipulate Practice Produce Sequence Show Solve Teach Use	Demonstration Diagram Experiment Illustration Journal Lesson Map Model	Performance Poster Prediction Presentation Report Scrapbook Simulation	-Do you know of another instance where...? -Can you group...? -Which factors would you change...? -What questions would you ask of...? -From the information given, can you develop a set of instructions about...?
<b>Understanding</b>	Explaining ideas or concepts  Interpreting, summarizing, paraphrasing, classifying, explaining	Ask Calculate Convert Describe Discuss Explain Give examples Identify Locate	Observe Recognize Report Research Retell Review Summarize Tell	Debate Definition Dramatization Example Explanation Label List	Outline Quiz Recitation Reproduction Story Problems Summary Test	-Can you write in your own words? -How would you explain...? -What could happen next? -Who do you think...? -What was the main idea...?
<b>Remembering</b>	Recalling information  Recognizing, listing, describing, retrieving, naming, finding	Choose Cite Define Describe Give example Group Know Label List Listen Locate	Match Memorize Name Quote Recall Recite Record Repeat Select Underline	Definition Fact Label List Quiz	Reproduction Test Workbook Worksheet	-What happened after...? -How many...? -What is...? -Who ...? -Can you name...? -Which is true or false?

## Fink's Taxonomy Verbs for Learning Outcomes

Foundational Knowledge	Associate, Compare, Contrast, Describe, Define, Explain, Give example, Identify, Illustrate, Indicate, List, Name, Paraphrase, Recite, Recognize, Remember, Repeat, Restate, Tell
Application	Analyze, Assess, Critique, Calculate, Create, Coordinate, Demonstrate, Draw, Employ, Estimate, Give example, Illustrate, Imagine, Interpret, Judge, Locate, Make decisions, Manage, Measure, Operate, Perform, Prescribe, Record, Solve, Use
Integration	Associate, Blend, Combine, Compare, Connect, Contrast, Correlate, Differentiate, Integrate, Intermix, Join, Link, Relate, Synthesize, Unite
Human Dimensions	Acquire, Advise, Advocate, Behave, Communicate, Collaborate, Cooperate, Empathize, Express, Feel, Help, Influence, Initiate, Inspire, Interact, Involve, Lead, Mediate, Motivate, Negotiate, Nurture, Promote, Protect, Reconcile, Resolve, Reflect, Respect, Respond, Share, Support, Unite
Caring	Commit to, Decide to, Demonstrate, Develop, Discover, Explore, Express, Identify, Interpret, Pledge, Recognize, Value, Reflect, Renew, Revitalize, Share, State, Value
Learning to Learn	Analyze, Construct knowledge, Critique, Create a plan, Describe how to, Develop a learning plan, Identify resources, Identify your learning style, Identify needs, Inquire, Formulate Frame questions, Generalize knowledge, Predict performance, Reflect, Research, Self-assess. Self-regulate, Self-monitor, Set goals, Take responsibility, Transfer knowledge

From: <http://thepeakperformancecenter.com/educational-learning/thinking/blooms-taxonomy/verbs-learning-objectives/finks-taxonomy-verbs/>