

TEACHING THINKING

BLOOM'S REVISED LEARNING TAXONOMY							
COGNITIVE PROCESS							
		Lower Level		Middle Level		Higher Level	
KNOWLEDGE DIMENSIONS	1)	2)	3)	4)	5)	6)	
	Remember- factual answers, recognition, recall	Understand- translating, interpreting, extrapolating, comprehending	Apply- to new or unfamiliar situations, or that have a slant	Analyze- breaking down into parts, identifying causes, making inferences, finding evidence to support generalizations	Evaluate- judging the value of something according to a set criteria and stating why	Create- combining elements into a pattern not clearly there before	
	<u>Factual</u> - basic knowledge specific to a subject; facts, terms, details						
	<u>Conceptual</u> - principles, models and structures pertinent to a subject						
	<u>Procedural</u> - helps students perform specific tasks in a subject area; algorithms, methods, techniques						
	<u>Metacognitive</u> - a strategic or reflective knowledge about how to go about solving problems and cognitive tasks						
<i>Verbs for daily objectives:</i>							
Define Duplicate List Memorize Recall Repeat Reproduce State Recognize Recite Know Name Record Cite Label Quote Pronounce Identify Match Convert	Describe Discuss Identify Locate Recognize Report Select Paraphrase Classify Summarize Infer Compare Explain Restate Main idea Express Review Draw Represent Give examples Depict Estimate	Choose Demonstrate Illustrate Schedule Solve Sketch Use Write Operate Implement Execute Apply Discover Manage Relate Classify Predict Show Compute Prepare Present Direct	Compare Contrast Criticize Differentiate Examine Distinguish Question Organize Attribute Infer Outline Analyze Diagram Divide Point-out Associate Find Separate Dissect Determine	Defend Judge Select Support Evaluate Check Critique Conclude Assess Deduce Weigh	Construct Create Design Develop Formulate Write Generate Plan Produce Generalize Integrate Project Invent Rearrange		

