

Bloom's Revised Taxonomy

Foundational thinking →

Build and use schemas; begin transfer in familiar, structured contexts

High-order thinking →

Deepen, use, and adapt knowledge flexibly across novel contexts

Transfer: Adapt and use knowledge across increasingly varied, complex, and unpredictable settings →

 **Remember**
Retrieve relevant knowledge from long-term memory.

 **Understand**
Construct meaning from information.

 **Apply**
Carry out or use a concept or procedure in a given situation.

 **Analyze**
Separate material into component parts and determine how parts relate, and serve an overall structure or purpose.

 **Evaluate**
Make judgments based on criteria or standards.

 **Create**
Combine elements to produce a new, coherent whole; create new meaning or value by reorganizing into a new pattern, product, or structure.

Goal for learners

Help learners recall essential facts, terms, or basic concepts.

Ensure learners can make sense of information, not just memorize it.

Transfer learning into familiar contexts or tasks.

Encourage deeper thinking by comparing, categorizing, or finding patterns.

Push learners to assess quality, value, or effectiveness and justify their thinking.

Empower learners to synthesize knowledge and invent something new.

Action verbs

Define, list, name, recall, identify, label, match, recognize, repeat

Describe, explain, summarize, classify, discuss, illustrate, interpret, paraphrase

Implement, demonstrate, use, solve, perform, calculate, operate, execute, forecast, sketch, map, model

Differentiate, compare, contrast, organize, deconstruct, investigate, categorize, attribute

Judge, critique, defend, argue, assess, prioritize, validate, recommend

Design, compose, construct, formulate, plan, invent, develop, propose

Sample Tasks Ideas

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