## Revised Bloom’s Taxonomy (RBT) Table

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<tr>
<th>The Knowledge Dimension</th>
<th>The Cognitive Process Dimension</th>
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<tr>
<td>1. <strong>Remember</strong> – retrieve relevant knowledge from long-term memory</td>
<td>2. <strong>Understand</strong> – Construct meaning from instructional messages, including oral, written, and graphic communication</td>
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<td>3. <strong>Apply</strong> – Carry out or use a procedure in a given situation</td>
<td>4. <strong>Analyze</strong> – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</td>
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<td>5. <strong>Evaluate</strong> – Make judgments based on criteria and standards</td>
<td>6. <strong>Create</strong> – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</td>
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### A. Factual Knowledge -
The basic elements students must know to be acquainted with a discipline or solve problems in the discipline.

### B. Conceptual Knowledge -
The interrelationships among the basic elements within a larger structure that enable them to function together.

### C. Procedural Knowledge -
How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.

### D. Meta-Cognitive -
Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition.

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| The Cognitive Process Dimension Categories: Revised Bloom’s Taxonomy |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| **Remember** – retrieve relevant knowledge from long-term memory |
| **Understand** – Construct meaning from instructional messages, including oral, written, and graphic communication |
| **Apply** – Carry out or use a procedure in a given situation |
| **Analyze** – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose |
| **Evaluate** – Make judgments based on criteria and standards |
| **Create** – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure |

| **Recognizing** |
| **Interpreting** |
| **Executing** |
| **Differentiating** |
| **Checking** |
| **Generating** |

- **Recognizing**
  - **Identifying**
    - **Definition/Example:** Locating knowledge in long-term memory that is consistent with presented material (e.g., recognize the dates of important events in U.S. history).

- **Interpreting**
  - **Clarifying**
  - **Paraphrasing**
  - **Representing**
  - **Translating**
    - **Definition/Example:** Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents).

- **Executing**
  - **Carrying Out**
    - **Definition/Example:** Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits).

- **Differentiating**
  - **Discriminating**
  - **Distinguishing**
  - **Selecting**
    - **Definition/Example:** Distinguishing relevant from irrelevant parts or important from irrelevant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem).

- **Checking**
  - **Coordinating**
  - **Detecting**
  - **Monitoring**
  - **Testing**
    - **Definition/Example:** Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data).

- **Generating**
  - **Hypothesizing**
    - **Definition/Example:** Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon).

- **Planning**
  - **Designing**
    - **Definition/Example:** Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic).

- **Producing**
  - **Constructing**
    - **Definition/Example:** Inventing a product (e.g., Build habitats for a specific purpose).

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<table>
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<tr>
<th><strong>Summarizing</strong></th>
<th><strong>Inferring</strong></th>
<th><strong>Comparing</strong></th>
<th><strong>Explaining</strong></th>
</tr>
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<tr>
<td>• Abstracting</td>
<td>• Concluding</td>
<td>• Contrasting</td>
<td>• Constructing (models)</td>
</tr>
<tr>
<td>• Generalizing</td>
<td>• Extrapolating</td>
<td>• Mapping</td>
<td><strong>Definition/Example:</strong> Constructing a cause-and-effect model of a system (e.g., explain the causes of important 18th Century events in France).</td>
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**Definition/Example:** Determining a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective).

**Definition/Example:** Abstracting a general theme or major point(s) (e.g., Write a short summary of the event portrayed on a videotape).

**Definition/Example:** Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles with examples).

**Definition/Example:** Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations).

### The Knowledge Dimension: Revised Bloom’s Taxonomy

| A. **Factual Knowledge** - The basic elements students must know to be acquainted with a discipline or solve problems in the discipline. | • Knowledge of terminology  
• Knowledge of specific details and elements | **Example:** Technical Vocabulary, music symbols  
**Example:** Major natural resources, reliable sources of information. |
| --- | --- | --- |
| B. **Conceptual Knowledge** - The interrelationships among the basic elements within a larger structure that enable them to function together. | • Knowledge of classifications and categories  
• Knowledge of principles and generalizations  
• Knowledge of theories, models, and structures | **Example:** Periods of geological time, forms of business ownership  
**Example:** Pythagorean theorem, law of supply and demand  
**Example:** Theory of evolution, structure of Congress |
| C. **Procedural Knowledge** - How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods. | • Knowledge of subject-specific skills and algorithms  
• Knowledge of subject-specific techniques and methods  
• Knowledge of criteria for determining when to use appropriate procedures | **Example:** Skills used in painting with water colors, whole number division algorithm  
**Example:** Interviewing techniques, scientific method  
**Example:** Criteria used to determine when to apply a procedure involving Newton’s second law, criteria to judge the feasibility of using a particular method to estimate business costs |
| D. **Meta-Cognitive Knowledge** - Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition. | • Strategic knowledge  
• Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge  
• Self-knowledge | **Example:** Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a text book, knowledge of the use of heuristics  
**Example:** Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks  
**Example:** Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one’s own knowledge level |