

Revised Bloom's Taxonomy

Rigor and Relevance Quadrant A or B			Rigor and Relevance Quadrant C or D			
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Verbs	Choose Describe Define Find Identify Label List Locate Match Memorize Name Omit recall Recite Recognize Reproduce Sequence-simple Select State Tell	Calculate Classify Demonstrate Distinguish Explain Extend Give example Illustrate Indicate Interrelate Interpret Infer Judge Match Paraphrase Represent Restate Rewrite Show Summarize	Apply Chose Dramatize Explain Generalize Judge Organize Paint Prepare Problem-calculation Produce Select Sequence-complex Show Sketch Solve Use	Analyze Categorize Cause/Effect Classify Compare Complex-Infer Contrast Deduce Differentiate Distinguish Identify Point out Organize Select Subdivide Survey	Appraise Argue Estimate Evaluate Determine- bias Judge Criticize Critique Debate Defend Justify Prioritize Pros and Cons Rate Value Verify Weigh	Add to Combine Compose Construct Create Design Develop Devise Forecast Formulate Predict Solution Formulate Hypothesize Invent Originate
Instructional Strategies	Highlighting Rehearsal Memorizing Mnemonics Make a list of the main events Make a timeline of events Make a facts chart Write a list of any pieces of information you can remember List all the .. in the text or video	Key examples Emphasize connections Elaborate concepts Summarize - written Paraphrase - oral Students explain Students state the rule Why does this example...? Visual representations Concept maps Outlines- verbal Flow chars Graphic Organizers	Students modeling Sequencing Real World application opportunities Case studies Simulations Algorithms in problem form Construct a model, diorama, scrapbook, to explain ideas or information in context Organize a collection to make a point Make up a game Write an outline	Analogies Models of thinking Challenging assumptions Retrospective analysis Reflection through journaling Collaborative learning like jigsaws Design a questionnaire to gather information Construct a data chart Write a commercial to sell something Conduct an investigation to support a point of view or hypothesis	Challenging assumptions Evaluative journaling Debates Collaboration to evaluate point or view, worth or other specific aspect Decision-making Solution development Problem based learning Prepare a list of criteria to judge... Self evaluate and then correct your work Prioritize and rationale Justification in writing or verbally Critique art or music or theater - any art form	Design activities Inventions Creation of a model of a solution to a complex problem Devise a new way to solve a complex problem Compose music Create original art
Model Questions	Who? Where? Which one? What? How? What is the best one? How much? When? What does it mean?	State in your own words Which are facts? What does this mean? Is this the same as... Give an example Condense this paragraph or paraphrase it Explain what is happening What are they saying? What seems to be...? What seems likely? What is the main idea?	Predict what would happen if... Choose the best statements that apply What would result Tell what would happen Tell how, when, where and why Tell how much change there would be Identify the results of... What is the function of...?	Is this fact or opinion Why? What are the assumptions behind...? What is the relevance? What is the motive? What are the conclusions based upon? What does the author believe or assume? Make a distinction State the point of view, rule or pattern What is the relationship between..?	Is it valid that? Judge the effects What fallacies, consistencies, inconsistencies appear or exist? Which is more important, moral, better, logical, valid, or appropriate? Find the errors Defend your point of view or this viewpoint or answer Justify your answer or response or point of view Is bias, fairness, or ethics at issue?	How would you test...? Propose an alternative. Develop a creative solution for... Invent a new process, system, procedure or product that addresses...
Costa	Level 1: Literal, right there, summarize or remember		Level 2: Search and think, infer, connect and relate, or associate		Level 3: Logical justification, derive, or on your own	

Sources: Bloom (1954 and 1956) revised by Anderson and Krathwohl (2001), Dalton, J. and Smith, D. (1986), Kuzmich, L. (2011), Costa, A. and Kallick, B. (2000) and Daggett, W. ICLE Rigor and Relevance Model. Original chart created by Lead4Ward, Region XIII, TX