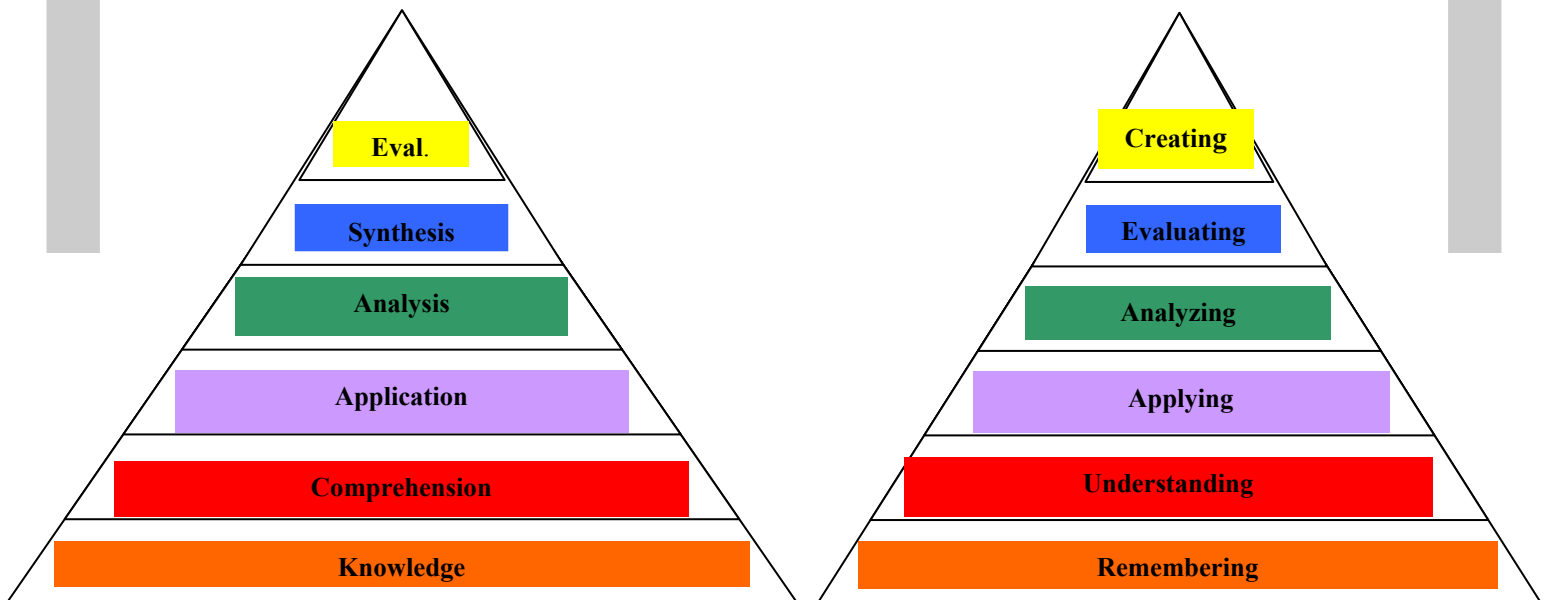


Curriculum Leadership Institute E-Hint

The Revised Bloom's Taxonomy

Benjamin Bloom's original *Taxonomy of Cognitive Domain* was published in 1956. Commonly referred to as "Bloom's Taxonomy," it has been translated into 22 languages, and is one of the most widely used references in education. In the 1990's, one of Bloom's former students, Lorin Anderson, headed up a new group of educational theorists and researchers to review and update the original taxonomy. After six years of work, the revision was published in 2001. Since then, many educators have traded in their "old" version of Bloom for the newer rendering. However, they certainly do not represent a majority of the teaching profession. There are still countless educators who are not aware that an update exists, and a like amount who know about the new version, but aren't sure what to do with it. Perhaps this *ehint* can remedy that situation.

First, what exactly has changed? There are three overall differences: terminology, structure, and emphasis. The one gathering attention from most educators is terminology, and that is the one we focus on here. (A web search about the revised taxonomy will provide many sites if you want to know more about the structure and emphasis.) Within the terminology changes are also three differences: (1) some of the categories of the taxonomy were renamed; (2) all of the category names were changed from nouns to verbs; and (3) *synthesis* and *evaluation* (now *evaluating* and *creating*) changed places on the pyramid. Here is a graphic representing those changes:



Old Version

New Version

Definitions of the new terms are similar to those most widely used with the older version, with a few differences:

Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying: Carrying out or using a procedure through executing, or implementing.

Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

(Anderson & Krathwohl, 2001)

As for "what to do with" this new version – it should be used in the same way as the previous taxonomy – to guide the development of curriculum, inform instructional practices, and direct the wording of assessments. These "uses" are what are most important. So... *use either or both* versions of "Bloom's Taxonomy" – just assure that teaching and learning go beyond rote memory and the "lower" levels of thinking, to include higher levels as well. Two other things to keep in mind: (1) all ages of student can achieve high levels of thinking; and (2) a single activity or assignment can include multiple kinds of thinking skills. Here is a simple example that covers all six of Bloom's categories:

Jack and the Beanstalk

(Old term/New term)

Knowledge/remember:	Where did Jack get the beans?
Comprehension/understand:	Illustrate the story.
Application/applying:	List at least two crimes Jack may have committed.
Analysis/analyze:	Find one or more similarities between Jack's behavior, and Goldilocks' behavior in <i>The Three Bears</i> .
Evaluation/evaluating:	Do you think Jack's actions were justified? Why or why not?
Synthesis/creating:	Conduct a mock trial in which Jack is accused of criminal actions.