

Bloom's Taxonomy of Educational Objectives in the Cognitive Domain		
LEVEL	QUESTION WORD	LEARNING STRATEGIES
KNOWLEDGE (rote memory, recall of specifics)	define, describe, enumerate, identify, label, list	Rehearsal strategies: Highlight key vocabulary from text or lecture notes, generate flash cards, devise mnemonic devices.
COMPREHENSION (basic understanding, putting an idea into your own words)	discuss, explain, restates, traces	Explain a concept to a classmate; associate material with prior knowledge; summarize key concepts from lecture notes and compare to a "model."
APPLICATION (applying a general principle to a new and concrete situation)	illustrate, classify, compute, predict, relate, solve, utilize	Generate original examples; design and complete classification systems; solve and analyze new problems; predict test questions.
ANALYSIS (breaking the information into component parts in order to examine it and develop divergent conclusions)	contrast, generalize, illustrate, diagram, differentiate, outline	Generate comparison and contrast lists and use these to predict test questions; identify themes or trends from text or case studies; organize material in more than one way.
SYNTHESIS (creatively or divergently applying prior knowledge and skills to produce a new or original whole)	categorize, contrast, design, formulate, generate, design a model, reconstruct	Predict test questions and outline the answers; locate evidence to support a thesis; generate a thesis to support certain evidence.
EVALUATION (judging the value of material based on informed personal values/opinions resulting in an end product without a distinct right or wrong answer)	appraise, conclude, justify, criticize, defend, support	List supporting evidence; listing refuting evidence, generate concept maps, debate; find weaknesses in other arguments.