

# Bloom's Revised Taxonomy Model

Sample Learning Objectives in both Cognitive Process and Knowledge Dimensions

<b>Knowledge Dimensions (across)</b>  <b>Cognitive Process Dimensions (down)</b>	<b>Factual</b>  The basic elements a student must know to be acquainted with a discipline or solve problems in it.	<b>Conceptual</b>  The interrelationships among the basic elements within a larger structure that enable them to function together	<b>Procedural</b>  How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	<b>Metacognitive</b>  Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
<b>Remember</b>  Retrieve relevant knowledge from long-term memory.	<b>Remember + Factual</b>  Students will be able to list primary and secondary colors.	<b>Remember + Conceptual</b>  Students will be able to recognize symptoms of exhaustion.	<b>Remember + Procedural</b>  Students will be able to recall how to perform CPR.	<b>Remember + Metacognitive</b>  Students will be able to identify strategies for retaining information.
<b>Understand</b>  Construct meaning from instructional messages, including oral, written and graphic communication	<b>Understand + Factual</b>  Students will be able to summarize features of a new product	<b>Understand+ Conceptual</b>  Students will be able to classify adhesives by toxicity.	<b>Understand + Procedural</b>  Students will be able to clarify assembly instructions.	<b>Understand + Metacognitive</b>  Students will be able to predict one's response to culture shock.
<b>Apply</b>  Carry out or use a procedure in a given situation.	<b>Apply + Factual</b>  Students will be able to respond to frequently asked questions.	<b>Analyze + Conceptual</b>  Students will be able to provide advice to novices.	<b>Apply + Procedural</b>  Students will be able to carry out pH tests of water samples.	<b>Apply + Metacognitive</b>  Students will be able to use techniques that match one's strengths.
<b>Analyze</b>  Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	<b>Analyze + Factual</b>  Students will be able to select the most complete list of activities.	<b>Analyze + Conceptual</b>  Students will be able to differentiate high and low culture.	<b>Analyze + Procedural</b>  Students will be able to integrate compliance with regulations.	<b>Analyze + Metacognitive</b>  Students will be able to deconstruct one's own biases
<b>Evaluate</b>  Make judgments based on criteria and standards.	<b>Evaluate + Factual</b>  Students will be able to check for consistency among sources.	<b>Evaluate + Conceptual</b>  Students will be able to determine relevance of results.	<b>Evaluate + Procedural</b>  Students will be able to judge efficiency of sampling techniques	<b>Evaluate + Metacognitive</b>  Students will be able to reflect on one's progress.
<b>Create</b>  Put elements together to form a coherent whole; reorganize into a new pattern or structure	<b>Create + Factual</b>  Students will be able to generate a log of daily activities.	<b>Create+ Conceptual</b>  Students will be able to assemble a team of experts.	<b>Create+ Procedural</b>  Students will be able to design efficient project workflow.	<b>Create + Metacognitive</b>  Students will be able to create a learning portfolio.