
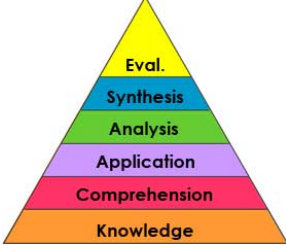


Appendix (Bloom's Taxonomy)

 <p style="text-align: center;">New Version</p>	 <p style="text-align: center;">Old Version</p>
<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990s a new group of cognitive psychologist, led by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st-century work. The (above left) graphic is a representation of the NEW [language] associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.</p> <p style="text-align: center;"><i>Note that the top two levels are essentially exchanged from the Old to the New version.</i></p>	
<p>Remembering: can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>
<p>Understanding: can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>
<p>Applying: can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>
<p>Analyzing: can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>
<p>Evaluating: can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>
<p>Creating: can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write.</p>

Source: Richard C. Overbaugh and Lynn Schultz, Old Dominion University:

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm