

## Bloom's Digital Taxonomy

Skills Demonstrated	Verbs	Project-Based Learning Artifacts	Sample Behaviors
<b>REMEMBER</b> (Can the student RECALL information?)			
<p>Observe and recall information; know dates, events, places; know major ideas; master basic subject matter</p> <p>Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.</p>	<p>Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognize, Match, Reproduce, Memorize, Draw, Select, Write, Recite</p>	<p>Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, <b>media presentations, bullet point, highlight, book-mark, social network, social bookmark, bookmark, search, Google</b></p>	<p>Make a list or timeline of the main events.            Make a facts chart.            Write a list of any pieces of information you can remember.            List all the...in the story.            Make a chart showing...            Make an acrostic poem.            Recite from memory...</p>
<b>UNDERSTAND</b> (Can the student EXPLAIN ideas or concepts?)			
<p>Understand information; grasp meaning; translate knowledge to a new context; interpret facts; compare; contrast; order; group; infer causes; predict consequences</p> <p>Student translates, comprehends, or interprets information based on prior learning.</p>	<p>Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalize, Summarize, Put into your own words, Paraphrase, Convert, Demonstrate, Visualize, Find out more information about</p>	<p>Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards, <b>advanced search, Boolean search, blog journal, Twitter, categorize and tag, comment, annotate, subscribe</b></p>	<p>Illustrate a particular event or main idea.            Make a cartoon strip showing the sequence of events.            Retell the story in your own words in a journal.            Prepare a flow chart to illustrate the sequence of events.            Create a picture or coloring book.            Categorize topics in an area of study.</p>
<b>APPLY</b> (Can the student USE the knowledge in another familiar situation?)			
<p>Use information; use methods, concepts, theories in new situations; solve problems; use required skills or knowledge</p> <p>Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.</p>	<p>Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose, Interpret, Make, Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, Put into practice</p>	<p>Diagrams, sculptures, illustrations, dramatizations, forecasts, problems, puzzles, <b>organizations, classifications, rules, systems, routines, run, load, play, operate, upload, share, edit</b></p>	<p>Construct a working model.            Illustrate an important event using a map.            Put together a scrapbook about the areas of study.            Take a collection of photographs or construct a collage to demonstrate a particular point.            Make a game showing the ideas from an area of study.            Design a marketing strategy for a product.            Simulate a science experiment.</p>
<b>ANALYZE</b> (Can the student DIFFERENTIATE between and RELATE constituent?)			
<p>See patterns; organize the parts; recognize hidden meanings; identify components</p> <p>Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.</p>	<p>Analyze, Distinguish, Examine, Compare, Contrast, Investigate, Categorize, Identify, Explain, Separate, Advertise, Take apart Differentiate, Subdivide, Deduce</p>	<p>Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, <b>graph information, mash-up, link, reverse-engineer, take apart, mind-map, validate, tag</b></p>	<p>Design a questionnaire to gather information.            Write a commercial to sell a new product.            Conduct an investigation to produce information to support a point of view.            Construct a graph to illustrate selected information.            Make a family tree showing relationships.            Develop a play about the area of study.            Write a biography or an autobiography.            Review a piece of art.</p>

<b>EVALUATE</b> (Can the student JUSTIFY a decision or course of action?)			
<p>Compare/discriminate between ideas; assess value of theories; make choices based on argument; verify value of evidence; recognize subjectivity</p> <p>Student appraises, assesses, or critiques on a basis of specific standards and criteria.</p>	<p>Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritize, Determine, Critique, Evaluate, Criticize, Weigh, Value, Estimate, Defend</p>	<p>Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values, <b>(blog/vlog) comment, review, post, moderate, collaborate, network, reflect, test</b></p>	<p>Prepare a list of criteria to judge a...show?            Make a booklet to convince others about 5 rules you see as important.            Write a letter to...recommending changes needed for...            Justify your point of view on a topic in a debate or on a panel.            Critique a piece of writing.            Write an editorial.            Hold a mock trial.</p>
<b>CREATE</b> (Can the student GENERATE new products, ideas or ways of viewing things?)			
<p>Use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict; draw conclusions</p> <p>Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.</p>	<p>Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Combine, Hypothesize, Originate, Add to, Forecast</p>	<p>Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules, <b>program, film, animate, blog, video blog, mix, re-mix, wiki, publish, videocast, podcast, direct/produce, create, build mash-ups</b></p>	<p>Invent a machine.            Design a building.            Create a new product and devise a marketing strategy.            Design an album, book, or magazine cover.            Sell an idea.            Devise a way to...            Compose a rhythm or remix an old song.            Plan a trip or event.</p>

Adapted from Anderson, L.W., and D. Krathwohl (Eds.) (2001). A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives. Longman, New York.