

**A Taxonomy for Learning, Teaching, and Assessing (Anderson et al., 2001) : Cognitive Process Dimension**

<b>CREATE</b>	<b>Generate</b> Hypothesize	<b>Plan</b> Design	<b>Produce</b> Construct

<b>EVALUATE</b>	<b>Check</b> Coordinate, Detect, Monitor, Test	<b>Critique</b> Judge

<b>ANALYZE</b>	<b>Differentiate</b> Discriminate, Distinguish, Focus, Select	<b>Organize</b> Find coherence, Integrate, Outline, Parse, Structure	<b>Attribute</b> Deconstruct

<b>APPLY</b>	<b>Execute</b> Carry out	<b>Implement</b> Use

<b>UNDERSTAND</b>	<b>Interpret</b> Clarify, Paraphrase, Represent, Translate	<b>Exemplify</b> Illustrate, Instantiate	<b>Classify</b> Categorize, Subsume	<b>Summarize</b> Abstract, Generalize	<b>Infer</b> Conclude, Extrapolate, Interpolate, Predict	<b>Compare</b> Contrast, Map, Match	<b>Explain</b> Construct model

<b>REMEMBER</b>	<b>Recognize</b> Identify	<b>Recall</b> Retrieve

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.