

Bloom's Revised Taxonomy

Category: Assessment, Feedback and Learning

Bloom's Revised Taxonomy is a framework for describing intended learning and assessment in the cognitive domain. The revision changed the original categories to verbs and placed them in six cognitive-process groups: remember, understand, apply, analyse, evaluate and create. It also added a separate knowledge dimension.

The two dimensions form a table rather than a simple ladder. Learning outcomes may connect factual, conceptual, procedural or metacognitive knowledge with one or more cognitive processes, helping educators inspect the breadth and emphasis of a curriculum ([Krathwohl, 2002](#)).

Two-Dimensional Framework

1. **Remember and understand:** Retrieve knowledge and construct meaning from representations or explanations.
2. **Apply:** Use a procedure or principle in a familiar or unfamiliar situation.
3. **Analyse:** Differentiate, organise and attribute elements within a structure or argument.
4. **Evaluate:** Make judgements against relevant criteria and support them with reasons.
5. **Create:** Generate, plan or produce a coherent original response to a purpose.

Examples in Practice

In research methods, students remember sampling terms, explain their implications, apply a method to a scenario, analyse bias, evaluate alternative designs and create a justified proposal. The knowledge dimension identifies what each process operates upon.

Why It Matters

The taxonomy can expose over-reliance on recall and support alignment between outcomes, activities and assessment. However, a verb alone does not establish complexity, and higher categories are not always inherently better; disciplinary knowledge and task conditions remain decisive. Progression across categories depends on the task: creating a superficial list may demand less reasoning than evaluating a complex argument with carefully selected evidence and justification ([Anderson & Krathwohl, 2001](#)).

Further Reading

6. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). [A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives](#). Longman.
7. Krathwohl, D. R. (2002). [A revision of Bloom's taxonomy: An overview](#). Theory Into Practice, 41(4), 212–218.
8. Bloom, B. S., et al. (1956). [Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain](#). Longmans, Green.

Related Terms: Learning Outcomes | Constructive Alignment | Cognitive Demand | Assessment Design