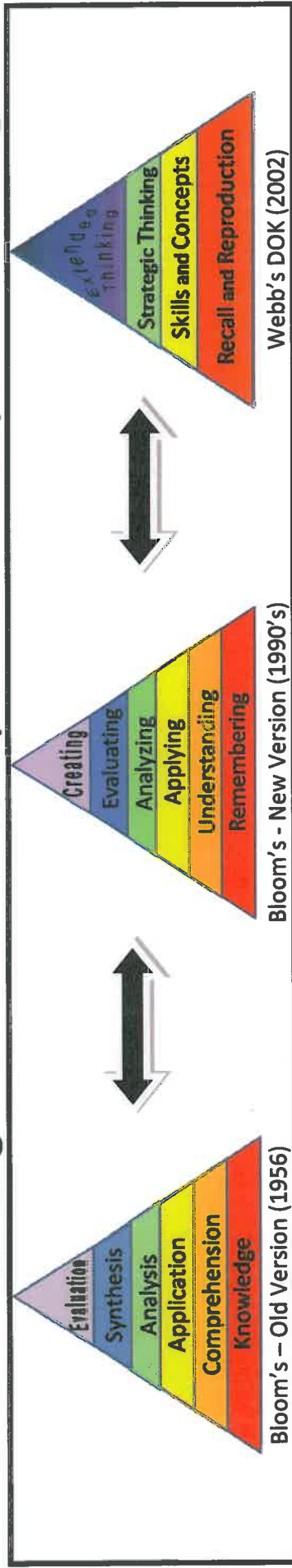


Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.		Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.
Bloom's Taxonomy	Revised Bloom's Taxonomy	Webb's Depth of Knowledge & Corresponding Verbs
Knowledge	Remembering	<i>*Some verbs could be classified at different levels depending on application.</i>
Comprehension	Understanding	Recall and Reproduction <i>Correlates to Bloom's 2 Lowest Levels</i>
Application	Applying	<i>Recall a fact, information, or procedure.</i>
Analysis	Analyzing	arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why
Synthesis	Evaluating	Skill/Concept
Evaluation	Creating	<i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i>
Put parts together to form a new whole.	Make judgments based on criteria and standards.	Strategic Thinking
Judge value of material for a given purpose.	Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	<i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i>
Put parts together to form a new whole.	Make judgments based on criteria and standards.	Extended Thinking <i>Correlates to Bloom's 2 Highest Levels</i>
Judge value of material for a given purpose.	Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	<i>Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i>
Judge value of material for a given purpose.	Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize