



Bloom's Taxonomy New Version Revised 2001(Old Version 1956)

Review of the changes

First, the revised Bloom's taxonomy gives slightly different names to the 6 levels of the hierarchy:

- Remembering (was knowledge)

- Understanding (was comprehension)
- Applying (was application)
- Analyzing (was analysis)
- Evaluating (was evaluation)
- Creating (was synthesis)

Second, the last two categories have been reversed, putting create (synthesis) as the most complex level, and the descriptive words used in the taxonomy have been changed from nouns to active verbs.

These changes clear up two big questions that many people had in trying to use the taxonomy:

1. What is the difference between knowledge and comprehension?

The review panel decided that the two overlap. It had been hard to distinguish which of the two many PSSA test items were tapping. It may sometimes be both. Both categories now have clear verbs since knowledge is now remembering or recalling, and comprehension is now understanding or explaining the meaning or process of something.

2. What does evaluation really mean?

The chief confusion was that evaluation is usually less complex than synthesis. By changing synthesis to creating in the new taxonomy, it is now clearer that to create something is a more complex task than to evaluate something. Creating something involves putting things together in a new and/or different way, which involves synthesis.

Source for revised taxonomy information: Anderson, L. W., & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman.