

Table 3: A Taxonomy for Teaching, Learning, and Assessing

THE COGNITIVE PROCESS DIMENSION

	1. Remember— Retrieve relevant knowledge from long-term memory 1.1 Recognizing 1.2 Recalling	2. Understand— Construct meaning from instructional messages, including oral, written, and graphic communication 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining	3. Apply— Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing	4. Analyze— Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing	5. Evaluate— Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing	6. Create— Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing
THE KNOWLEDGE DIMENSION						
A. Factual Knowledge— The basic elements that students must know to be acquainted with a discipline or solve problems in it AA. Knowledge of terminology AB. Knowledge of specific details and elements						
B. Conceptual Knowledge— The interrelationships among the basic elements within a larger structure that enable them to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures						
C. Procedural Knowledge— How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures						
D. Metacognitive Knowledge— Knowledge of cognition in general as well as awareness of one's own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge DC. Self-knowledge						