

Leadership and Learning Center Bloom vs. DOK Comparison

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| Bloom's Cognitive Taxonomy | |
| 1 Remembering: can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state, identify |
| 2 Understanding: can the student explain ideas or concepts? | paraphrase, retell, summarize, describe, discuss, explain, recognize, report, select, translate, infer |
| 3 Applying: can the student use the information in a new way? | use, choose, demonstrate, employ, illustrate, operate, schedule, sketch, solve |
| 4 Analyzing: can the student distinguish between the different parts? | compare, contrast, differentiate, distinguish, examine, experiment, question, sequence, show cause and effect. |
| 5 Evaluating: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate |
| 6 Creating: can the student create new product or point of view? | construct, appraise, create, design, develop, formulate, reconstruct, synthesize |

- **DOK-1 – Recall & Reproduction** - Recall of a fact, term, principle, concept, or perform a routine procedure (Objective)
- **DOK-2 - Basic Application of Skills/Concepts** - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs (Objective)
- **DOK-3 - Strategic Thinking** - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer (Subjective)
- **DOK-4 - Extended Thinking** - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources (Subjective)

| Revised Bloom's Taxonomy | Webb's DOK Level 1 Recall & Reproduction | Webb's DOK Level 2 Skills & Concepts | Webb's DOK Level 3 Strategic Thinking/ Reasoning | Webb's DOK Level 4 Extended Thinking |
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| Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify | | | | |
| Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models | <ul style="list-style-type: none"> Describe or define facts, details, terms Select appropriate words to use when intended meaning/definition is clearly evident Write simple sentences | <ul style="list-style-type: none"> Specify, explain, show relationships; explain why, cause-effect Give non-examples/examples Take notes; organize ideas/data Summarize results, concepts, ideas Identify main ideas or accurate generalizations of texts | <ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience | <ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations |
| Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task | <ul style="list-style-type: none"> Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources | <ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing | <ul style="list-style-type: none"> Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply a concept in a new context Apply word choice, point of view, style to impact readers' interpretation of a text | <ul style="list-style-type: none"> Select or devise an approach among many alternatives to research a novel problem Illustrate how multiple themes (historical, geographic, social) may be interrelated |
| Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view) | <ul style="list-style-type: none"> Decide which text structure is appropriate to audience and purpose | <ul style="list-style-type: none"> Compare literary elements, terms, facts, details, events Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish: relevant-irrelevant information; fact/opinion | <ul style="list-style-type: none"> Analyze interrelationships among concepts, issues, problems Apply tools of author's craft (literary devices, viewpoint, or potential dialogue) with intent Use reasoning, planning, and evidence to support inferences made | <ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources |
| Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique | | | <ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions | <ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Draw & justify conclusions Apply understanding in a novel way, provide argument or justification for the application |
| Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce | <ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept | <ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience | <ul style="list-style-type: none"> Develop a complex model for a given situation Develop an alternative solution | <ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective |

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