Taxonomie für Lernziele

1. Remember		Retrieve relevant knowledge from long-term memory
1.1 Recogni-zing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)
2. Understand		Construct meaning from instructional messages, including oral, written, and graphic communication
2.1 Interpre-ting	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 Exemplifying	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 Clas-sifying	Categorizing, subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., Classify observed or described cases of mental disorders)
2.4 Summari-zing	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of the events portrayed on a videotape)
2.5 Inferring	Concluding, extrapola-ting, interpolating, predic-ting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples
2.6 Compa-ring	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 Explaining	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th-century events in France)
3. Apply		Carry out or use a procedure in a given situation
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits
3.2 Imple-menting	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)
4. Analyze		Beak material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose
4.1 Differentiating	Discriminating, distin-guishing, focusing, selec-ting	Distinguishing relevant from irrelevant parts or important from unimportant parts or presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 Organizing	Finding coherence, inter-grating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. Evaluate		Make judgements based on criteria and standards
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies of fallacies within a process or product; determining whether the process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow observed data)
5.2 Critiquing	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure of a given problem
6. Create		Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
6.1 Genera-ting	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon
6.2 Planning	Designing	Devising a procedure for accomplishment some task (e.g., Plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Quelle: Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R. et al. (2001). A Taxonomy for Learning, Teaching, and Assessing. A Revision of Blooms Taxonomy of Educational Objectives. New York u. a.: Longman.