

Cognitive Demand

Adapted from *A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy**

	Cognitive Demand/Type	Evidence of Learning Terms
Remembers	<p>Remembers: Recognizes/recalls — Retrieves relevant knowledge from long-term memory.</p> <p>Example GLE: Recognizes that each person is unique. (Kindergarten: 2.3.1)</p> <p>Example Evidence of Learning</p> <ul style="list-style-type: none"> Describes individual similarities and differences in a nonjudgmental manner. 	<ul style="list-style-type: none"> Identifies Describes
Understands	<p>Understands: Comprehends — Constructs meaning from instructional messages, including oral, written, and graphic.</p> <p>Example GLE: Understands point of view and persuasion in mass media. (Grade 5: 1.2.2)</p> <p>Example Evidence of Learning</p> <ul style="list-style-type: none"> Explains how fact and opinion are used to persuade in mass media. 	<ul style="list-style-type: none"> Explains Compares Interprets Paraphrases Summarizes Infers Draws Conclusions Defines Clarifies
Applies	<p>Applies: Uses — Uses conceptual, procedural, or strategic knowledge in an unfamiliar task.</p> <p>Example GLE: Applies a variety of listening strategies to accommodate the listening situation. (Grade 3: 1.1.1)</p> <p>Example Evidence of Learning</p> <ul style="list-style-type: none"> Uses strategies for enjoyment, listening, and active listening when appropriate. 	<ul style="list-style-type: none"> Uses Implements Expresses Role Plays Contributes

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Analyzes	<p>Analyzes: Examines — Breaks material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose.</p> <p>Example GLE: Analyzes relationships within and between visual and auditory information. (Grade 6: 1.2.1)</p> <p>Example Evidence of Learning</p> <ul style="list-style-type: none"> Distinguishes between literal and implicit meaning in a single statement or message. 	<ul style="list-style-type: none"> Examines Distinguishes Differentiates Discriminates Selects Attributes
Evaluates	<p>Evaluates: Critiques — Makes judgments based on criteria and standards.</p> <p>Example GLE: Evaluates effectiveness of and creates a personal response to visual and auditory information. (Grade 8: 1.2.1)</p> <p>Example Evidence of Learning</p> <ul style="list-style-type: none"> Critiques effectiveness of rhetorical information. 	<ul style="list-style-type: none"> Critiques Judges Justifies Weights
Creates	<p>Creates: Generates/produces — Puts elements together to form a coherent or functional whole; reorganizes elements into a new pattern or structure.</p> <p>Example GLE: Creates personal intercultural communication norms to guide one's self in a diverse social system. (Grade 10: 2.3.2)</p> <p>Example Evidence of Learning</p> <ul style="list-style-type: none"> Develops a construct for how physical and human settings can affect communication. 	<ul style="list-style-type: none"> Generates Plans Produces Constructs Responds Develops

*A *Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy* (Anderson, et al., 2001) categorizes cognition into six categories: Remember, Understand, Apply, Analyze, Evaluate, and Create. Because cognition is complex, the use of one category of cognition to identify the cognitive demand may not capture all of the cognitive processes working together. For example, when a student applies skills to plan and organize a presentation, the process of planning and organizing requires both analyzing and creating.