BLOOM/MARZANO/WEBB TAXONOMY CROSSWALK

MARZANO CENTER
ESSENTIALS
FOR ACHIEVING RIGOR

Bloom's Revised Taxonomy	Marzano's Taxonomy	Webb's Depth of Knowledge
Remembering: *Recall previous learned information* (define, duplicate, list, memorize, recall, repeat, reproduce, state)	**Retrieval:** *Involves recalling information from permanent memory* * This taxonomy level is partitioned into three states of mental processing as shown below. The processes at this level are sequential. Recognizing occurs first, followed by Recalling, and finally Executing. **Recognizing • Recalling • Executing**	**Recall and Reproduction:** *Recall a fact, information, or procedure* (arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when-where- why)
Understanding: *Explain ideas or concepts; state a problem in one's own words* (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase)	**Comprehension:** *Requires identifying what is important and placing that information into categories* * This taxonomy level is partitioned into two states of mental processing as shown below. These processes are not sequential in nature; either process will achieve the desired result when executed correctly. **Integrating • Symbolizing**	**Skill/Concept:** *Engages mental process beyond habitual response using information or conceptual knowledge - Requires two or more steps* (apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues)
Applying: *Use the information (concept) in a new way* (choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write)		
Analyzing: *Distinguish between facts and inferences – separating into component parts* (compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test)	**Analysis:** *Involves reasoned extensions of knowledge and inferences to go beyond what was directly taught* * This taxonomy level is partitioned into five states of mental processing as shown below. These processes are not sequential in nature; either process will achieve the desired result when executed correctly. **Matching • Classifying • Analyzing Errors • Generalizing • Specifying**	**Strategic Thinking:** *Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels* (apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems)
Evaluating: *Justify a stand or decision; making judgments* (appraise, argue, defend, judge, select, support, value, evaluate)		
Creating: *Construct a new product, point of view, or structure* (assemble, construct, create, design, develop, formulate, write)	**Knowledge Utilization:** *Requires students to apply or use knowledge in specific situations* * This taxonomy level is partitioned into four states of mental processing as shown below. These processes are not sequential in nature; either process will achieve the desired result when executed correctly. **Decision Making • Problem Solving • Experimenting • Investigating**	**Extended Thinking:** *Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher- order thinking.* (analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize)

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