

Marzano's Taxonomy

Level of Difficulty	Process	Useful Verbs, Phrases, Definitions
1. Retrieval	Recognizing	recognize (from a list); select (from a list); identify (from a list); determine (true / false) <i>The student can determine whether provided information is accurate, inaccurate, or unknown</i>
	Recalling	name; list; describe; state; identify who, where or when; describe what <i>The student can produce information on demand</i>
	Executing	use; demonstrate; show; make; draft; complete <i>The student can perform procedures without significant errors</i>
2. Comprehension	Integrating	describe how or why; describe the key parts of; describe the effects; describe the relationship between; explain ways in which; paraphrase; summarize <i>The student can identify the critical or essential elements of knowledge</i>
	Symbolizing	symbolize; depict; represent; illustrate; draw; show; use models; diagram; chart <i>The student can depict critical aspects of knowledge in a pictorial or symbolic form</i>
3. Analysis	Matching	categorize; compare & contrast; differentiate; discriminate; distinguish; sort; create an analogy or metaphor <i>The student can identify similarities and differences in knowledge</i>
	Classifying	classify; organize; sort; identify a broader category; identify different types / categories <i>The student can identify super-ordinate and subordinate categories to which information belongs</i>
	Analyzing Errors	identify errors or problems; identify issues or misunderstandings; assess; critique; diagnose; evaluate; edit; revise <i>The student can identify and explain logical or factual errors in knowledge</i>
	Generalizing	what conclusions can be drawn; what inferences can be made; create a principle, generalization, or rule; trace the development of; form conclusions <i>The student can infer new generalizations from known knowledge</i>
	Specifying	make and defend; predict; judge; deduce; what would have to happen; develop an argument for; under what conditions <i>The student can make and defend predictions about what might happen</i>
4. Knowledge Utilization	Decision-Making	decide; select the best among the following alternatives; which of these is most suitable <i>The student can select among alternatives that initially appear to be equal and defend their choice</i>
	Problem-Solving	solve; how would you overcome; adapt; develop a strategy to; figure out a way to; how will you reach your goal under these conditions <i>The student can accomplish a goal for which obstacles exist</i>
	Experimenting	experiment; generate and test; test the idea that; what would happen if; how would you test that; how would you determine if / how can this be explained; based on the experiment, what can be predicted <i>The student generates and tests a hypothesis by conducting an experiment and collecting data</i>
	Investigating	investigate; research; find out about; take a position on; what are the differing features of; how & why did this happen; what would have happened if <i>The student generates a hypothesis and uses the assertions and opinions of others to test the hypothesis</i>