

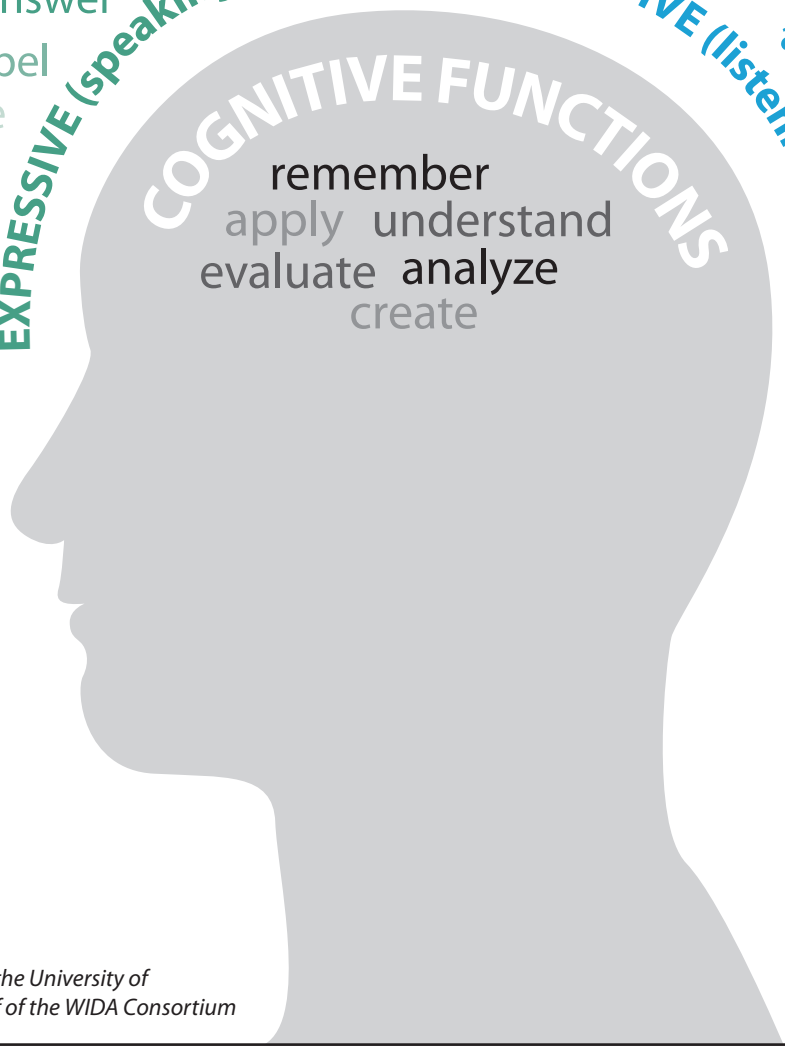
name state
 restate describe paraphrase contrast
 retell discuss explain present compare relate
 defend persuade produce edit draw (conclusions) match
 summarize compose label identify categorize select
 tell elaborate provide reasons classify find connect
 give feedback justify list sort follow instructions
 repeat report give examples distinguish between sequence
 respond to specify interpret predict
 ask and answer make judgments
 draw label associate
 organize construct
 recount arrange place
 reflect point to
 define demonstrate
 suggest infer
 critique
 recognize

EXPRESSIVE (speaking & writing)

RECEPTIVE (listening & reading)

COGNITIVE FUNCTIONS

remember
 apply understand
 evaluate analyze
 create



LANGUAGE FUNCTION:

the purpose for which oral or written communication is being used; language functions guide the choices in language use and structure as well as the social relationships being established; first element of model performance indicators that indicates how English language learners process or use language to demonstrate their language proficiency

COGNITIVE FUNCTION:

the mental process involved in learning

The Six Categories of the Cognitive Process Dimension

- **REMEMBER:** retrieve relevant knowledge from long-term memory
- **UNDERSTAND:** construct meaning from instructional messages, including oral, written, and graphic communication
- **APPLY:** carry out or use a procedure in a given situation
- **ANALYZE:** break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose
- **EVALUATE:** make judgments based on criteria and standards
- **CREATE:** put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

Anderson, Lorin W. & Krathwohl, David R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman Publishing.



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