

- Cognitive Process** The cognitive process refers to the verb used in the standard. This [Cognitive Process Chart](#) shows the verbs used in the RBT. The RBT has specific definitions for all the verbs used in the taxonomy. For example:
- **Explaining** requires constructing a cause-and-effect model of a system (e.g. explain the recent downturn in the global economy)
  - **Inferring** requires drawing a logical conclusion from presented information (e.g. In learning a foreign language, infer grammatical principles from examples)

A common understanding of those verbs will be at the backbone of professional development around the new standards.

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- Knowledge Dimension** The knowledge dimension is a way to categorize the type of knowledge to be learned. Knowledge in the RBT falls into four categories:
1. Factual Knowledge
  2. Conceptual Knowledge
  3. Procedural Knowledge
  4. Meta-Cognitive Knowledge

**RBT Knowledge Chart**

See the [RBT Knowledge Chart](#) for more detail on the sub-types of knowledge.

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- Mapping the Standards Using RBT** Each Essential Standard and Clarifying Objective can be mapped according to the level of the cognitive process and knowledge dimension using this [Mapping Chart](#). It is also important to note that although RBT standards focus on particular verbs, "most authentic tasks require the coordinated use of several cognitive processes as well as several types of knowledge." (Anderson and Krathwohl, 2001. Pg. 89)
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