

## Bloom's Taxonomy Action Verbs

| Level         | Definition  | Sample verbs  |  |   |   |   | Sample behaviors  |
|---------------|---|---|--|---|---|---|---|
| KNOWLEDGE     | Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.          | arrange<br>define<br>describe<br>duplicate                                  | identify<br>label<br>list<br>match   | memorize<br>name<br>order<br>outline  | recognize<br>relate<br>recall<br>repeat                               | reproduce<br>select<br>state                                  | The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.   |
| COMPREHENSION | Student translates, comprehends, or interprets information based on prior learning.   | explain<br>summarize<br>paraphrase<br>describe<br>illustrate<br>classify    | convert<br>defend<br>describe<br>discuss<br>distinguish<br>estimate<br>explain | express<br>extend<br>generalized<br>give example(s)<br>identify<br>indicate | infer<br>locate<br>paraphrase<br>predict<br>Recognize                 | rewrite<br>review<br>select<br>summarize<br>translate         | The student will explain the purpose of Bloom's taxonomy of the cognitive domain.   |
| APPLICATION   | Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.           | use<br>compute<br>solve<br>demonstrate<br>apply<br>construct                | apply<br>change<br>choose<br>compute<br>demonstrate<br>discover<br>dramatize   | employ<br>illustrate<br>interpret<br>manipulate<br>modify<br>operate        | practice<br>predict<br>prepare<br>produce<br>relate<br>schedule       | show<br>sketch<br>solve<br>use<br>write                       | The student will write an instructional objective for each level of Bloom's taxonomy.   |
| ANALYSIS      | Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question | analyze<br>categorize<br>compare<br>contrast<br>separate<br>apply           | change<br>discover<br>choose<br>compute<br>demonstrate<br>dramatize            | employ<br>illustrate<br>interpret<br>manipulate<br>modify<br>operate        | practice<br>predict<br>prepare<br>produce<br>relate<br>schedule       | show<br>sketch<br>solve<br>use<br>write                       | The student will compare and contrast the cognitive and affective domains.  |
| SYNTHESIS     | Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.                | create<br>design<br>hypothesize<br>invent<br>develop<br>arrange<br>assemble | categorize<br>collect<br>combine<br>comply<br>compose<br>construct<br>create   | design<br>develop<br>devise<br>explain<br>formulate<br>generate<br>plan     | prepare<br>rearrange<br>reconstruct<br>relate<br>reorganize<br>revise | rewrite<br>set up<br>summarize<br>synthesize<br>tell<br>write | The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains. |
| EVALUATION    | Student appraises, assesses, or critiques on a basis of specific standards and criteria.                                      | Judge<br>Recommend<br>Critique<br>Justify<br>Appraise<br>Argue              | Assess<br>Attach<br>Choose<br>Compare<br>Conclude<br>Contrast                  | Defend<br>Describe<br>Discriminate<br>Estimate<br>Evaluate<br>Explain       | Judge<br>Justify<br>Interpret<br>Relate<br>Predict                    | Rate<br>Select<br>Summarize<br>Support<br>Value               | The student will judge the effectiveness of writing objectives using Bloom's taxonomy.  |