

Bloom's Taxonomy Action Verbs

| Definitions | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bloom's Definition | Remember previously learned information. | Demonstrate an understanding of the facts. | Apply knowledge to actual situations. | Break down objects or ideas into simpler parts and find evidence to support generalizations. | Compile component ideas into a new whole or propose alternative solutions. | Make and defend judgments based on internal evidence or external criteria. |
| Verbs | <ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State | <ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write | <ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test | <ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write | <ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value |

Bloom's Taxonomy Verbs

Use verbs aligned to Bloom's Taxonomy to create discussion questions and lesson plans that ensure your students' thinking progresses to higher levels.

| Knowledge | | Comprehend | |
|-------------|-------------|---------------|----------------|
| Count | Read | Classify | Interpret Cite |
| Define | Recall | | Locate |
| Describe | Recite | Conclude | Make sense of |
| Draw | Record | Convert | Paraphrase |
| Enumerate | Reproduce | Describe | Predict |
| Find | Select | Discuss | Report |
| Identify | Sequence | Estimate | Restate |
| Label | State | Explain | Review |
| List | Tell | Generalize | Summarize |
| Match | View | Give examples | Trace |
| Name | Write | Illustrate | Understand |
| Quote | | | |
| Apply | | Analyze | |
| Act | Imitate | Break down | Focus |
| Administer | Implement | Characterize | Illustrate |
| Articulate | Interview | Classify | Infer |
| Assess | Include | Compare | Limit |
| Change | Inform | Contrast | Outline |
| Chart | Instruct | Correlate | Point out |
| Choose | Paint | Debate | Prioritize |
| Collect | Participate | Deduce | Recognize |
| Compute | Predict | Diagram | Research |
| Construct | Prepare | Differentiate | Relate |
| Contribute | Produce | Discriminate | Separate |
| Control | Provide | Distinguish | Subdivide |
| Demonstrate | Relate | Examine | |
| Determine | Report | | |
| Develop | Select | | |
| Discover | Show | | |
| Dramatize | Solve | | |
| Draw | Transfer | | |
| Establish | Use | | |
| Extend | Utilize | | |

| Synthesize | | Evaluate | |
|---------------|-------------|--------------------|------------|
| Adapt | Intervene | Appraise | Interpret |
| Anticipate | Invent | Argue | Judge |
| Categorize | Make up | Assess | Justify |
| Collaborate | Model | Choose | Predict |
| Combine | Modify | Compare & Contrast | Prioritize |
| Communicate | Negotiate | Conclude | Prove |
| Compare | Organize | Criticize | Rank |
| Compile | Perform | Critique | Rate |
| Compose | Plan | Decide | Reframe |
| Construct | Pretend | Defend | Select |
| Contrast | Produce | Evaluate | Support |
| Create | Progress | | |
| Design | Propose | | |
| Develop | Rearrange | | |
| Devise | Reconstruct | | |
| Express | Reinforce | | |
| Facilitate | Reorganize | | |
| Formulate | Revise | | |
| Generate | Rewrite | | |
| Incorporate | Structure | | |
| Individualize | Substitute | | |
| Initiate | Validate | | |
| Integrate | | | |

| Knowledge | |
|---------------------|------------------------------------------------|
| Useful Verbs | Sample Question Stems |
| Tell | What happened after...? |
| List | How many...? |
| Describe | Who was it that...? |
| Relate | Can you name the...? |
| Locate | Describe what happened at...? Who spoke to...? |
| Write | Can you tell why...? |
| Find | Find the meaning of...? |
| State | What is...? |
| Name | Which is true or false...? |

| Comprehension | |
|----------------------|-------------------------------------------------|
| Useful Verbs | Sample Question Stems |
| explain | Can you write in your own words...? |
| interpret | Can you write a brief outline...? |
| outline | What do you think could of happened next...? |
| discuss | What do you think...? |
| distinguish | Can you distinguish between...? |
| predict | What differences exist between...? |
| restate | Can you provide an example of what you mean...? |
| translate | Can you provide a definition for...? |
| compare | |
| describe | |

| Application | |
|---------------------|-----------------------------------------------------------------------------|
| Useful Verbs | Sample Question Stems |
| Solve | Do you know another instance where...? |
| Show | Could this have happened in...? |
| Use | Can you group by characteristics such as...? |
| Illustrate | What factors would you change if...? |
| Construct | Can you apply the method used to some experience of your own...? |
| Complete | What questions would you ask of...? |
| Examine | From the information given, can you develop a set of instructions about...? |
| Classify | Would this information be useful if you had a ...? |

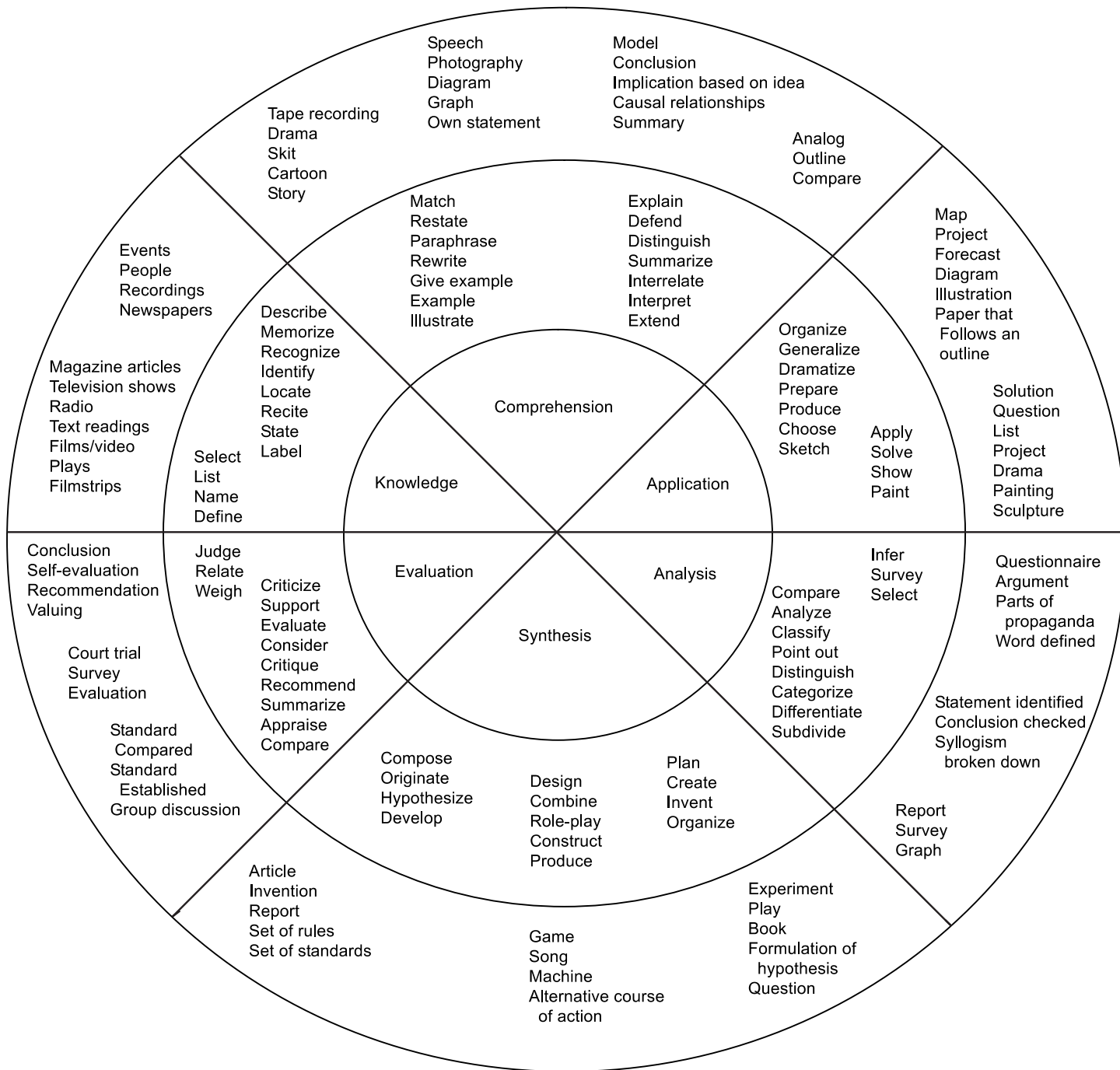
| Analysis | |
|---------------------|--------------------------------------|
| Useful Verbs | Sample Question Stems |
| Analyze | Which events could have happened...? |
| Distinguish | How was this similar to...? |

| | |
|-------------|-----------------------------------------------------|
| Examine | What was the underlying problem with...? |
| Compare | What do you see as other possible outcomes? |
| Contrast | Why did ... changes occur? |
| Investigate | Can you compare your ... with that presented in...? |
| Categorize | Can you explain what must have happened when...? |
| Identify | What are some of the problems of...? |
| Explain | Can you distinguish between...? |
| Separate | What was the problem with...? |

| Synthesis | |
|---------------------|----------------------------------------------------------------|
| Useful Verbs | Sample Question Stems |
| Create | Can you design a ... to ...? |
| Invent | Can you see a possible solution to...? |
| Compose | If you had access to all resources how would you deal with...? |
| Predict | What would happen if...? |
| Plan | How many ways can you...? |
| Construct | Can you create new and unusual uses for...? |
| Design | Can you develop a proposal which would...? |
| Propose | |
| Devise | |
| Formulate | |

| Evaluation | |
|---------------------|--------------------------------------------|
| Useful Verbs | Sample Question Stems |
| Judge | Is there a better solution to... ? |
| Select | Judge the value of... ? |
| Choose | Can you defend your position about...? |
| Decide | Do you think ... is a good or a bad thing? |
| Justify | How would you have handled...? |
| Debate | What changes to ... would you recommend? |
| Verify | Do you believe...? |
| Argue | How effective are...? |
| Recommend | What do you think about...? |
| Assess | |
| Discuss | |
| Rate | |
| Prioritize | |
| Determine | |

Bloom's Verbs And Matching Assessment Types



Source: The Tenth Annual Curriculum Mapping Institute: Snowbird Utah, July15-18, 2004
Adapted from Benjamin Bloom

Watch Out for Verbs that are not Measurable

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

| WORDS TO AVOID | PHRASES TO AVOID |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• <i>Believe</i>• <i>Hear</i>• <i>Realize</i>• <i>Capacity</i>• <i>Intelligence</i>• <i>Recognize</i>• <i>Comprehend</i>• <i>Know</i>• <i>See</i>• <i>Conceptualize</i>• <i>Listen</i>• <i>Self-Actualize</i>• <i>Memorize</i>• <i>Think</i>• <i>Experience</i>• <i>Perceive</i>• <i>Understand</i>• <i>Feel</i> | <p>Evidence a (n): To Become: To Reduce:</p> <ul style="list-style-type: none">• <i>Appreciation for</i>• <i>Acquainted with</i>• <i>Adjusted to</i>• <i>Awareness of</i>• <i>Capable of</i>• <i>Comprehension of</i> .• <i>Cognizant of</i>• <i>Enjoyment of</i>• <i>Conscious of</i>• <i>Familiar with</i>• <i>Interest in</i>• <i>Interested in</i> .• <i>Knowledge of</i>• <i>Knowledgeable about</i> .• <i>Understanding of</i> |