Bloom's Taxonomy of Educational Objectives with Verbs: Cognitive Domain

Level of Cognitive Domain	Sample Verbs*				
KNOWLEDGE: Knowledge is defined as the remembering of previously learned material. This involves the recall of a wide range of material, from specific facts to complete theories.	Acquire Choose Count Define Distinguish Draw Fill-in Find	Follow directions Group Identify Indicate Know Label List	Locate Match Memorize Name Outline Pick Point	Quote Read Recall Recite Recognize Record Repeat	Reproduce Select State Tabulate Trace Underline Write
COMPREHENSION: Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.	Account for Associate Change Classify Conclude Compare Contrast Convert Demonstrate Describe Determine	Define Differentiate Discuss Distinguish Draw Estimate Expand Explain Express in other terms Extend Extrapolate	Fill in Find Generalize Give in own words Give examples Group Infer Illustrate Interpolate Interpret Measure	Outline Paraphrase Predict Prepare Put in order Read Rearrange Recognize Reorder Reorganize Represent	Retell Reword Rewrite Restate Show Simplify Suggest Summarize Trace (on map or chart) Transform Translate
APPLICATION: Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things a;s rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.	Apply Calculate Choose Classify Collect information Complete Compute Construct Construct using Convert (in math) Differentiate between Demonstrate Derive	Determine (calculate) Develop Discover Discuss Distinguish between Employ Estimate Examine Expand Experiment Express in a discussion Find (implies investigation)	Generalize Graph Illustrate Interpret Interview Investigate Keep records Locate (information) Make Manipulate Model Modify Operate	Organize Participate Perform (except in math in public) Plan Practice Predict Prepare Present Produce Prove (in math) Put into action Put to use	Put together Record Relate Restructure Select Show Solve Track (in development, history, process) Transfer Translate Use Utilize

ANALYSIS: Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represents a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.	Analyze Break down Categorize Classify Compare Contrast Criticize Debate Deduce Detect	Determine Diagram Differentiate Discover Discriminate Distinguish Divide Draw conclusions	Examine Formulate Form generalization Group Identify (parts) Illustrate Infer Inspect	Make inferences Order Outline Point out Put into (categories) Recognize Relate	Search Select Separate Simplify Sort Subdivide Survey Take apart Transform Uncover
SYNTHESIS: Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (these or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.	Arrange Blend Build Categorize Combine Compile Compose Constitute Construct Create	Deduce Derive Design Devise Develop Document Explain Form Formulate Generalize	Generate Imagine Integrate Invent Make up Modify Originate Organize Perform (in public) Plan	Predict Prepare Prescribe Present (an original report or work) Produce Propose Rearrange Reconstruct Relate	Reorganize Revise Rewrite Specify Suppose Summarize Synthesize Tell Transmit Write
EVALUATION: Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria given them. Learning outcomes in this are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.	Appraise Argue Assess Award Choose Compare Conclude	Consider Contrast Criticize Critique Decide Defend Describe	Determine Discriminate Distinguish Evaluate Grade Interpret Judge	Justify Measure Rank Rate Recommend Relate Select	Standardize Summarize Support Test Validate Verify

*Note: Learning objectives are additionally defined by the object of the verb and modifiers, thus some verbs may be used for more than one level.
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