Bloom's Taxonomy of Measurable Verbs

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning.

Verbs that demonstrate ==*Critical Thinking*==

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
					Appraise
				Arrange	Argue
			Analyze	Assemble	Assess
		Apply	Appraise	Collect	Choose
		Complete	Categorize	Combine	Compare
	Compare	Construct	Compare	Comply	Conclude
List	Describe	Demonstrate	Contrast	Compose	Estimate
Name	Discuss	Dramatize	Debate	Construct	Evaluate
Recall	Explain	Employ	Diagram	Create	Interpret
Record	Express	Illustrate	Differentiate	Design	Judge
Relate	Identify	Interpret	Distinguish	Devise	Justify
Repeat	Recognize	Operate	Examine	Formulate	Measure
State	Restate	Practice	Experiment	Manage	Rate
Tell	Tell	Schedule	Inspect	Organize	Revise
Underline	Translate	Sketch	Inventory	Plan	Score
		Use	Question	Prepare	Select
			Test	Propose	Support
				Setup	Value

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	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State	• 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	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write	• 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	• 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	• 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

Count	Read
Define	Recall
Describe	Recite
Draw	Record
Enumerate	Reproduce
Find	Select
Identify	Sequence
Label	State
List	Tell
Match	View
Name	Write
Quote	

Comprehend

Classify	Interpret Cite Locate
Conclude	Make sense of
Convert	Paraphrase
Describe	Predict
Discuss	Report
Estimate	Restate
Explain	Review
Generalize	Summarize
Give examples	Trace
Illustrate	Understand

Apply

Act	Imitate
Administer	Implement
Articulate	Interview
Assess	Include
Change	Inform
Chart	Instruct
Choose	Paint
Collect	Participate
Compute	Predict
Construct	Prepare
Contribute	Produce
Control	Provide
Demonstrate	Relate
Determine	Report
Develop	Select
Discover	Show
Dramatize	Solve
Draw	Transfer
Establish	Use
Extend	Utilize

Analyze

Break down	Focus
Characterize	Illustrate
Classify	Infer
Compare	Limit
Contrast	Outline
Correlate	Point out
Debate	Prioritize
Deduce	Recognize
Diagram	Research
Differentiate	Relate
Discriminate	Separate
Distinguish	Subdivide
Examine	

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

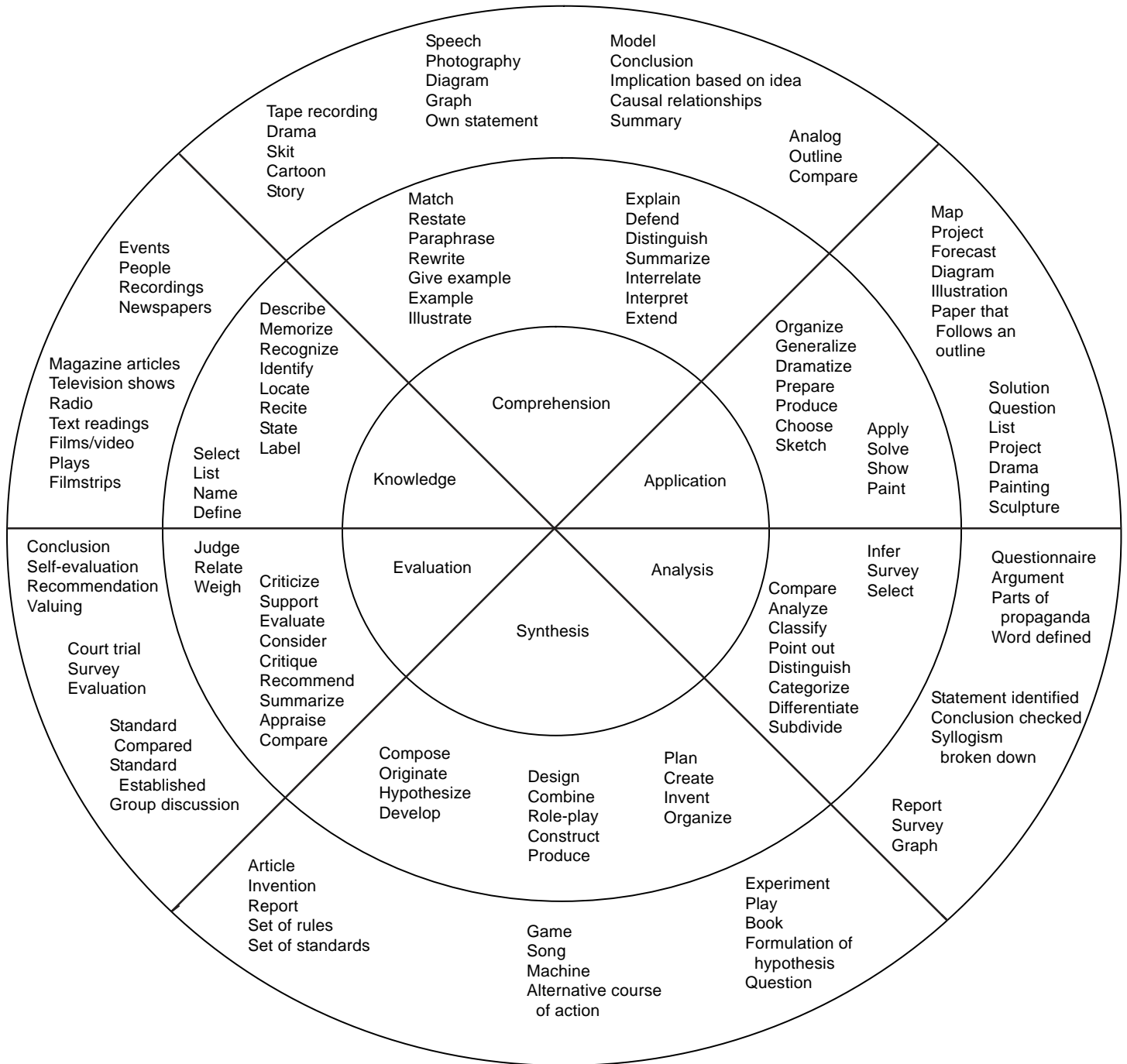| Useful Verbs	Sample Question Stems
Solve	Do you know another instance where...?
Show	Could this have happened in...?
Use	Can you group by characteristics such as...?
Illustrate	What factors would you change if...?
Construct	Can you apply the method used to some experience of your own...?
Complete	What 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

Speech
Photography
Diagram
Graph
Own statement

Model
Conclusion
Implication based on idea
Causal relationships
Summary

Tape recording
Drama
Skit
Cartoon
Story

Analog
Outline
Compare

Events
People
Recordings
Newspapers

Match
Restate
Paraphrase
Rewrite
Give example
Example
Illustrate

Explain
Defend
Distinguish
Summarize
Interrelate
Interpret
Extend

Map
Project
Forecast
Diagram
Illustration
Paper that
Follows an
outline

Magazine articles
Television shows
Radio
Text readings
Films/video
Plays
Filmstrips

Describe
Memorize
Recognize
Identify
Locate
Recite
State
Label

Comprehension

Organize
Generalize
Dramatize
Prepare
Produce
Choose
Sketch

Solution
Question
List
Project
Drama
Painting
Sculpture

Select
List
Name
Define

Knowledge

Application

Apply
Solve
Show
Paint

Conclusion
Self-evaluation
Recommendation
Valuing

Judge
Relate
Weigh

Evaluation

Analysis

Infer
Survey
Select

Questionnaire
Argument
Parts of
propaganda
Word defined

Court trial
Survey
Evaluation

Criticize
Support
Evaluate
Consider
Critique
Recommend
Summarize
Appraise
Compare

Synthesis

Compare
Analyze
Classify
Point out
Distinguish
Categorize
Differentiate
Subdivide

Standard
Compared
Standard
Established
Group discussion

Compose
Originate
Hypothesize
Develop

Plan
Create
Invent
Organize

Statement identified
Conclusion checked
Syllogism
broken down

Design
Combine
Role-play
Construct
Produce

Report
Survey
Graph

Article
Invention
Report
Set of rules
Set of standards

Experiment
Play
Book
Formulation of
hypothesis
Question

Game
Song
Machine
Alternative course
of action

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
Believe *Hear* *Realize* *Capacity* *Intelligence* *Recognize* *Comprehend* *Know* *See* *Conceptualize* *Listen* *Self-Actualize* *Memorize* *Think* *Experience* *Perceive* *Understand* *Feel*	**Evidence a (n): To Become: To Reduce:** *Appreciation for…* *Acquainted with…* *Adjusted to…* *Awareness of…* *Capable of…* *Comprehension of….* *Cognizant of…* *Enjoyment of…* *Conscious of…* *Familiar with…* *Interest in…* *Interested in….* *Knowledge of…* *Knowledgeable about….* *Understanding of…*