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

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

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

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

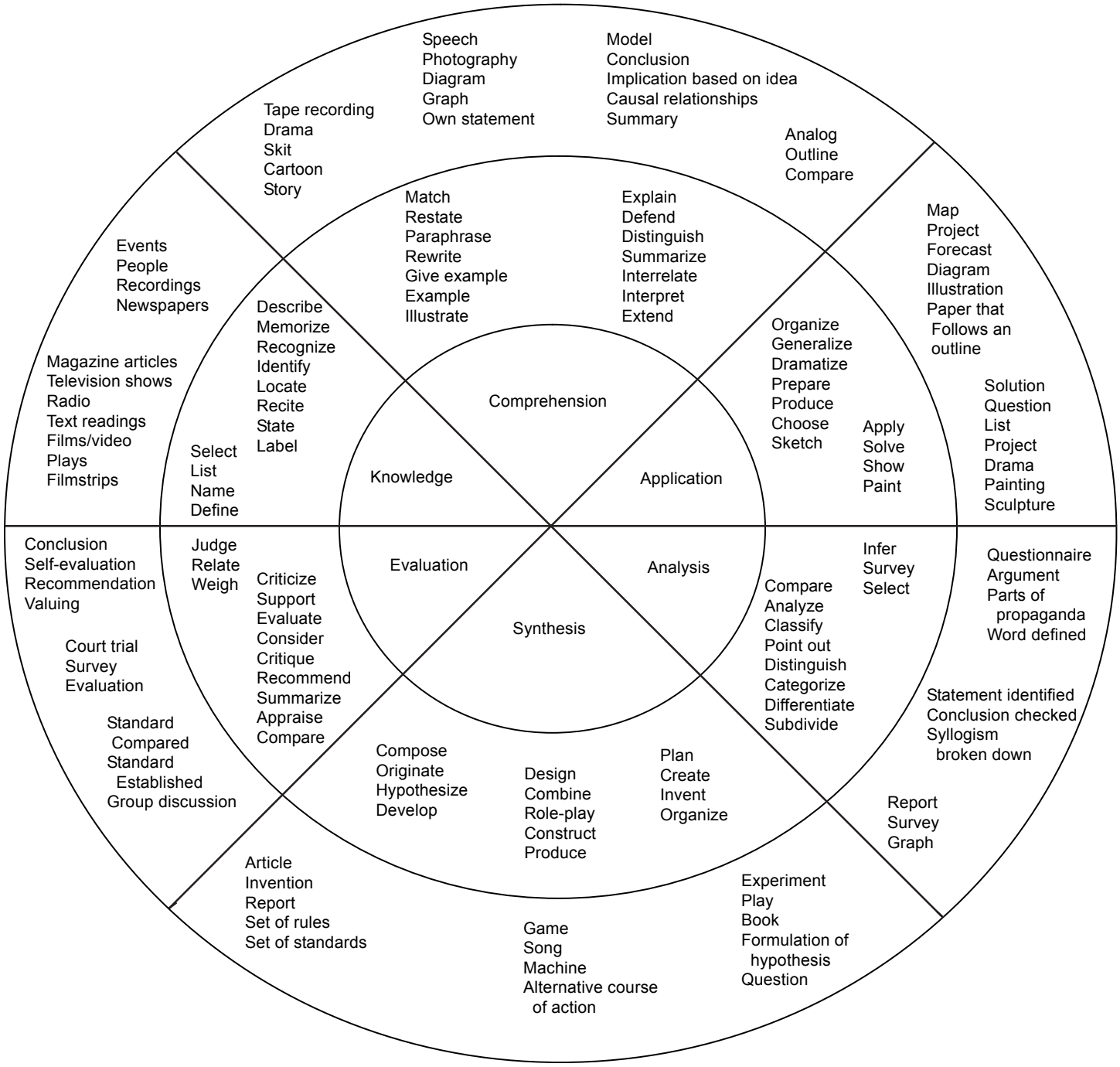
Analysis	
Useful Verbs	**Sample Question Stems**
Analyze Distinguish	Which events could have happened...? How was this similar to...?

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
• *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*