Note: Application and Above = Higher Level
Old Bloom's Taxonomy Classifications/Action Verbs

**Purpose:** Use Bloom's Taxonomy definitions/verbs to assist you in writing program goals and outcomes.

Note: Knowledge represents the lowest-level skillset and Evaluation represents the highest-level skillset.

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 of Measurable Verbs
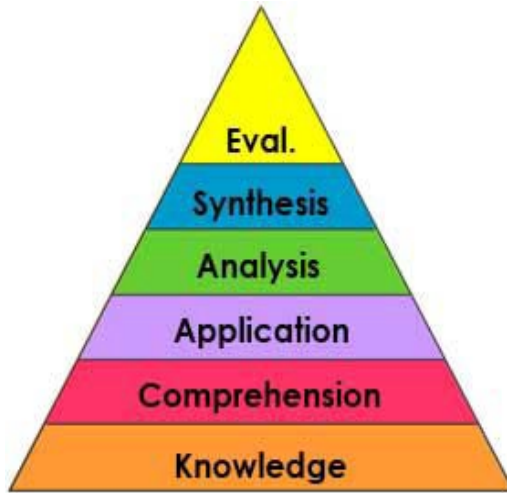
New Version

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, led by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy (*Note that the top two levels are essentially exchanged from the Old to the New version*).

Old Version

Cognitive Domain

Remembering (Knowledge): can the student recall or remember the information?	Level I: The student will be able to: Acquire, Arrange, Collect, Count, Define, Describe, Distinguish, Draw, Duplicate, Examine, Identify, Indicate, Label, List, Locate, Memorize, Name, Quote, Read, Recall, Recite, Recognize, Record, Relate, Repeat, Reproduce, Select, Show, State, Tabulate, Tell. Trace, Write.

Understanding (Comprehension): can the student explain ideas or concepts?	**Level II: The student will be able to:** Associate, Change, Classify, Compute, Conclude, Contrast, Convert, Demonstrate, Describe, Determine, Differentiate, Discuss, Distinguish, Draw, Estimate, Explain, Extend, Extrapolate, Give an example, Fill in, Identify, Illustrate, Infer, Interpolate, Interpret, Locate, Make, Paraphrase, Predict, Prepare, Read, Rearrange, Reorder, Recognize, Rephrase, Report, Represent, Restate, Review, Revise, Rewrite, Select, Simplify, Summarize, transform, Translate.
Applying (Application): can the student use the information in a new way?	**Level III: The student will be able to:** Apply, Calculate, Change, Chart, Choose, Chose procedures, Classify, Collect information, Complete, Construct, Contribute, Demonstrate, Develop, Discover, Dramatize, Employ, Establish, Examine, Experiment, Find solutions, Generalize, Illustrate, Implement, Interpret, Modify, Operate, Order, Organize, Perform, Predict, Prepare, Relate, Report, Restate, Restructure, Review, Produce Project, Provide, Schedule, Show, Sketch, Solve, Transfer, Translate, Use, Utilize, Write.
Analyzing (Analysis): can the student distinguish between the different parts?	**Level IV: The student will be able to:** Analyze, Break down, Appraise, Arrange, Conclude, Contract, Categorize, Classify, Compare, Connect, Contrast, Correlate, Criticize, Debate, Deduce, Detect, Determine, Diagram, Differentiate, Discriminate, Distinguish, Divide, Examine, Experiment, Explain, Generalize, Identify, Infer, Inspect, Inventory, Order, Organize, Outline, Prioritize, Question, Recognize, Select, Separate, Solve, Summarize, Test.
Evaluating (Synthesis): can the student justify a stand or decision?	**Level V: The student will be able to:** Appraise, Argue, Assemble, Build, Collaborate, Classify, Collect, Combine, Compile, Compose, Construct, Create, Deduce, Defend, Derive, Design, Devise, Detect, Develop, Document, Evaluate, Facilitate, Formulate, Generate, Generalize, Integrate, Invent, Judge, Select, Support, Manage, Modify, Negotiate, Organize, Originate, Plan, Prepare, Prescribe, Produce, Propose, Rearrange, Relate, Reorganize, Rewrite, Specify, Substitute, Synthesize, tell, Transmit, Unite, Value, Write.
Creating (Evaluation): can the student create new product or point of view?	**Level VI: The student will be able to:** Assemble**,** Appraise, Argue, Assess, Choose, Compare, Conclude, Consider, Construct, Contrast, Convince, Create, Critique, Decide, Defend, Determine, Discriminate, Develop, Estimate, Evaluate, Explain, Formulate, Grade, Judge, Justify, Measure, Predict, Rank, Rate, Recommend, Revise, Score, Select, Standardize, Summarize, Support, Test, Validate, Verify, Write.
Affective Domain	
Receiving:	**The Student will choose to:** Accept, Accumulate, Combine, Control, Choose to differentiate, Listen (for), Select, Separate, Set apart, Share.
Responding:	**The Student will choose to:** Acclaim, Applaud, Approve, Augment, Commend, Comply (with), Discuss, Follow, Play, Practice, Spend leisure time in, Volunteer.

Valuing:	**The student will choose to:** Assist, Debate, Deny, Help, Increase numbers of, Protest, Relinquish, Specify, Subsidize, Support, and Argue.
Organization:	**The student will choose to:** Abstract, Balance, Compare, Define, Discuss, Formulate, Organize, Theorize (on).
Characterization by Value:	**The student will choose to:** Avoid, Be rated high by peers in, Be rated high by, be rated high by superiors in, Change, Complete, Manage, Require, Resist, Resolve, Revise.
[Note: All levels of learning are important. The lower levels support the higher levels; Verbs Clusters that demonstrated Critical Thinking (Analysis, Synthesis, and Evaluation)]	
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:	Believe, Hear, Realize, Capacity, Intelligence, Recognize, Comprehend, Know, See, Conceptualize, Listen, Self-Actualize, Depth, Memorize, Think, Experience, Perceive, Understand, Feel.
Phrases to Avoid:	Evidence a (n), To Become, To Reduce, Appreciation for .., Acquainted with …, Anxiety, Attitude of …, Adjusted to …, Immaturity, Awareness of …, Cognizant of …, Enjoyment of …, Conscious of…, Feeling for .., Familiar with …, Interest in …, Interested in …, Knowledge of …, Knowledgeable about …, Understanding of…, Self-Confident in ….

Source: Paul D. Camp Community College <http://www.pdc.edu/wp-content/uploads/2012/01/Bloom-Taxonomy_2012.pdf>

New Bloom's Taxonomy to New Bloom's Taxonomy Crosswalk

New Version		Old Version	
Remembering	Define	**Knowledge**	List
	Duplicate		Name
	List		Identify
	Memorize		Show
	Recall		Define
	Repeat		Recognize
	Reproduce		Recall
	State		State
Understanding	Classify	**Comprehension**	Summarize
	Describe		Explain
	Discuss		Interpret
	Explain		Describe
	Identify		Compare
	Locate		Paraphrase
	Recognize		Differentiate
	Report		Demonstrate
	Select		Visualize
	Translate		Restate
	Paraphrase		
Applying	Choose	**Application**	Solve
	Demonstrate		Illustrate
	Dramatize		Calculate
	Employ		Use
	Illustrate		Interpret
	Interpret		Relate
	Operate		Manipulate
	Schedule		Apply
	Sketch		Classify
	Solve		Modify
	Use		
	Write		
Analyzing	Appraise	**Analysis**	Analyze
	Compare		Organize
	Contrast		Deduce
	Criticize		Choose
	Differentiate		Contrast
	Discriminate		Compare
	Distinguish		Distinguish
	Examine		
	Experiment		
	Question		
	Test		
Evaluating	Appraise	**Synthesis**	Design
	Argue		Hypothesize
	Defend		Support
	Judge		Schematize
	Select		Write
	Support		Report
	Value		Discuss
	Evaluate		Plan
			Devise
			Compare
			Create
			Construct
Creating	Assemble	**Evaluation**	Evaluate
	Construct		Choose
	Create		Estimate
	Design		Judge
	Develop		Defend
	Formulate		Criticize
	Write		Justify

Source: University of Texas at Dallas <http://dox.utdallas.edu/chart1057>

SMART GOALS

Remember: Be **SMART** when you write goals or outcomes/objectives.

Even though AC is not attaching the specific target/benchmark, evaluation method, etc. to your goals and program learning outcomes (PLOs) in your curriculum maps, you still need to think through…can/could my goals/outcomes be measured?

S =   Specific   (target specific area for improvement)
M =   Measurable   (quantify progress)
A =   Attainable   (define how it can become true)
R =   Realistic   (represents substantial, but realistic progress)
T =   Timely   (has a time frame)