

Bloom's taxonomy verbs chart (revised, 2001)

Levels run from Remember (lower-order) to Create (higher-order). A verb alone does not fix the level: the task does. "Compare two definitions" is Understand; "compare two arguments and decide which is stronger" is Evaluate.

Level	What students do	Action verbs	Question stems	Sample objective
Remember	Retrieve facts, terms and basic concepts from memory.	arrange, cite, define, describe, duplicate, identify, label, list, locate, match, memorize, name, order, outline, quote, recall, recite, recognize, record, repeat, reproduce, retrieve, select, state, tell	What is...? Who...? When did...? Can you list...? Which one...?	Students will label the parts of a flowering plant on a blank diagram.
Understand	Construct meaning: explain ideas or concepts in their own words.	associate, classify, compare, conclude, contrast, convert, describe, discuss, distinguish, estimate, exemplify, explain, extend, generalize, give examples, illustrate, infer, interpret, paraphrase, predict, rephrase, report, restate, summarize, translate	How would you explain...? What is the main idea of...? What would happen if...? How is ... alike or different from...?	Students will summarize the main idea of an article in three sentences in their own words.
Apply	Use a procedure or idea in a given or new situation.	apply, calculate, carry out, change, choose, complete, compute, construct, demonstrate, dramatize, employ, execute, experiment, implement, interview, manipulate, model, modify, operate, practice, prepare, schedule, sketch, solve, use	How would you use...? What examples can you find to...? How would you solve ... using what you learned?	Students will calculate the area of three composite shapes by decomposing them into rectangles.
Analyze	Break material into parts and determine how the parts relate to each other and to the whole.	analyze, attribute, break down, categorize, compare, connect, contrast, deconstruct, diagram, differentiate, discriminate, dissect, distinguish, examine, focus, infer, integrate, investigate, map, organize, outline, question, relate, separate, structure	What evidence supports...? What is the relationship between...? Why do you think...? What assumptions does the author make?	Students will distinguish relevant from irrelevant information in a word problem and explain each choice.
Evaluate	Make judgments based on criteria and standards.	appraise, argue, assess, check, conclude, critique, debate, decide, defend, detect, evaluate, judge, justify, measure, monitor, persuade, prioritize, prove, rank, rate, recommend, select, support, test, weigh	Do you agree with...? What is the most important... and why? How would you prove or disprove...? Which solution is better and why?	Students will judge which of two experimental designs is a fairer test and justify the choice with two criteria.
Create	Put elements together to form a new, coherent whole or an original product.	adapt, assemble, build, combine, compile, compose, construct, create, design, develop, devise, formulate, generate, hypothesize, imagine, improve, invent, make, originate, plan, produce, propose, rearrange, revise, write	What would you design to...? How could you improve...? Can you propose an alternative...? What would happen if you combined...?	Students will design a fair test to measure how temperature affects dissolving time, including variables and a data table.

Knowledge dimension and verbs to avoid

The 2001 revision also added a knowledge dimension, so an objective can be placed on a grid of six cognitive processes and four types of knowledge.

Type of knowledge	Meaning	Example objective
Factual	Terminology and specific details	Recall the symbols for the first ten elements of the periodic table.
Conceptual	Categories, principles, models and theories	Explain why the seasons change using a model of Earth's tilt.
Procedural	How to do something: methods, techniques, criteria for using them	Carry out long division with a two-digit divisor.
Metacognitive	Awareness of one's own thinking and strategies	Choose a reading strategy for a difficult text and explain why it helped.

Verbs to avoid in objectives (not observable)

understand, know, learn, appreciate, be aware of, be familiar with, grasp, realize, comprehend, believe, internalize, become acquainted with

Affective and psychomotor domains

Bloom's cognitive taxonomy does not cover attitudes or physical skills. For those, use verbs such as respond, participate, choose, cooperate (affective) or perform, assemble, manipulate, calibrate (psychomotor), and name the observable action.

Sources: Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing. Bloom, B. S. (Ed.). (1956). Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. Verb lists compiled by Draft My Lesson.