

COURSE DESIGN

BLOOM'S TAXONOMY

V 1.0 | JULY 2014



VERBS TO DEVELOP LEARNING OUTCOMES

Remembering

- Choose
- Describe
- Define
- Identify
- Label
- List
- Locate
- Match
- Memorize
- Name
- Omit
- Recite
- Recognize
- Select
- State

Understanding

- Classify
- Defend
- Demonstrate
- Distinguish
- Explain
- Express
- Extend
- Give
- Example
- Illustrate
- Indicate
- Interrelate
- Interpret
- Infer
- Judge
- Match
- Paraphrase
- Represent
- Restate
- Rewrite
- Select
- Show
- Summarize
- Tell
- Translate

Applying

- Apply
- Choose
- Dramatize
- Explain
- Generalize
- Judge
- Organize
- Paint
- Prepare
- Produce
- Select
- Show
- Sketch
- Solve
- Use

Analyzing

- Analyze
- Categorize
- Classify
- Differentiate
- Distinguish
- Identify
- Infer
- Point
- Out
- Select
- Subdivide
- Survey

Evaluating

- Appraise
- Judge
- Criticize
- Defend
- Compare

Creating

- Combine
- Compose
- Construct
- Create
- Design
- Develop
- Do
- Formulate
- Hypothesize
- Invent
- Make
- Make up
- Originate
- Organize
- Plan
- Produce
- Role-play
- Tell

MODAL QUESTIONS

Remembering

- Who?
- Where?
- Which one?
- What?
- How?
- What is the best one? Why?
- How much?
- When?
- What does it mean?

Understanding

- State in your own words
- Which are facts?
- What does this mean? Is this the same as...? Give an example.
- Select the best definition
- Condense this paragraph
- What would happen if...?
- State in one word...
- Explain what is happening.
- What part doesn't fit?
- Explain what is meant.
- What expectations are there?
- This represents...
- What seems to be...?
- Is it valid that...?
- What seems likely? Show in a graph, table.
- Which statements support...?
- What restrictions would you add?

Applying

- Predict what would happen if...
- Choose the best statements that apply.
- Judge the effects.
- What would result?
- Tell what would happen.
- Tell how, when, were, why.
- Tell how much change there would be
- Identify the results of...

Analyzing

- What's fact? Opinion?
- What assumptions...?
- What statement is relevant?
- What motive is there?
- What conclusions?
- What does the author believe or assume?
- State the point of view of...What is the premise and what ideas apply?
- What ideas identify the conclusion and what's the relationship between them?
- What's the main idea and theme?
- What persuasive technique?

Evaluating

- What fallacies, consistencies, inconsistencies appear?
- Which is more important, moral, better, logical, valid appropriate?
- Find the errors.

Creating

- How would you test...?
- Propose an alternative.
- Solve the following...
- How else would you...?
- State a rule.

This infographic has been adapted from the following sources:

Becker, Joseph. Revised Bloom's Taxonomy. Infographic. n.d.. Joseph Becker. <http://ictjoseph.com/2012/06/revised-blooms-taxonomy/>. Web. 18 June 2014.

Anderson, Lorin W.; Krathwohl, David R.. A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman. 2001. Print.