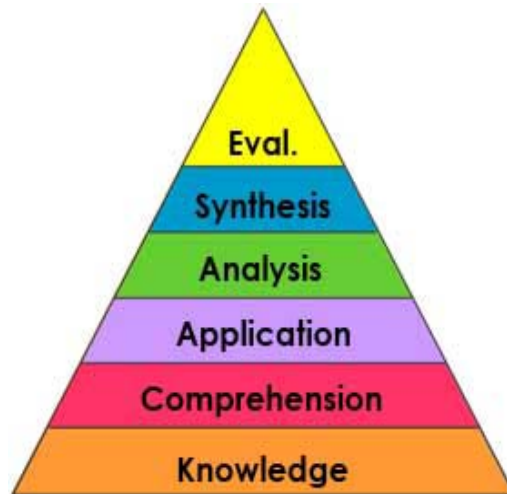


# Bloom's Taxonomy of Measurable Verbs



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, lead 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 verbage 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.

<p><b>Applying (Application):</b> can the student use the information in a new way?</p>	<p><b>Level III: The student will be able to:</b> Apply, Calculate, Change, Chart, Choose, Chose precedures, 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.</p>
<p><b>Analyzing (Analysis):</b> can the student distinguish bwtween the different parts?</p>	<p><b>Level IV: The student will be able to:</b> 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.</p>
<p><b>Evaluating (Synthesis):</b> can the student justify a stand or decision?</p>	<p><b>Level V: The student will be able to:</b> 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, Reqrute, Specify, Substitute, Synthesize, tell, Transmit, Unite, Value, Write.</p>
<p><b>Creating (Evaluation):</b> can the student create new product or point of view?</p>	<p><b>Level VI: The student will be able to:</b> 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.</p>
<p><b>Affective Domain</b></p>	
<p><b>Receiving:</b></p>	<p><b>The Student will choose to:</b> Accept, Accumulate, Combine, Control, Choose to differentiate, Listen (for), Postually respond to, Select, Separate, Set apart, Share.</p>
<p><b>Responding:</b></p>	<p><b>The Student will choose to:</b> Acclaim, Applaud, Approve, Augment, Commend, Comply (with), Discuss, Follow, Play, Practice, Spend leisure time in, Volunteer.</p>
<p><b>Valuing:</b></p>	<p><b>The student will choose to:</b> Assist, Debate, Deny, Help, Increase numbers of, Protest, Relinquish, Specify, Subsidize, Support, and Argue.</p>
<p><b>Organization:</b></p>	<p><b>The student will choose to:</b> Abstract, Balance, Compare, Define, Discuss, Formulate, Organize, Theorize (on).</p>

<b>Characterization by Value:</b>	<b>The student will choose to:</b> Avoid, Be rated high by peers in, Be rated high by, be rated high by superiors in, Change, Complete, Manage, Require, Resist, Resolve, Revise.
<b>[Note: All levels of learning are important. The lower levels support the higher levels; Verbs Clusters that demonstrated Critical Thinking (Analysis, Synthesis, and Evaluation)]</b>	
<b>Watch Out for Verbs that are not Measurable:</b> 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.	
<b>Words to Avoid:</b>	Believe, Hear, Realize, Capacity, Intelligence, Recognize, Comprehend, Know, See, Conceptualize, Listen, Self-Actualize, Depth, Memorize, Think, Experience, Perceive, Understand, Feel.
<b>Phrases to Avoid:</b>	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 ....