

Bloom's Taxonomy

Bloom's Taxonomy (Revised version) offers a framework for progressing from lower- to higher-level thinking. When writing outcomes, use verbs that match the intended level of student learning. Keep in mind that some verbs can apply to more than one level, so focus on what you expect students to *do*, not just the verb itself.

Level	Description	Verbs
Remember	Show memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Choose, define, describe, identify, label, list, match, name, relate, select, spell, state
Understand	Show cognition of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. Explaining ideas or concepts.	Compare, contrast, explain, identify, infer, interpret, outline, rephrase, summarize, translate
Apply	Use information in new situations by applying acquired knowledge, facts, techniques, and rules in a different way.	Apply, build, calculate, choose, construct, demonstrate [a process or skill, not "knowledge of"], develop, execute, identify, interpret, model, organize, plan, produce, select, solve
Analyze	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyze, categorize, classify, compare, contrast, dissect, infer, inspect, simplify, test
Evaluate	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Argue, Assess, choose, conclude, critique, criticize, decide, defend, determine, dispute, estimate, interpret, justify, measure, prioritize, prove, rate, revise, support
Create	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. Generate new ideas, products, or ways of viewing things.	Adapt, build, change, combine, compile, compose, construct, create, design, develop, formulate, imagine, invent, modify, plan, predict, produce, propose, solve, test

Sample Questions for each Bloom's Level

Level	Sample Question Stem
Remember	What is...? Who were the main...? When did...? List the three...? Who was...? How would you explain...?
Understand	What is the main idea of...? What facts or ideas show...? How would you summarize...? Which statements support...? What is meant by...? What differences exist between...?
Apply	What approach would you use to...? Solve for.... What would the result be if...? How would you use the facts to...? What are the steps involved in...? How would you...?
Analyze	What is the motive for...? What evidence can you find...? What inferences can you make...? What conclusions can you make from...? How is this different from...? (or similar to) What are some of the potential problems with...?
Evaluate	How would you determine...? What is your opinion of...? What would you recommend...? What choice would you have made...? How would you justify...? How would you prove...? (or disprove)
Create	How would you design...? How would you test...? What would you combine to...? How would you construct a model that would...? How would you adapt..... to create a different.....? How would you formulate a theory for...?