

Bloom's Revised Taxonomy provides us with verbs and cognitive levels:

Level	Remember	Understand	Apply	Analyze	Evaluate	Create
Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing new solutions.
Example Verbs	<i>define describe duplicate enumerate examine identify label learn list locate match memorize name observe omit quote read recall recite recognize record repeat reproduce retell select state tabulate tell visualize</i>	<i>ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalize give examples group identify illustrate indicate infer interpret judge observe order paraphrase predict reflect relate report represent research restate</i>	<i>apply calculate carry out complete compute demonstrate dramatize employ execute experiment generalize illustrate implement infer interpret manipulate modify operate organize outline predict solve transfer translate use</i>	<i>analyze break down categorize classify compare connect conclude contrast correlate deconstruct deduce detect diagram differentiate discriminate distinguish divide examine experiment explain identify infer integrate inventory order organize relate separate</i>	<i>appraise argue assess conclude consider convince criticize critique debate decide defend determine discriminate evaluate grade judge justify measure prioritize rank rate recommend review score select support test validate</i>	<i>adapt arrange assemble build collect collaborate combine compile compose constitute construct create design develop devise formulate generate hypothesize integrate invent make manage modify organize perform plan prepare produce propose rearrange reconstruct reorganize revise rewrite solve specify structure synthesize test</i>

		<i>review</i> <i>rewrite</i> <i>select</i> <i>show</i> <i>summarize</i> <i>trace</i> <i>transform</i> <i>translate</i>				<i>validate</i> <i>write</i>
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Adapted from Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Clifford Adelman, in an occasional paper for the National Institute of Learning Outcomes Assessment (NILOA), suggests an **alternate set of verb groups** related to the various *activities* faculty want their students to engage in:

Verb Groups:	Example Verbs:
Verbs for student acquisition and preparation of tools, materials, texts	<i>access, acquire, collect, accumulate, extract, gather, locate, obtain, retrieve</i>
Verbs indicating what students do to certify information, materials, texts, etc.	<i>cite, document, record, reference, source</i>
Verbs indicating the modes of student characterization of the objects of knowledge or observation	<i>categorize, classify, define, describe, determine, frame, identify, prioritize, specify</i>
Verbs describing what students do in processing data and information	<i>calculate, determine, estimate, manipulate, measure, solve, test, relate</i>
Verbs describing the ways in which students format or present data, information, materials	<i>arrange, assemble, collate, organize, sort</i>
Verbs describing what students do in explaining a position, creation, set of observations, or a text	<i>articulate, clarify, explicate, illustrate, interpret, outline, translate, elaborate, elucidate</i>
Verbs falling under the cognitive activities of analysis	<i>compare, contrast, differentiate, distinguish, formulate, map, match, equate</i>
Verbs describing what students do when they “inquire”	<i>examine, experiment, explore, hypothesize, investigate, research, test</i>
Verbs describing what students do when they combine ideas, materials, observations	<i>assimilate, consolidate, merge, connect, integrate, link, synthesize, summarize</i>
Verbs that describe what students do in various forms of “making”	<i>build, compose, construct, craft, create, design, develop, generate, model, shape, simulate, write</i>
Verbs that describe the various ways students use the materials of learning	<i>apply, carry out, conduct, demonstrate, employ, implement, perform, produce, use</i>
Verbs that describe executive functions students perform	<i>operate, administer, control, coordinate, engage, lead, maintain, manage, navigate, optimize, plan</i>
Verbs that describe forms of deliberative activity	<i>argue, challenge, debate, defend, justify, resolve, dispute, advocate, persuade, critique</i>
Verbs that indicate how students value objects, experiences, texts, productions, etc.	<i>audit, appraise, assess, evaluate, judge, rank</i>
Verbs that reference the types of communication in which we ask students to engage	<i>report, edit, encode/decode, map, display, draw/diagram, chart (v),</i>

Verbs, related to student communication in groups	<i>collaborate, contribute, negotiate, respond</i>
Verbs that describe what students do in rethinking or reconstructing	<i>accommodate, adapt, adjust, improve, modify, refine, reflect, review, revise</i>

Adapted from Adelman, C. (2015). To Imagine a Verb: The Language and Syntax of Learning Outcomes Statements. Occasional Paper# 24. National Institute for Learning Outcomes Assessment.

Other alternatives to using Bloom’s Cognitive Taxonomy for writing Student Learning Outcomes:

Biggs, J. B., & Collis, K. F. (2014). Evaluating the quality of learning: The SOLO taxonomy (Structure of the Observed Learning Outcome). Academic Press.

Fink, L. D. (2013). Creating significant learning experiences: An integrated approach to designing college courses. John Wiley & Sons.

Harrow, A. J. (1972). A taxonomy of the psychomotor domain: A guide for developing behavioral objectives. Addison-Wesley Longman Ltd.

Krathwohl, D.R., Bloom, B.S. and Masia, B. B. (1964). Taxonomy of educational objectives, Book II. Affective domain. New York, NY. David McKay Company, Inc.

Wiggins, G. P., & McTighe, J. (2005). Understanding by design. AscD.