

# Bloom’s Taxonomy

## WHAT IS THIS RESOURCE?

An introduction to Bloom’s Taxonomy and its use in designing course learning objectives and assessments.

## HOW DO I USE IT?

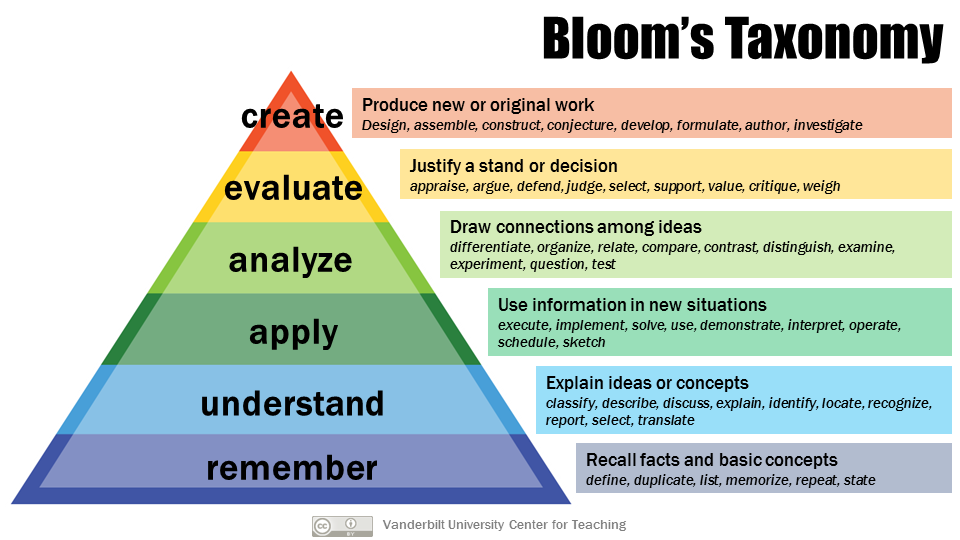
Refer to the chart when composing course learning objectives and selecting appropriate assessment types. For assistance, please [contact CET](http://cet.usc.edu/).

### About Bloom’s Taxonomy

Bloom’s taxonomy is a very useful classification model for learning objectives. It was first proposed by Benjamin Bloom in 1956 and slightly revised in 2001.

Bloom’s taxonomy organizes learning objectives according to the type of learning that is being developed. It also has types of learning ranked from low to high, with the lowest level of learning being the recall of facts and basic concepts, and the highest-level being creation of original work. The skills toward the top of the pyramid involve what we call higher-level thinking.

Note that there is no implication that learning at the top of the pyramid is more valid or valuable than at the bottom. In some cases, simple remembering skills are exactly what’s needed in a situation, sometimes it’s creation. It depends on the goals being achieved. Below is a diagram of Bloom’s Taxonomy.



Bloom’s Taxonomy is frequently used in course design. Once the taxonomic level of desired learning is decided, the chart below suggests relevant action verbs that can be used in written learning objectives. The chart also suggests appropriate types of assessments or assignments.

### Verbs and assessments for each level of Bloom’s Taxonomy

Table 1 Remember

|  |  |  |  |
| --- | --- | --- | --- |
| **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Appropriate assessment types** |
| Define | State | Enumerate | Fill-in-the-blank |
| Identify | Quote | Omit | Multiple choice |
| Describe | Reproduce | Recite | Labeling |
| Label | Tabulate | Record | Matching |
| List | Tell | Repeat | Short written response |
| Match | Copy | Retell | Worksheet |
| Select | Duplicate | Outline | Workbook |
| Recall | Arrange | Recognize |  |
| Name | Underline | Locate |  |

Table 2 Understand

|  |  |  |  |
| --- | --- | --- | --- |
| **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Appropriate assessment types** |
| Explain | Interpret | Infer | Essay |
| Describe | Classify | Relate | Exam |
| Paraphrase | Distinguish | Cite | Problem set |
| Summarize | Associate | Generalize | Class discussion |
| Compare | Demonstrate | Rewrite | Concept map |
| Discuss | Express | Trace | Oral report |
| Predict | Indicate | Transform | Outline |
| Convert | Estimate | Group | Story problem |
| Give examples | Translate | Illustrate | Dramatization |
| Order |  |  | Debate |

Table 3 Apply

|  |  |  |  |
| --- | --- | --- | --- |
| **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Appropriate assessment types** |
| Solve | Experiment | Employ | Problem set |
| Apply | Dramatize | Explain | Performance |
| Use | Manipulate | Interview | Lab experiment |
| Calculate | Paint | Operate | Simulation |
| Relate | Prepare | Practice | Clinical work |
| Complete | Act | Predict | Role play |
| Construct | Administer | Simulate | Demonstration |
| Produce | Compute | Sketch | Map |
| Chart | Develop | Discover | Diagram |
| Collect | Change | Schedule | Prediction |
| Illustrate | Demonstrate | Write | Model |
| Modify |  |  | Illustration |

Table 4 Analyze

|  |  |  |  |
| --- | --- | --- | --- |
| **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Appropriate assessment types** |
| Analyze | Classify | Advertise | Case study |
| Compare | Contrast | Conclude | Critique |
| Infer | Separate | Deduce | Lab experiment |
| Differentiate | Discriminate | Devise | Essay |
| Categorize | Divide | Outline | Project |
| Correlate | Order | Plan | Debate |
| Diagram | Subdivide | Troubleshoot | Concept map |
| Organize | Survey | Illustrate | Reflection |
| Plan | Dissect | Deconstruct | Data analysis |
| Test | Estimate | Diagram | Spreadsheet |
| Investigate | interpret | Group | Graph |

Table 5 Evaluate

|  |  |  |  |
| --- | --- | --- | --- |
| **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Appropriate assessment types** |
| Critique | Judge | Conclude | Journal |
| Evaluate | Support | Consider | Diary |
| Appraise | Discriminate | Debate | Critique |
| Decide | Assess | Justify | Problem set |
| Recommend | Measure | Persuade | Product review |
| Convince | Grade | Appraise | Study |
| Defend | Rank | Monitor | Peer review |
| Find errors | Select | Detect | Revision |
| Score | Rate | Validate | Survey |
| Argue | Weigh |  | Editorial |

Table 6 Create

|  |  |  |  |
| --- | --- | --- | --- |
| **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Action verbs for learning objectives** | **Appropriate assessment types** |
| Design | Plan | Prepare | Research project |
| Compose | Write | Assemble | Musical composition |
| Create | Compile | Collaborate | Performance |
| Formulate | Construct | Devise | Essay |
| Hypothesize | Develop | Make | Business plan |
| Compile | Integrate | Negotiate | Product design |
| Modify | Organize | Facilitate | Job aid |
| Rewrite | Structure | Propose | Infographic |
| Generate | Act | Show | Portfolio |
| Improve | Arrange | Invent | Poem |
| Revise |  |  | Advertisement |
|  |  |  | Video |
|  |  |  | Blueprint |

### References:

[Blooms Taxonomy Action Verbs (Fresno State University)](http://www.fresnostate.edu/academics/oie/documents/assesments/Blooms%20Level.pdf)

[200+ Blooms Verbs (www.literacychic.com)](http://www.literacychick.com/uploads/7/7/4/0/7740257/200+_blooms_verbs.docx)

[Why should assessments, learning objectives, and instructional strategies be aligned? (Carnegie Mellon University) Eberly Center Teaching Excellence and Educational Innovation](http://www.cmu.edu/teaching/assessment/basics/alignment.html)

Revised Bloom’s Taxonomy Process Verbs, Assessments, and Questioning Strategies (www.cloud.edu)