Action Verbs for Writing Learning Outcomes
Blooms' Revised Taxonomy

ATU ARKANSAS TECH UNIVERSITY

Level	I. Remember	II. Understand	III. Apply	IV. Analyze	V. Evaluate	VI. Create
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, givingdescriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a differentway.	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 bycombining elements in a new pattern or proposing alternative solutions.
Degree of Learning	**Lower Novice**	**Upper Novice**	**Lower Intermediate**	**Upper Intermediate**	**Lower Advanced**	**Upper Advanced**
Verbs	• Choose • Copy • Define • Describe • Find • How • Label • List • Match • Memorize • Name • Omit • Recall • Relate • Repeat • Search • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Associate • Classify • Comment • Compare • Compute • Contrast • Convert • Demonstrate • Explain • Extend • Group • Illustrate • Infer • Interpret • Journal • Outline • Paraphrase • Relate • Rephrase • Show • Summarize • Translate	• Apply • Articulate • Build • Choose • Construct • Demonstrate • Develop • Examine • Experiment with • Identify • Interview • Make use of • Model • Organize • Perform • Plan • Prepare • Reenact • Select • Sketch • Solve • Utilize	• Analyze • Assume • Attribute • Calculate • Categorize • Classify • Compare • Conclusion • Contrast • Diagram • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • Integrate • List • Mind-map • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Debate • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Experiment • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Predict • Prioritize • Prove • Rate • Recommend • Review • Rule on • Select • Support • Value	• Adapt • Blog • Build • Change • Choose • Collaborate • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

What verb should I choose?

What degree of achievement do you expect to have taken place? If you are writing course outcomes, consider where students are in their program. Has that outcome been introduced to them before? Are they at a novice, intermediate, or advanced level of learning? Choose your Bloom's verb accordingly.

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.