Bloom's Taxonomy - Cognitive Levels

	Definition	Sample Verbs				Sample Behaviors
Knowledge	Remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.	Count Define Describe Draw Enumerate Find	Identify Label List Match Name Quote	Read Recall Recite Record Reproduce Select	Sequence State Tell View Write	* Students will be able to list United States Presidents in order of term. * Students will identify major structures of the respiratory system.
Comprehension	Grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.	Classify Cite Conclude Convert Describe Discuss	Estimate Explain Generalize Give Examples	Illustrate Interpret Locate Paraphrase Predict Report	Restate Review Summarize Trace Understand	* Students will be able to summarize the plot of three of Shakespeare's comedies. * Students will understand the function of muscles in relation to movement of the body.
Application	Applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.	Act Administer Articulate Assess Change Chart Choose Collect Compute Construct	Contribute Control Demonstrate Determine Develop Discover Dramatize Draw Establish Extend	Imitate Implement Interview Include Inform Instruct Paint Participate Predict Prepare	Produce Provide Relate Report Select Show Solve Transfer Use Utilize	* Students will collect free resource materials for teachers in to be used in their academic unit and lesson plans. * Students will chart the development of weather cycles in 2010.

Category	Description	Verbs				Examples
Analysis	Breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.	Break down Characterize Classify Compare Contrast Correlate Debate	Deduce Diagram Differentiate Discriminate Distinguish Examine Focus	Illustrate Infer Limit Outline Point out Prioritize Recognize	Research Relate Separate Subdivide	* Students will debate the counterpoints of current ethical issues in healthcare. * Students will examine current research on nutrition and disease prevention.
Synthesis	Applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.	Adapt Anticipate Categorize Collaborate Combine Communicate Compare Compile Compose Construct Contrast Create	Design Develop Devise Express Facilitate Formulate Generate Incorporate Individualize Initiate Integrate	Intervene Invent Make up Model Modify Negotiate Organize Perform Plan Pretend Produce	Progress Propose Rearrange Reconstruct Reinforce Reorganize Revise Rewrite Structure Substitute Validate	* Students will combine elements of two distinct literary genres to propose a new fictional genre. * Students will reconstruct a business model using new and innovative techniques.
Evaluation	Judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.	Appraise Argue Assess Choose Compare & Contrast Conclude	Critcize Critique Decide Defend Evaluate Interpret	Judge Justify Predict Prioritize Prove Rank	Rate Reframe Select Support	* Students will orally and physically interpret written theatrical material. * Students will predict the effect of chemical compounds on organic and inorganic material.

Sources: http://www.teachervision.fen.com/teaching-methods/curriculum-planning/2171.html
http://www.teachervision.fen.com/tv/printables/misc07/BloomsTaxonomyVerbs.pdf