

BLOOM'S TAXONOMY

LEVEL	VERBS AND SAMPLE OBJECTIVES	EXAMPLES OF DISCUSSION QUESTIONS
<p>REMEMBER – The learner must be able to recall information, such as dates, events, places, ideas, definitions, formulas, theories, etc.</p>	<p>Arrange, Define, Describe, Detail, Draw, Duplicate, Identify, Indicate, Inventory, Label, List, Locate, Match, Name, Outline, Pick, Point, Pronounce, Quote, Recall, Recite, Recognize, Record, Relate, Repeat, Reproduce, Restate, State, Underline</p> <p>Label the parts of the heart. Outline the steps in the writing process. List the steps taken to make a kite. Recite the Gettysburg Address.</p>	<p>Who was the first president of the United States? What is the definition of a mammal? When was the Declaration of Independence signed? Where did the first battle of the Civil War occur?</p>
<p>UNDERSTAND – The learner must be able to grasp the meaning of the information, express it in his/her own words, and/or cite examples.</p>	<p>Classify, Confirm, Contrast, Convert, Decipher, Defend, Designate, Differentiate, Equate, Estimate, Examine, Express, Extend, Extrapolate, Generalize, Give Examples, Group, Infer, Interpret, Liken, Order, Paraphrase, Predict, Reorder, Rephrase, Restate, Sort, Specify, Substitute, Tell, Translate</p> <p>Defend your position about creating flat taxes. Give an example of an adjective. Contrast democracy and dictatorship. Re-state the role of project management in an organization.</p>	<p>In history, who ruled as a dictator? What is an example of an adjective? Where does democracy differ from a dictatorship? When has one man been able to change history?</p>
<p>APPLY – The learner must be able to use in or apply knowledge or skills, to new situations. The learner must be able to use information and knowledge to solve a problem, answer a question, or perform another task.</p>	<p>Add, Allocate, Alter, Apply, Calculate, Change, Choose, Complete, Compute, Conduct, Coordinate, Demonstrate, Determine, Develop, Direct, Discover, Divide, Dramatize, Draw, Employ, Execute, Formulate, Gather, Graph, Make, Manipulate, Model, Multiply, Operate, Perform, Present, Provide, Recount, Report, Schedule, Show, Sketch, Subtract, Use, Utilize</p> <p>Develop criteria to assess change readiness. Demonstrate the proper technique for drawing blood. Graph the results of the market analysis.</p>	<p>How does the law of supply and demand explain the current increase in the price of fruit? Examine the graph and state how many trees were cut down to produce paper. Which events led to the start of the Civil War?</p>

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<p>ANALYZE –</p> <p>The learner must be able to break down knowledge into parts, and show and explain the relationships among the parts.</p>	<p>Analyze, Appraise, Associate, Break Down, Criticize, Discern, Diagram, Discriminate, Dissect, Distinguish, Elect, Establish, Explain, Expound, Illustrate, Inspect, Profile, Question, Refute, Separate, Simplify, Subdivide, Summarize, Test</p> <p>Explain the ramifications of sexual harassment in the workplace. Classify potential suppliers according to organizational needs. Distinguish between ethical and unethical behavior in a professional setting.</p>	<p>What is the relationship between probability and statistical analysis? Why did the recession occur?</p> <p>How does...apply to...? Why does...work? How does...relate to...? What distinctions can be made about...and...?</p>
<p>CREATE –</p> <p>The learner must be able to pull together parts of knowledge to form a new whole and build relationships for new situations.</p>	<p>Assemble, Assimilate, Categorize, Collect, Combine, Compile, Compose, Condense, Construct, Create, Design, Derive, Detail, Devise, Elaborate, Expand, Generate, Guide, Hypothesize, Integrate, Invent, Manage, Modify, Originate, Organize, Plan, Prepare, Prescribe, Produce, Propose, Rearrange, Reconstruct, Reorganize, Rework, Set Up, Simplify, Specify, Synthesize, Theorize, Transform, Write</p> <p>Devise a plan to deal with violence in your classroom. Design an instructional unit which meets the needs of online students. Simplify the instructional design process.</p>	<p>What would happen if...? How can we improve...? How can we solve...? How many ways can you...? How do the data support...? What hypotheses can you develop based on the data? Why?</p>
<p>EVALUATE–</p> <p>The learner must be able to judge or assess the value of material and methods for a given purpose.</p>	<p>Argue, Assess, Attack, Champion, Compare and Contrast, Conclude, Critique, Debate, Decide, Deduce, Diagnose, Evaluate, Forecast, Improve, Judge, Justify, Measure, Prioritize, Prove, Rank, Rate, Recommend, Resolve, Revise, Score, Select, Solve, Support, Value, Verify, Weigh</p> <p>Support the value of diversity in a project team. Recommend a course of action for a comprehensive organizational change. Resolve ethical issues that plague researchers conducting experiments on animals.</p>	<p>How well does...meet the criteria for...? What judgments can you make about...? Compare and contrast...criteria for...? Is there a better solution to...? How would you have handled? What changes to...would you recommend? Does...? Why?</p>