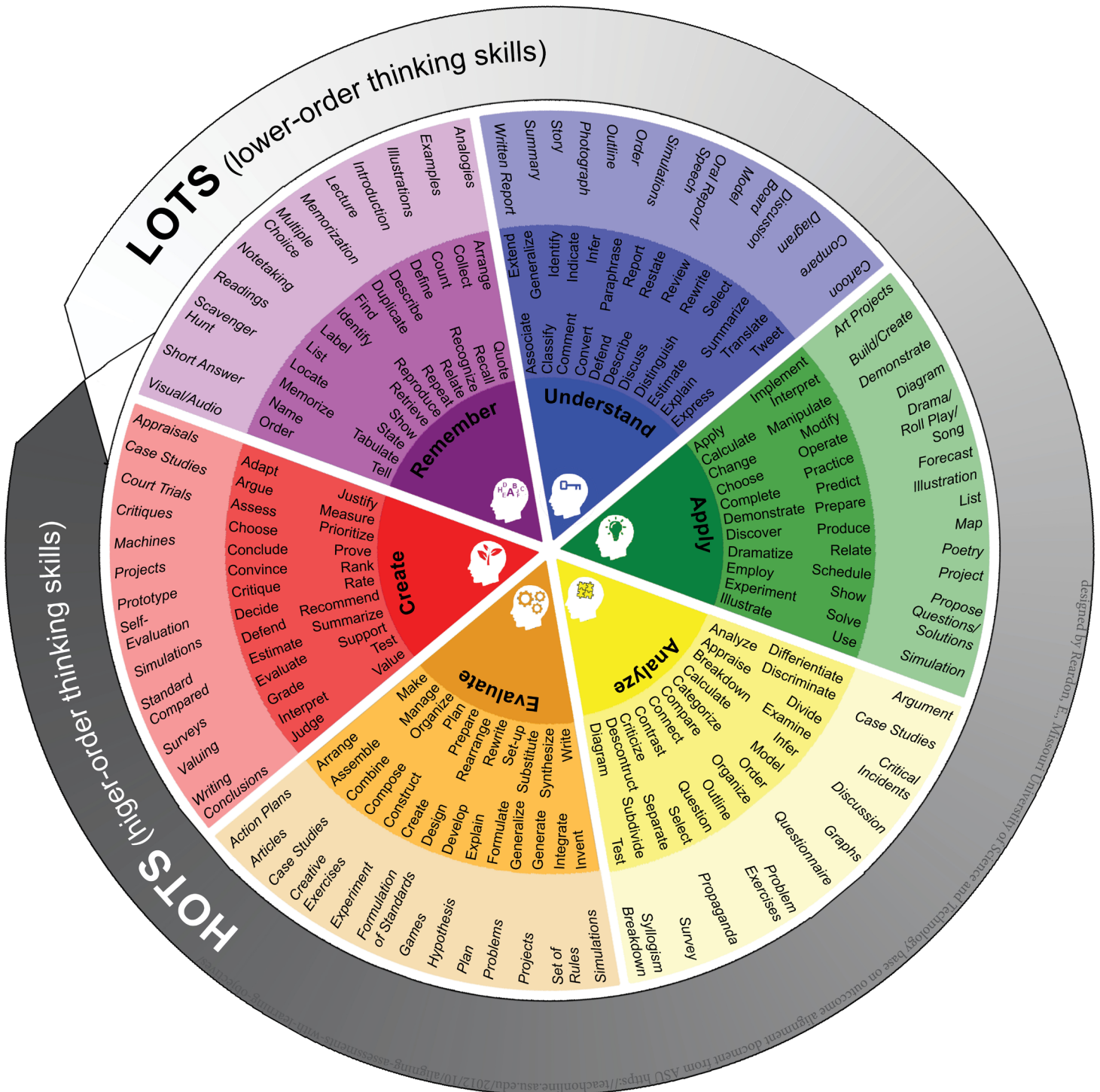


Bloom's Revised Taxonomy - Verbs & Activities



Bloom's Revised Taxonomy, measurable verbs that apply to each category, and classroom activities that could apply to those categories.

In 1956, Benjamin Bloom (and collaborators) created a system of measurable verbs to help describe and classify observable knowledge, skills, attitudes, behaviours, and abilities. It is based on a theory that there are levels of observable actions that indicate the depth of learning occurring in the brain. In 2001, a group of psychologists, theorists, and researchers revised the original categories as represented in the chart.

For example, students could demonstrate knowledge, comprehension, and application using verbs in LOTS categories (remember, understand, apply), while critical thinking would require verbs under the HOTS categories (analyze, evaluate, create). By creating learning outcomes using measurable verbs, you indicate explicitly what the student must do to demonstrate learning. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>

Measurable Bloom's Verbs

Use verbs aligned to Bloom's Taxonomy to ensure students' appropriate thinking progresses at all levels. *The verbs on the page to the right and on the first page are examples of measurable verbs.*

REVISED BLOOM'S CATEGORY DEFINITIONS

Remember - To recall facts, basic concepts, or retrieved material.

Tools - Bookmarking, copying, googling, bullet-pointing, highlighting, group networking, searching

Understand - To explain ideas, concepts, or construct meaning from written material or graphics.

Tools - Advanced searching, annotating, blog journaling, tweeting, tagging, commenting, subscribing

Apply - To use information in new situations such as models, diagrams, or presentations.

Tools - Calculating, charting, editing, hacking, presenting, uploading, operating, sharing with a group

Analyze - To draw connections among ideas, concepts, or determining how each part interrelate to an overall structure or purpose.

Tools - Mashing, mind-mapping, surveying, linking, validating

Evaluate - To justify a stand or decision; to make judgements based on criteria and standards through checking and critiquing.

Tools - Grading, networking, rating, testing, reflecting, reviewing, blog commenting, posting, moderating

Create - To produce new or original work.

Tools - Animating, blogging, filming, podcasting, publishing, simulating, wiki building, video blogging, programming, directing

LOTS

- Can include memorization
- Is interrogative, asking questions like: When, Where, Which, How Many, and Who

HOTS

- Does not include memorization
- Is interrogative, asking questions like, Why, How, and What evidence is there?
- Requires you do something with the facts
- Facts are understood, connected, categorized, manipulated, combined in new and novel ways, and applied in the seeking of new solutions to new and old problems Involves metacognition which is thinking about thinking. When a learner uses metacognition they are contemplating and revising their thoughts continuously to make sure there is true understanding of the information

Watch Out for Verbs that are NOT Measurable

For an objective to provide maximum structure to instruction, it should be free of vague or ambiguous words or phrases.

These lists contain notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

Demonstrate is in the stem of learning outcomes ("*When you have earned credit for this course, you will have **demonstrated** the ability to:* "), it is not repeated in the outcomes.

Words/Phrases to Avoid

About	Capacity	Interest in
Appreciation for	Cognizant of	Interested in
Acquainted with	Comprehension of	Knowledge of
Adjusted to	Conscious of	Knowledgeable about
Awareness of	Enjoyment of	To become
Capable of	Familiar with	Understanding of

Difficult To Measure Verbs

Appreciate	Hear	Recognize
Believe	Intelligence	See
Capacity	Know	Self-Actualize
Comprehend	Listen	Think
Conceptualize	Memorize	Understand
Experience	Perceive	
Feel	Realize	

REMEMBER	describe duplicate enumerate examine find identify label	list locate match memorize name observe omit	order quote read recall recite recognize record	relate repeat reproduce retell retrieve select show	spell state tabulate tell visualize
UNDERSTAND	convert defend demonstrate describe differentiate discover discuss distinguish estimate	explain express extend generalize give examples group identify illustrate indicate	infer interpret judge observe order outline paraphrase predict relate	relate rephrase report represent research restate review rewrite select	show summarize trace transform translate tweet
APPLY	choose collect complete compute construct demonstrate determine develop discover dramatize	employ establish examine experiment explain identify illustrate implement interpret interview	judge manipulate model modify operate organize plan practice predict prepare	produce record relate report schedule select show simulate sketch solve	teach transfer use utilize write
ANALYZE	compare conclude conclusion connect contrast correlate criticize deconstruct deduce devise	diagram differentiate discover discriminate dissect distinguish divide divide estimate evaluate	examine experiment explain focus function illustrate infer inspect list model	motive order organize outline plan prioritize question relationships select separate	simplify subdivide survey take part in test theme
EVALUATE	consider construct convince create criticize critique debate decide deduct defend design determine develop discriminate	disprove distinguish editorialize estimate evaluate explain find errors formulate generalize generate grade importance influence integrate	interpret invent judge justify make manage mark measure opinion order organize perceive persuade plan	predict prepare prioritize prove rank rate rate rearrange recommend reframe rewrite rule on score select	set-up substitute summarize support synthesize test value weigh write
CREATE	conclude construct convince create critique decide defend delete design develop devise discuss elaborate estimate	evaluate express facilitate formulate formulate generalize grade Happen hypothesize imagine improve infer integrate interpret	intervene invent judge justify make up manage maximize measure minimize modify negotiate original originate plan	predict prepare prioritize propose prove rank rate rearrange recommend reorganize report revise rewrite role-play	simulate solution solve speculate structure summarize support suppose test theory validate value write

LOTS

HOTS

Bloom's Revised Taxonomy - Example Questions by Category

Remembering Questions:

What is ...?
Where is ...?
How did ____ happen?
Why did ...?
When did ...?
How would you show ...?
Who were the main ...?
Which one ...?
How is ...?
When did ____ happen?
How would you explain ...? Describe ...?
Can you recall ...?
Can you select ...?
Can you list the three ...?
Who was ...?

Understanding Questions:

How would you classify the type of ...?
How would you compare ...? contrast ...?
State or interpret in your own words ...?
Rephrase the meaning ...?
What facts or ideas show ...?
How would you summarize ...?
What is the main idea of ...?
Which statements support ...?
Can you explain what is happening ...?
What is meant ...?
What can you say about ...?
Which is the best answer ...?

Applying Questions:

How would you use ...?
What examples can you find to ...?
How would you solve ____ using what you've learned ...?
How would you organize ____ to show ...?
Show your understanding of ...?
What approach would you use to ...?
Apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analyzing Questions:

What are the parts or features of ...?
How is ____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?

Analyze questions (cont.)

What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorize ...?
Can you identify the different parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you distinguish between ...?
What is the function of ...?
What ideas justify ...?

Evaluating Questions:

Do you agree with the actions ... or outcome ...?
What is your opinion of ...?
How would you prove ...? Disprove ...?
Can you assess the value or importance of ...?
Would it be better if ...?
Why did they (the character) choose ...?
What would you recommend ...?
How would you rate the ...?
What would you cite to defend the actions ...?
How could you determine ...?
What choice would you have made ...?
How would you prioritize ...?
What judgement would you make about ...?
Based on what you know, how would you explain ...?
What information would you use to support the view ...?
How would you justify ...?
What data was used to make the conclusion ...?
What was it better than ...?
How would you compare the ideas ...? People ...?

Creating Questions:

What changes would you make to solve ...?
How would you improve ...?
What would happen if ...?
Can you elaborate on the reason ...?
Can you propose an alternative ...?
Can you invent ...?
How would you adapt ____ to create a different ...?
How could you change (modify) the plot (plan) ...?
What could be done to minimize (maximize) ...?
What way would you design ...?
What could be combined to improve (change) ...?
Suppose you could ____ what would you do ...?
How would you test ...?
Can you formulate a theory for ...?
Can you predict the outcome for ...?
How would you estimate the results for ...?
What facts can you compile ...?
Can you construct a model that would change ...?
Can you think of an original way for the ...?