

## Bloom's Taxonomy

LEVEL	DEFINITION	SAMPLE VERBS
<b>REMEMBERING</b>	Student is able to recall or recognize ideas, information, and principles that were learned.	Write List Label Describe State Find Define
<b>UNDERSTANDING</b>	Student is able to explain and comprehend ideas and concepts based on prior learning.	Summarize Paraphrase Compare Illustrate Infer Interpret
<b>APPLYING</b>	Student is able to select, transfer, and use data and principles to complete a task or solve a problem in another familiar situation.	Compute Solve Implement Demonstrate Apply Construct
<b>ANALYZING</b>	Student is able to break down knowledge into parts to explore understandings and relationships; sees how parts relate to each other and an overall structure/purpose.	Analyze Deconstruct Compare Contrast Distinguish Differentiate Organize
<b>EVALUATING</b>	Student is able to justify a decision or course of action through assessing and critiquing ideas and concepts using specific standards and criteria.	Recommend Critique Judge Hypothesize
<b>CREATING</b>	Student is able to develop, integrate, and combine ideas into a product, plan or way of viewing things that is new to him or her.	Construct Design Theorize Invent Synthesize

*Adapted from* Anderson, L. & Krathwohl, D. R. (2001). [A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives](#). Allyn & Bacon. Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). [Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain](#). New York, Toronto: Longmans, Green.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. [Theory into Practice](#), 41(4), 212-218.