Bloom's Revised Taxonomy for Learning Objectives

REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
To repeat or list **information**[1] or **procedures**[2]	To explain, paraphrase, organise, or exemplify **information**[1] or **procedures**[2]	To apply **procedures**[2], theories or skills to a known or similar **situation**[3]	To break a complex **situation**[3] into parts or **clusters**[4], and/or to identify what **procedures**[2], **ideas**[7] or relationships are applicable.	To assess **information**[1], **procedures**[2], tools, processes, skills, and/or **products**[5] on their **quality**[6] and/or significance in order to reach a conclusion, advice, decision, or proof.	To create original **ideas**[7], **procedures**[2], tools, or **products**[5]

[1]**Information**   e.g. facts, terms, definitions/concepts, ideas, theories
[2]**Procedures**   e.g. formulas, techniques, procedures, methodologies, rules, experiments, analyses
[3]**Situations**   e.g. problem, experiment, data, process, research question, literature, list of specifications, computer program, or other information

[4]**Parts or clusters**   e.g. causes and consequences, advantages and disadvantages, motives, stakeholders, and relations
[5]**Products**   e.g. computer programs, designs, data, products, list of specifications, literature
[6]**Quality**   e.g. reliability, validity
[7]**Ideas**   e.g. ideas, theories, hypotheses, opinions, research questions

Example

REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
The student is able to **list** the steps in the following methods of analysis: interpolation and classification.	The student is able to **explain** the movement of bony segments of the human skeleton system.	The student is able to **calculate** the shear and bending moment resistance of pre-stressed concrete structures.	The student is able to **derive** equations describing the steady-state performance of the vehicles discussed during the course.	The student is able to **evaluate** the quality of the collected data.	The student is able to **design** systems engineering solutions through the use of requirements analysis and conceptual designs.

Verbs

REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Reproduce: Duplicate, List, Repeat, Reproduce **Find/identify in e.g. a figure:** Identify[AN], Label, Locate, Name, Recognise, Recall	**Give explanation:** Discuss[AN,EV] Explain[EV] **Give examples:** Give examples, Illustrate[AP,CR] **In other words:** Define, Paraphrase, Rephrase, Restate, Summarise **Organise information** Categorise[AP,AN], Compair[AN], Contrast[AN], Order[AN], Organise[AP,AN]	**Apply general:** Apply, Administer, Develop[CR], Employ, Perform, Use, Implement, Make use of **Apply knowledge:** Categorise[UN,AN], Link[AN] **Apply specific procedures/skills:** Assemble, Calculate, Compile[CR], Correlate[AN], Construct[CR], Evaluate, Experiment[CR], Illustrate[UN,CR], Interview, Simulate, Solve[AN,EV,CR]	**Analyse in general:** Analyse, Appraise[EV], Estimate, Examine, Inspect, Investigate, Research, Simplify[CR], Solve[AP,EV,CR] **Divide:** Breakdown, Categorise[UN,AP], Discriminate, Dissect, Divide, Isolate, Prioritise[EV], Order[UN], Organise[UN,AP] **Arguments (one sided):** Criticise[EV], Debate[EV], Discuss[UN,EV], Focus, Highlight, Motivate, Point out, Reason[EV] **Relationships:** Compair[UN], Contrast[UN], Correlate[AP], Infer[EV], Link[AP], Model[CR], Rank, Relate, Reorganise **Select applicable procedure/theory/skill:** Choose[EV], Identify[UN], Model, Select[EV], Simplify	**Taking into consideration:** Consider, Deduct, Reason[AN], Value **Working towards a conclusion*:** Appraise[AN], Assess, Award, Evaluate, Grade, Mark, Rate, Reason[AN], Score, Solve a problem[AP,AN,CR] **Reaching a conclusion*:** Advise, Choose[AN], Conclude, Decide, Determine, Judge, Prioritise[AN], Select[AN] **Defending a conclusion* (or not):** Argue, Convince, Criticise[AN], Debate[AN], Disprove, Dispute, Influence, Justify, Persuade, Prove, Reason[AN], Recommend, Support, Validate **Discuss consequences/significance of conclusion*:** Discuss[AN,UN], Explain (results, consequences for stakeholders, society, etc.)[UN], Induce, Infer[AN], **conclusion can also be a recommendation, decision or proof*	**Make something new:** Compose, Create, Design, Develop[AP], Discover, Experiment[AP], Invent, Plan **Change something:** Adapt, Change, Innovate, Modify, Reframe, Revise, Simplify[AN], Substitute, Transform **Add something:** Add to, Elaborate, Extend **Improve something:** Improve, Maximise, Minimise **Combine some things:** Combine, Compile[AP], Integrate **New ideas:** Formulate, Hypothesise, Originate, Propose, Speculate, Suggest, Theorise **Construct:** Construct[AP], Illustrate[UN,AP], Draw, Visualise **Other:** Model[AN], Solve[AP,AN,EV], Program

[UN, AP, AN, EV, CR] *Some verbs can be used in multiple levels of the taxonomy. This is indicated with the superscripts: UNderstand, APply ANalyse, EValuate or CReate. The verbs used in this document are a selection of the possiblities. You can also use other verbs.*

Products

REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Definition Fact Label List Reproduction Quotes	Categorisation Collection Closed questions (e.g. true/false, multiple choice) Examples Explanation Outline Summary Devise a wiki entry	Demonstration (e.g. video) Illustration Interview Performance Presentation Role play Simulation Use formulas, programs, rules, procedure, techniques Calculation	Abstract Analysis of a case/situation Case presentation Chart Checklist Discussion of the (quality of) results' Graph Observation of professional practice Peer feedback Report Spreadsheet Survey	Advise Case presentation Comment Conclusion Discussion/debate Essay Evaluation Judgement Opinion Recommendation Report Review Verdict	Computer program Design plan/ blueprint/ scheme/drawings Exam questions Game Paper Plan Portfolio Project Prototype Research proposal