

## Using Bloom's Taxonomy to Write Learning Goals

Level	Description	Verbs	Sample Objectives
Knowledge	Recognizes students' ability to use rote memorization and recall certain facts	cite            name define        recall identify       recognize label           reproduce list             select match          state	The students will <i>recall</i> the four major food groups without error. The students will <i>list</i> at least three characteristics peculiar to the Cubist movement.
Comprehension	Involves students' ability to read course content, understand and interpret important information and put other's ideas into their own words	classify        illustrate convert        interpret describe       paraphrase explain        summarize extend         translate give examples	The students will <i>summarize</i> the main events of a story in grammatically correct English. The students will <i>describe</i> in prose what is shown in graph form.
Application	Students take new concepts and apply them to another situation	apply          operate arrange        predict compute        prepare construct       produce demonstrate   relate discover        show modify         solve use	The students will <i>apply</i> previously learned information about socialism to reach an answer. The students will <i>demonstrate</i> the principle of reinforcement to classroom interactions.
Analysis	Students have the ability to take new information and break it down into parts to differentiate between them	analyze        estimate associate      infer determine     order diagram       outline differentiate   point out discriminate   separate distinguish    subdivide	The students will read a presidential debate and <i>point out</i> the passages that attack a political opponent personally rather than the opponent's political programs. Students will <i>discriminate</i> among a list of possible steps to determine which one(s) would lead to increased reliability for a test.

<p>Synthesis</p>	<p>Students are able <i>to take</i> various pieces of information and <i>form</i> a whole <i>creating</i> a pattern where one did not previously exist</p>	<p>combine compile compose construct create design develop devise formulate write</p> <p>integrate modify organize plan propose rearrange reorganize revise rewrite tell</p>	<p>After studying the current economic policies of the United States, student groups will <i>design</i> their own goals for fiscal and monetary policies. The students will write a different but plausible ending to a short story.</p>
<p>Evaluation</p>	<p>Involves students' ability <i>to look</i> at someone else's ideas or principles and <i>see</i> the worth of the work and the <i>value</i> of the conclusions</p>	<p>appraise assess compare conclude contrast criticize</p> <p>discriminate evaluate judge justify support weigh</p>	<p>Given any research study, <i>evaluate</i> the appropriateness of the conclusions reached based on the data presented. The students will <i>compare</i> two pieces of sculpture, giving reasons for their positive evaluation of one over the other.</p>

Source: <http://www.pearsoned.com/education-blog/using-blooms-taxonomy-to-write-learning-outcomes/>