

**BLOOM'S TAXONOMY**  
**Methods Requiring Cognitive Outcomes**

<b>*Critical Thinking</b>				
				<b><u>Evaluation</u></b>
				judge appraise evaluate rate compare value revise score select choose assess estimate measure
			<b><u>Synthesis</u></b>	
			compose plan propose design formulate arrange assemble collect construct create set up organize prepare	
		<b><u>Analysis</u></b>		
		distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize		
		<b><u>Application</u></b>		
		interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch		
		<b><u>Comprehension</u></b>		
		translate restate discuss describe recognize explain express identify locate report review tell		
		<b><u>Knowledge</u></b>		
		define repeat record list recall name relate underline		

\*In order to comply with Title 5 regulations for college-level credit courses, a majority of the measurable objectives must be designed using the highest order of cognitive outcomes: analysis, synthesis, and evaluation. However, the full range of terms from the taxonomy can be used when appropriate to the course and/or discipline, especially for those courses that require skill development, problem solving, and demonstration.

taken from Benjamin Bloom's *Taxonomy of Educational Objectives*, 1956, 1984.