

BLOOM'S TAXONOMY
Methods Requiring Cognitive Outcomes

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

*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.