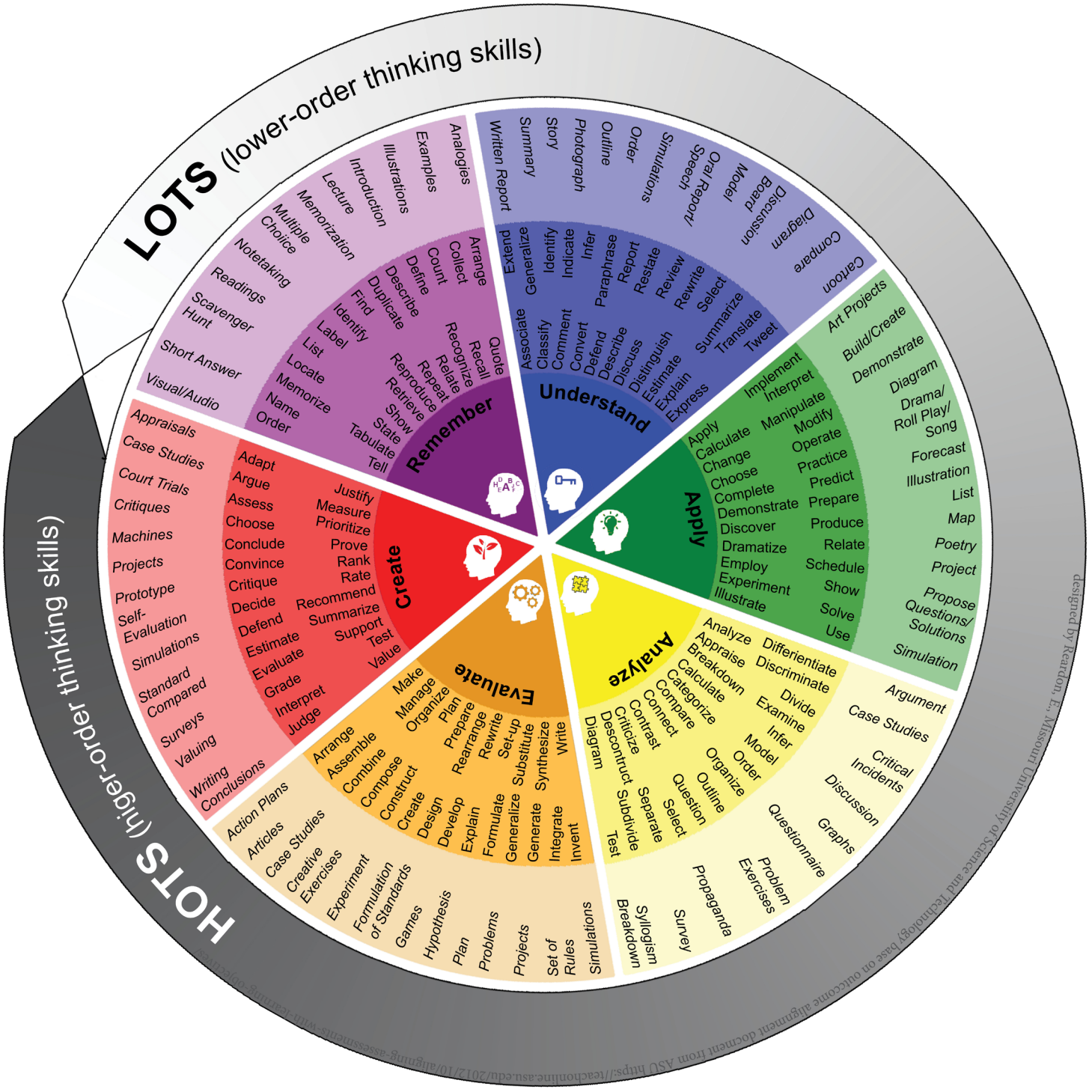
Bloom's Revised Taxonomy - Verbs & Activities



Bloom's Revised Taxonomy, measurable verbs that apply to each category, and classroom activities that could apply to those categories.

In 1956, Benjamin Bloom *(and collaborators)* created a system of measurable verbs to help describe and classify observable knowledge, skills, attitudes, behaviours, and abilities. It is based on a theory that there are levels of observable actions that indicate the depth of learning occurring in the brain. In 2001, a group of psychologists, theorists, and researchers revised the original catagories as represented in the chart.

For example, students could demonstrate knowledge, comprehension, and application using verbs in LOTS categories (remember, understand, apply), while critical thinking would require verbs under the HOTS categories (analyze, evaluate, create). By creating learning outcomes using measurable verbs, you indicate explicitly what the student must do to demonstrate learning. https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Measurable Bloom's Verbs

Use verbs aligned to Bloom's Taxonomy to ensure students' appropriate thinking progresses at all levels. *The verbs on the page to the right and on the first page are examples of measureable verbs.*

REVISED BLOOM'S CATEGORY DEFINITIONS

Remember - To recall facts, basic concepts, or retrieved material.
Tools - Bookmarking, copying, googling, bullet-pointing, highlighting, group networking, searching

Understand - To explain ideas, concepts, or construct meaning from written material or graphics.
Tools - Advanced searching, annotating, blog journaling, tweeting, tagging, commenting, subscribing

Apply - To use information in new situations such as models, diagrams, or presentations.
Tools - Calculating, charting, editing, hacking, presenting, uploading, operating, sharing with a group

Analyze - To draw connections among ideas, concepts, or determing how each part interrelate to an overall structure or purpose.
Tools - Mashing, mind-mapping, surveying, linking, validating

Evaluate - To justify a stand or decision; to make judgements based on criteria and standards through checking and critiquing.
Tools - Grading, networking, rating, testing, reflecting, reviewing, blog commenting, posting, moderating

Create - To produce new or original work.
Tools - Animating, blogging, filming, podcasting, publishing, simulating, wiki building, video blogging, programming, directing

LOTS

- Can include memorization
- Is interrogative, asking questions like: When, Where, Which, How Many, and Who

HOTS

- Does not include memorization
- Is interrogative, asking questions like, Why, How, and What evidence is there?
- Requires you do something with the facts
- Facts are understood, connected, categorized, manipulated, combined in new and novel ways, and applied in the seeking of new solutions to new and old problems Involves metacognition which is thinking about thinking. When a learner uses metacognition they are contemplating and revising their thoughts continuously to make sure there is true understanding of the information

Watch Out for Verbs that are NOT Measurable

For an objective to provide maximum structure to instruction, it should be free of vague or ambiguous words or phrases.

These lists contain notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

Demonstrate is in the stem of learning outcomes *("When you have earned credit for this course, you will have **demonstrated** the ability to: ")*, it is not repeated in the outcomes.

Words/Phrases to Avoid

About	Capacity	Interest in
Appreciation for	Cognizant of	Interested in
Acquainted with	Comprehension of	Knowledge of
Adjusted to	Conscious of	Knowledgeable about
Awareness of	Enjoyment of	To become
Capable of	Familiar with	Understanding of

Difficult To Measure Verbs

Appreciate	Hear	Recognize
Believe	Intelligence	See
Capacity	Know	Self-Actualize
Comprehend	Listen	Think
Conceptualize	Memorize	Understand
Experience	Perceive	
Feel	Realize	

Sources: https:/www.utica.edu & https://www.algonquincollege.com/lts/files/2022/02/Blooms-Taxonomy.pdf

REMEMBER

arrange
choose
collect
count
define
describe
duplicate
enumerate
examine
find
identify
label
list
locate
match
memorize
name
observe
omit
order
quote
read
recall
recite
recognize
record
relate
repeat
reproduce
retell
retrieve
select
show
spell
state
tabulate
tell
visualize

UNDERSTAND

ask
associate
cite
classify
comment
compare
contrast
convert
defend
demonstrate
describe
differentiate
discover
discuss
distinguish
estimate
explain
express
extend
generalize
give examples
group
identify
illustrate
indicate
infer
interpret
judge
observe
order
outline
paraphrase
predict
relate
relate
rephrase
report
represent
research
restate
review
rewrite
select
show
summarize
trace
transform
translate
tweet

APPLY

act
administer
apply
articulate
build
calculate
change
chart
choose
collect
complete
compute
construct
demonstrate
determine
develop
discover
dramatize
employ
establish
examine
experiment
explain
identify
illustrate
implement
interpret
interview
judge
manipulate
model
modify
operate
organize
plan
practice
predict
prepare
produce
record
relate
report
schedule
select
show
simulate
sketch
solve
teach
transfer
use
utilize
write

ANALYZE

advertise
analyze
appraise
assume
breakdown
calculate
categorize
classify
compare
conclude
conclusion
connect
contrast
correlate
criticize
deconstruct
deduce
devise
diagram
differientiate
discover
discriminate
dissect
distinguish
divide
divide
estimate
evaluate
examine
experiment
explain
focus
function
illustrate
infer
inspect
list
model
motive
order
organize
outline
plan
prioritize
question
relationships
select
separate
simplify
subdivide
survey
take part in
test
theme

EVALUATE

agree
appraise
argue
arrange
assemble
assess
award
choose
combine
compare
compose
conclude
consider
construct
convince
create
criticize
critique
debate
decide
deduct
defend
design
determine
develop
discriminate
disprove
distinguish
editorialize
estimate
evaluate
explain
find errors
formulate
generalize
generate
grade
importance
influence
integrate
interpret
invent
judge
justify
make
manage
mark
measure
opinion
order
organize
perceive
persuade
plan
predict
prepare
prioritize
prove
rank
rate
rate
rearrange
recommend
reframe
rewrite
rule on
score
select
set-up
substitute
summarize
support
synthesize
test
value
weigh
write

CREATE

adapt
anticipate
argue
assemble
assess
build
change
choose
collaborate
combine
compile
compose
conclude
construct
convince
create
critique
decide
defend
delete
design
develop
devise
discuss
elaborate
estimate
evaluate
express
facilitate
formulate
formulate
generalize
grade
Happen
hypothesize
imagine
improve
infer
integrate
interpret
intervene
invent
judge
justify
make up
manage
maximize
measure
minimize
modify
negotiate
original
originate
plan
predict
prepare
prioritize
propose
prove
rank
rate
rearrange
recommend
reorganize
report
revise
rewrite
role-play
simulate
solution
solve
speculate
structure
summarize
support
suppose
test
theory
validate
value
write

LOTS

HOTS

Bloom's Revised Taxonomy - Example Questions by Category

Remembering Questions:
What is ...?
Where is ...?
How did ___ happen?
Why did ...?
When did ...?
How would you show ...?
Who were the main ...?
Which one ...?
How is ...?
When did ___ happen?
How would you explain ...? Describe ...?
Can you recall ...?
Can you select ...?
Can you list the three ...?
Who was ...?

Understanding Questions:
How would you classify the type of ...?
How would you compare ...? contrast ...?
State or interpret in your own words ...?
Rephrase the meaning ...?
What facts or ideas show ...?
How would you summarize ...?
What is the main idea of ...?
Which statements support ...?
Can you explain what is happening ...?
What is meant ...?
What can you say about ...?
Which is the best answer ...?

Applying Questions:
How would you use ...?
What examples can you find to ...?
How would you solve ___ using what you've learned ...?
How would you organize ___ to show ...?
Show your understanding of ...?
What approach would you use to ...?
Apply what you learned to develop ...?
What other way owuld you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analyzing Questions:
What are the parts or features of ...?
How is ___ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?

Analyze questions (cont.)
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorize ...?
Can you identify the different parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you distinguish between ...?
What is the function of ...?
What ideas justify ...?

Evaluating Questions:
Do you agree with the actions ... or outcome ...?
What is your opinion of ...?
How would you prove ...? Disprove ...?
Can you assess the value or importance of ...?
Would it be better if ...?
Why did they (the character) choose ...?
What would you recommend ...?
How would you rate the ...?
What would you cite to defend the actions ...?
How could you determine ...?
What choice would you have made ...?
How would you prioritize ...?
What judgement would you make about ...?
Based on what you know, how would you explain ...?
What information would you use to support the view ...?
How would you justify ...?
What data was used to make the conclusion ...?
What was it better than ...?
How would you compare the ideas ...? People ...?

Creating Questions:
What changes would you make to solve ...?
How would you improve ...?
What would happen if ...?
Can you elaborate on the reason ...?
Can you propose an alternative ...?
Can you invent ...?
How would you adapt ___ to create a different ...?
How could you change (modify) the plot (plan) ...?
What could be done to minimize (maximize) ...?
What way would you design ...?
What could be combined to improve (change) ...?
Suppose you could ___ what would you do ...?
How would you test ...?
Can you formulate a theory for ...?
Can you predict the outcome for ...?
How would you estimate the results for ..?
What facts can you compile ...?
Can you construct a model that would change ...?
Can you think of an original way for the ...?