Competence (based on Bloom's taxonomy)	Skills Demonstrated	use one or more of these verbs:
Knowledge – of terminology; specific facts; ways of dealing with specifics (conventions, trends, classifications, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures): Remember: Recognizing, recalling	▪ observation and recall of information ▪ knowledge of dates, events, places ▪ knowledge of major ideas ▪ mastery of subject matter	list, state, **define**, tell, enumerate, **describe**, show, **identify**, name, write, recall, **recognize**, list, label, match, name, collect, examine, tabulate, reproduce
Comprehension – Grasping (understanding) the meaning of informational materials. Understand: Interpret, exemplify, classify, summarize, infer, compare, explain	▪ understanding information ▪ grasp meaning ▪ translate knowledge into new context ▪ interpret facts, compare, contrast ▪ order, group, infer causes ▪ predict consequences	summarize, interpret, contrast, **predict**, associate, **distinguish**, estimate, discuss, extend, **appreciate**, select, indicate, illustrate, represent, formulate, explain, classify, cite, convert, give examples, make sense out of, trace, **understand**, **comprehend**
Application – The use of information in new and concrete situations to solve problems that have single or best answers. Apply: Execute, implement	▪ use information ▪ use methods, concepts, theories in new situations ▪ solve problems using required skills or knowledge	apply, calculate, complete, illustrate, show, demonstrate, solve, **examine**, modify, **relate**, change, classify, experiment, discover, instruct, compute, **use**, perform, implement, employ, administer, articulate, **assess**, chart, compute, **construct**, develop, **project**, provide, relate, **solve**, transfer, **utilize**
Analysis – Breaking down into component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying causes, making inferences, and/or finding evidence to support generalizations. Analyze: Differentiate, organize, attribute	▪ seeing patterns ▪ organization of parts ▪ recognition of hidden meanings ▪ identification of components	**analyze**, separate, order, explain, **connect**, classify, arrange, divide, select, explain, infer, **identify**, **differentiate**, dissect, compare, contrast, **examine**, interpret, **investigate**, break down, correlate, diagram, distinguish, recognize, prioritize

Competence (based on Bloom's taxonomy)	Skills Demonstrated	use one or more of these verbs:
Synthesis – Creatively or divergently applying prior knowledge and skills to produce a new or original whole. Create: Generate, plan, produce	▪ use old ideas to create new ones ▪ generalize from given facts ▪ relate knowledge from several areas ▪ predict, draw conclusions	combine, integrate, modify, rearrange, substitute, plan, create, **design**, **invent**, what if?, compose, **formulate**, prepare, generalize, rewrite, summarize, restate, précis, argue, discuss, organize, **derive**, relate, generalize, **integrate**, conclude, adapt, devise, **model**
Evaluation – Judging the value of material resulting in an end product, with a given purpose. Evaluate: Check, critique	▪ compare and discriminate between ideas ▪ assess value of theories, presentations ▪ make choices based on reasoned argument ▪ verify value of evidence ▪ recognize subjectivity	**assess**, decide, **rank**, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, **compare**, summarize, judge, justify, **evaluate**, determine, support, defend, criticize, **appraise**

Sample Learning objectives:

Unclear Objectives	Revised Objectives
Students will know the dates of important events in US history.	Each student will *recall* the 10 major events of the Civil War.
Students will know described cases of mental disorders.	Each student will *classify* observed or described cases of mental disorders.
Students will understand the relevant and irrelevant numbers in a mathematical word problem.	Each student will *distinguish* between relevant and irrelevant numbers in a mathematical word problem.
Students will know the best way to solve the word problem.	Each student will *judge* which of the two methods is the best way to solve the word problem.

Sources: www.coun.uvic.ca/learn/program/hndouts/**bloom**.html;
http://www.ion.uillinois.edu/resources/tutorials/assessment/bloomtaxonomy.asp;
http://www.ukcle.ac.uk/resources/reflection/figure3.html; http://faculty.washington.edu/krumme/guides/bloom1.html

**Suggested Instructional Strategies
for Use with Each Level of BLOOM'S Taxonomy**

				Case studies
				Projects
				Exercises
			Projects	Critiques
			Problems	Simulations
			Case studies	Appraisals
			Creative exercises	**EVALUATION**
		Problems	Develop plans	Judge
		Exercises	Constructs	Appraise
		Case studies	Simulations	Evaluate
	Exercises	Critical incidents	**SYNTHESIS**	Rate
	Practice	Discussion	Compose	Compare
	Demonstrations	Questions	Plan	Value
Questions	Projects	Test	Propose	Revise
Discussion	Sketches	**ANALYSIS**	Design	Score
Review	Simulations	Distinguish	Formulate	Select
Test	Role play	Analyze	Arrange	Choose
Assessment	Micro teach	Differentiate	Collect	Assess
Reports	**APPLICATION**	Appraise	Construct	Estimate
Learner	Interpret	Calculate	Create	Measure
Presentations	Apply	Experiment	Set up	
Writing	Employ	Test	Organize	
COMPREHENSION	Use	Compare	Manage	
Translate	Demonstrate	Contrast	Prepare	
Restate	Dramatize	Criticize		
Discuss	Practice	Diagram		
Describe	Illustrate	Inspect		
Recognize	Operate	Debate		
Explain	Schedule	Inventory		
Express	Shop	Question		
Identify	Sketch	Relate		

Source: PENNDOT (http://www.personal.psu.edu/users/h/z/hzl101/bloomcont'd.htm)