## Taxonomy of Learning Objectives: Explain what You Want Students to Do

### Cognitive Processes

<table>
<thead>
<tr>
<th>Process</th>
<th>Higher order thinking</th>
<th>Lower order thinking</th>
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<tbody>
<tr>
<td>Creating</td>
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Students often have trouble with the language of an assignment because it does not tell what kind of intellectual work the assignment calls for. Students may simply summarize (show what they understand), when you want to see them analyze or apply something. The intellectual task can be meaningfully distinguished using verbs supplied by Bloom’s Revised Taxonomy of Educational Objectives in the Cognitive Domain.


### Definitions and Verbs: Bloom’s Taxonomy (Revised)

**Creating**
Generating new ideas, systems, syntheses, products, or perspectives
Designing, constructing, planning, formulating, producing, inventing, composing

**Evaluating**
Articulating a rationale for a decision or course of action
Checking, critiquing, experimenting, judging, assessing, appraising

**Analyzing**
Distinguishing among parts of something to explore functions and relationships
Comparing, organizing, breaking down, interrogating, finding the elements

**Applying**
Using information learned in one situation in a different situation
Implementing, carrying out, categorizing, using, executing, applying (e.g., a paradigm or concept)

**Understanding**
Explaining ideas or concepts
Interpreting, summarizing, paraphrasing, classifying, explaining

**Remembering**
Recalling information
Recognizing, listing, describing, retrieving, naming, finding, matching