

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

Cognitive Processes

Creating	Higher order thinking
Evaluating	
Analyzing	
Applying	
Understanding	
Remembering	Lower order thinking

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.

See Anderson, L. W. and David R. Krathwohl, D. R., et al., eds. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston: Allyn & Bacon, 2001.

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