

Cognitive Domain	Selection of active verbs for learning outcomes	Answers the questions
REMEMBER Knowledge – ability to recall previously learned material, know specific facts/methods/procedures, know basic concepts/principles.	define, label, recall, order, list, quote, match, state, recognize, identify, recite	<i>Who, what, when, where, how?</i> <i>How do you define?</i>
UNDERSTAND Comprehension – ability to understand the meaning of material, interpret charts/graphs, estimate future consequences implied in the data.	describe, discuss, summarize, paraphrase, report, review, understands, explain	<i>How would you paraphrase?</i> <i>What are the main ideas? How would summarize? Give examples of.....</i>
APPLY Application –ability to use learned information in new situations/problem solving/solutions that have ‘best answers’, demonstrate correct usage of procedures, apply laws/theories to practical situations.	assess, demonstrate, examine, distinguish, establish, show, report, implement, determine, produce, solve, draw, interpret, provide, use, utilize, write	<i>How is xxx an example of yyy ? How is xx related to yy? Why is xx significant?</i>
ANALYZE Analysis – ability to identify component parts of knowledge, to understand its structure and composition, recognize logical fallacies in reasoning, make distinctions between facts and inferences.	analyze, illustrate, discriminate, differentiate, distinguish, examine, question, infer, support, prove, test, experiment, categorize, write	<i>What are the parts/features of xx? Classify According to? Outline/diagram How does xx compare/contrast with ? What evidence is there for ...?</i>
EVALUATE Evaluation – ability to judge the value of evidence/ material for a given purpose.	Appraise, criticize, assess, argue, justify, defend, interpret, support, estimate, evaluate, critique, review, write	<i>Do you agree that...? What do you think about..? What is the most important...? Prioritize & give rationale Decision making – rationale Criteria for assessing</i>
CREATE Synthesis- ability to creatively apply knowledge to new areas, integrate new knowledge, write well argued paper/speech, propose research design to test hypothesis.	Compile, categorize, generate, negotiate, reconstruct, reorganize, revise, validate, organize, plan, propose, set up, write, substitute, initiate, express, compare, modify, design, create, build, devise, integrate	<i>What would you infer/predict from ..? What ideas can you add to ? How would you create/design ...? What might happen if you ? What solutions would you suggest..?</i>

Bloom, Benjamin S. & David R. Krathwohl. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain. New York , Longmans.

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