# Using Bloom's Taxonomy to Write
# Goals and Outcomes Statements

**NOTE**: the following applies only to the "cognitive domain". Benjamin Bloom and his colleagues also developed taxonomies of the *Affective Domain* (emphasizing feeling and emotion) and the *Psychomotor Domain* (emphasizing motor skills). For descriptions of all three taxonomies, see this University of Mississippi School of Education web page:
http://www.olemiss.edu/depts/educ_school2/docs/stai_manual/manual8.htm

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*Categories in the Cognitive Domain: (with Outcome-Illustrating Verbs)*

1. **Knowledge** of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures):
   Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.
   o defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views.

2. **Comprehension**: Grasping (understanding) the meaning of informational materials.
   o classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.

3. **Application**: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
   o acts; administers; articulates; assesses; charts; collects; computes; constructs; contributes; controls; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.

4. **Analysis**: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.
   o breaks down; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.

5. **Synthesis**: Creatively or divergently applying prior knowledge and skills to produce a new or original whole.
   o adapts; anticipates; categorizes; collaborates; combines; communicates; compares; compiles; composes; contrasts; creates; designs; devises; expresses; facilitates; formulates; generates; incorporates; individualizes; initiates; integrates; intervenes; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.
6. **Evaluation**: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.
   o appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

The following provides useful examples of descriptive language representing the same cognitive hierarchy in tabular form:

# Assessment Verbs

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---|---|---|---|---|---|
| Cite | Associate | Apply | Analyze | Arrange | Appraise |
| Count | Classify | Calculate | Appraise | Assemble | Assess |
| Define | Compare | Classify | Calculate | Collect | Choose |
| Draw | Compute | Demonstrate | Categorize | Compose | Compare |
| Identify | Contrast | Determine | Classify | Construct | Criticize |
| List | Differentiate | Dramatize | Compare | Create | Determine |
| Name | Discuss | Employ | Debate | Design | Estimate |
| Point | Distinguish | Examine | Diagram | Formulate | Evaluate |
| Quote | Estimate | Illustrate | Differentiate | Integrate | Grade |
| Read | Explain | Interpret | Distinguish | Manage | Judge |
| Recite | Express | Locate | Examine | Organize | Measure |
| Record | Extrapolate | Operate | Experiment | Plan | Rank |
| Repeat | Interpolate | Order | Identify | Prepare | Rate |
| Select | Locate | Practice | Inspect | Prescribe | Recommend |
| State | Predict | Report | Inventory | Produce | Revise |
| Tabulate | Report | Restructure | Question | Propose | Score |
| Tell | Restate | Schedule | Separate | Specify | Select |
| Trace | Review | Sketch | Summarize | Synthesize | Standardize |
| Underline | Tell | Solve | Test | Write | Test |
| | Translate | Translate | | | Validate |
| | | Use | | | |
| | | Write | | | |