

Bloom's Taxonomy of Learning Objectives

Bloom's Taxonomy						
The Knowledge Dimension	The Cognitive Process Dimension					
	<u>Remember</u>	<u>Understand</u>	<u>Apply</u>	<u>Analyze</u>	<u>Evaluate</u>	<u>Create</u>
<u>Factual Knowledge</u>	<u>List</u>	<u>Summarize</u>	<u>Classify</u>	<u>Order</u>	<u>Rank</u>	<u>Combine</u>
<u>Conceptual Knowledge</u>	<u>Describe</u>	<u>Interpret</u>	<u>Experiment</u>	<u>Explain</u>	<u>Assess</u>	<u>Plan</u>
<u>Procedural Knowledge</u>	<u>Tabulate</u>	<u>Predict</u>	<u>Calculate</u>	<u>Differentiate</u>	<u>Conclude</u>	<u>Compose</u>
<u>Meta-Cognitive Knowledge</u>	<u>Appropriate Use</u>	<u>Execute</u>	<u>Construct</u>	<u>Achieve</u>	<u>Action</u>	<u>Actualize</u>

Source: http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy; this website has examples of verbs that are appropriate to use in questions that assess student learning within each category