Verbs – Cognitive Domain –Learning Outcomes

## This document was compiled to be used as a reference document as you create learning outcomes for your courses and for your modules. The information is based on Cognitive Domain as described by Bloom’s Taxonomy, 1956 and Anderson and Krathwohl’s Taxonomy 2001. The verbs are grouped into four distinct levels of knowledge. Some verbs fall into one or more knowledge levels. However, in this document it was intentional to list each verb once.

## Verbs that Guide:

* To be use when developing learning outcomes for a course or module
* To be used to guide students to demonstrate particular skills during discussion

**Level 1 - Factual Knowledge:** The basic elements students must know to be acquainted with a discipline or solve problems. (source: [The Second Principle](https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/))

## **Knowledge and Comprehension** (Blooms) and **Remembering and Understanding** (Anderson and Krathwohl)

Arrange

Articulate

Characterize

Clarify

Classify

Define

Describe

Discuss

Duplicate

Elaborate

Explain

Express

Example

Factor

Generalize

Identify

Label

List

Locate

Match

Name

Picture

Graphically

Observe

Order

Quote

Recall

Report

Reproduce

Restate

Review

State

Study

Tabulate

Translate

Visualize

**Level 2 - Conceptual Knowledge:** is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

## **Application** and **Apply**

Acquire

Adapt

Apply

Ascertain

Assign

Avoid

Calculate

Choose

Complete

Compute

Customize

Demonstrate

Depreciate

Derive

Determine

Diminish

Draw

Dramatize

Employ

Exercise

Explore

Expose

Graph

Illustrate

Implement

Investigate

Manipulate

Operate

Personalize

Plot

Perform

Practice

Prescribe

Price

Process

Project

Produce

Relate

Role play

Sequence

Schedule

Show

Simulate

Sketch

Solve

Transcribe

Use

Write

## **Level 3 - Procedural Knowledge:** refers to information or knowledge that helps students to do something specific to a discipline, subject or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques and particular methodologies.

## **Analysis, Synthesis and Analyze,** **Evaluate**

Analyze

Categorize

Compare

Compose

Construct

Contrast

Criticize

Develop

Devise

Diagram

Differentiate

Discriminate

Distinguish

Experiment

Formulate

Generate

Integrate

Infer

Model

Modify

Outline

Prepare

Propose

Question

Rearrange

Reconstruct

Reorganize

Set up

Summarize

Synthesize

Tell

Test

Theorize

## **Level 4 - Metacognitive Knowledge:** is the awareness of one’s own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problem, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

## **Evaluation** and **Create**

Abstract

Animate

Appraise

Argue

Assess

Budget

Choose

Conclude

Combine

Correspond

Create

Critique

Debug

Defend

Depict

Design

Enhance

Envision

Estimate

Evaluate

Examine

Facilitate

Format

Grade

Hypothesize

Incorporate

Interpret

Judge

Justify

Lecture

Measure

Network

Plan

Portray

Predict

Prescribe

Program

Rank

Rate

Recommend

Revise

SchematizeSelect

Specify

Support

Validate

Verify

Weigh