

Blooms Taxonomy¹ for Learning Outcomes

Bloom’s levels of educational learning provide a framework to consider what applicants know and where the educational effort should be targeted in order to further promote additional, and more sophisticated, learning. For these standards, Bloom’s taxonomy has been adapted as given below:

Category	Keywords
<p>I. Knowledge: remembering information <i>(The learner first must be made aware of the situation)</i></p>	<p>Define identify label state list match <i>(Rote memory)</i></p>
<p>II. Comprehension: explaining the meaning of information <i>(The learner must then comprehend the value of situation)</i></p>	<p>Describe paraphrase summarize estimate <i>(Translate to your words)</i></p>
<p>III. Application: using abstracts in concrete situations <i>(The learned must be able to consider what they have learned in one situation and use it in an other different situation)</i></p>	<p>Determine chart implement prepare solve use develop <i>(Apply general principle)</i></p>
<p>IV. Analysis: breaking down a whole into component parts <i>(The learner acquires additional information about the situation, and begins to look at the different pieces of information that comprise the whole story)</i></p>	<p>Point out differentiate distinguish discriminate compare <i>(Break down into parts)</i></p>
<p>V. Synthesis: putting parts together to form a new and integrated whole <i>(The learner then develops the skills to assemble that information in new ways, rather than simply reflecting back what they have learned)</i></p>	<p>Create design plan organize generate write <i>(Create a whole from parts)</i></p>
<p>VI. Evaluation: making judgements about the merits of ideals, materials or phenomena <i>(The learner is able to judge the information and make decision for him/herself about its (good or bad) value based on criteria)</i></p>	<p>Appraise critique evaluate judge weigh select <i>(Judge according to standards)</i></p>

¹ Bloom BS, editor. 1956. Taxonomy of educational objectives: the classification of educational goals. Handbook 1: Cognitive Domain. White Plains, NY: Longman.

*Verbs to Specify Performance Indicators*²

Bloom identified verbs that could be used for each of the categories of learning outcomes.

For Knowledge				
arrange	order	define	recognise	duplicate
label	recall	list	repeat	memorise
name	state	relate	reproduce	
For Comprehension				
classify	locate	describe	identify	discuss
report	explain	restate	express	review
translate	select	indicate		
For Application				
apply	operate	choose	practice	demonstrate
schedule	dramatise	sketch	employ	solve
illustrate	use	interpret	write	
For Analysis				
analyse	differentiate	appraise	discriminate	calculate
distinguish	categorise	examine	compare	experiment
contrast	question	criticise	test	
For Synthesis				
arrange	formulate	assemble	manage	collect
organise	compose	plan	construct	prepare
create	propose	design	write	
For Evaluation				
appraise	judge	argue	predict	assess
rate	attach	score	choose	select
compare	support	estimate	evaluate	

2. Jenkins, A. and D. Unwin. 2001. How to write learning outcomes.
<http://www.ncgia.ucsb.edu/education/curricula/gisc/units/format/outcomes.html>