# Applying Bloom’s Taxonomy (accessible version)

Sophistication and complexity decrease going down.

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| Levels of learning | Verbs for learning objectives | Types of assignments |
| Creating | Design, Construct, Plan, Invent, Formulate, Generate | Create something “new.”  Invent, research, design  something relevant to field of study |
| Evaluating | Assess, Critique, Experiment, Judge | Conduct an experiment  Synthesize and present results  Critique results, judge validity |
| Analyzing | Compare, Organize, Categorize, Find, Distinguish | Analyze data, integrate ideas, use evidence  Debate, respond to a case, integrate ideas  Solve messy problems, write annotated bibliography |
| Applying | Implement, Use, Execute, Demonstrate, Determine, Discover | Judge validity, offer recommendation  Situate understanding in new setting, role-play  Solve straightforward problem |
| Understanding | Interpret, Summarize, Classify, Discuss, Explain | Interpret journal article, table, or figure  Summarize literature  Recognize or restate an idea, do calculations |
| Remembering | Identify, Describe, List, Recall | Listen to lecture, define a term  Read, watch video or  illustration  Fill in the blank and multiple choice questions |