# Bloom’s Taxonomy Tool: Outcome Verbs

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## Description:

This Tool is a crib-sheet of verbs that fit within the different dimensions of Bloom’s Taxonomy of the Cognitive Domain. It is designed to help tutors level their assessments and construct learning outcomes (which the assessments measure) that are appropriate for the students’ level and task, as well as their discipline, and which are measurable.

## Instructions for Use:

Use the tables below to identify the level and activity that your assessment targets (for example, does your assessment ask your students to apply something? Analyse something? Etc.). Within each area of the Taxonomy, you will find a list of 20 verbs that are measurable and which would be adequate to be part of an assessed learning outcome. Select the verb that is most appropriate for the assessment – if the assessment requires students to appraise something, use ‘appraise’ as your verb (or a synonym, depending on the rest of the outcome).

If you find this resource useful, please feel free to share with others. Please do so, while also retaining this cover sheet. If you are using this resource from outside the University of Liverpool, we would ask you to attribute our text – thank you.



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# Bloom’s Taxonomy Tool: Outcome Verbs

Use this tool to help identify some of the key verbs in learning outcomes you might be assessing. The tool is arranged into a hierarchy of Blooms’ Taxonomy of the Cognitive Domain, starting with ‘Knowledge’ as the lowest cognitive activity within the Taxonomy, and working all the way up to ‘Synthesis’ as the highest.

Use the tables below to explore the different levels within the Taxonomy, each of which corresponds to the skill you want your assessment to measure in your students. Each section provides a list of potential verbs that could be placed within a learning outcome that effectively sit at that level and which could constitute a task or activity that your students could perform in that assessment context.

You should bear in mind that some verbs may overlap different areas of the Taxonomy depending on their use-context.

## Knowledge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Arrange | Define | Duplicate | List | Identify |
| Recall | State | Repeat | Label | Find |
| Locate | Name | Quote | Collect | Retrieve |
| Reproduce | Tabulate | Collect | Order | Tell |

## Comprehension

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Compare | Describe | Classify | Distinguish | Express |
| Explain | Paraphrase | Restate | Summarise | Contrast |
| Report | Interpret | Indicate | Differentiate | Estimate |
| Identify | Consolidate | Retell | Restate | Reformulate |

## Application

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Apply | Calculate | Complete | Employ | Implement |
| Operate | Use | Prepare | Relate | Demonstrate |
| Amend | Change | Classify | Solve | Examine |
| Interpret | Modify | Predict | Show | Illustrate |

## Analysis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Analyse | Appraise | Compare | Contrast | Differentiate |
| Examine | Critique | Deconstruct | Question | Arrange |
| Explain | Outline | Classify | Infer | Explore |
| Study | Investigate | Scrutinise | Inspect | Dissect |

## Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Support | Prove | Argue | Select | Appraise |
| Examine | Explore | Critique | Conclude | Compare |
| Assess | Interpret | Justify | Recommend | Criticise |
| Prioritise | Rank | Support | Test | Evaluate |

## Synthesis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Create | Discover | Develop | Construct | Argue |
| Synthesise | Explain | Integrate | Invent | Formulate |
| Modify | Organise | Compose | Design | Generate |
| Generalise | Assemble | Plan | Prepare | Recreate |