# Bloom’s Verbs

**And Matching Assessment Types**

Events People Recordings Newspapers

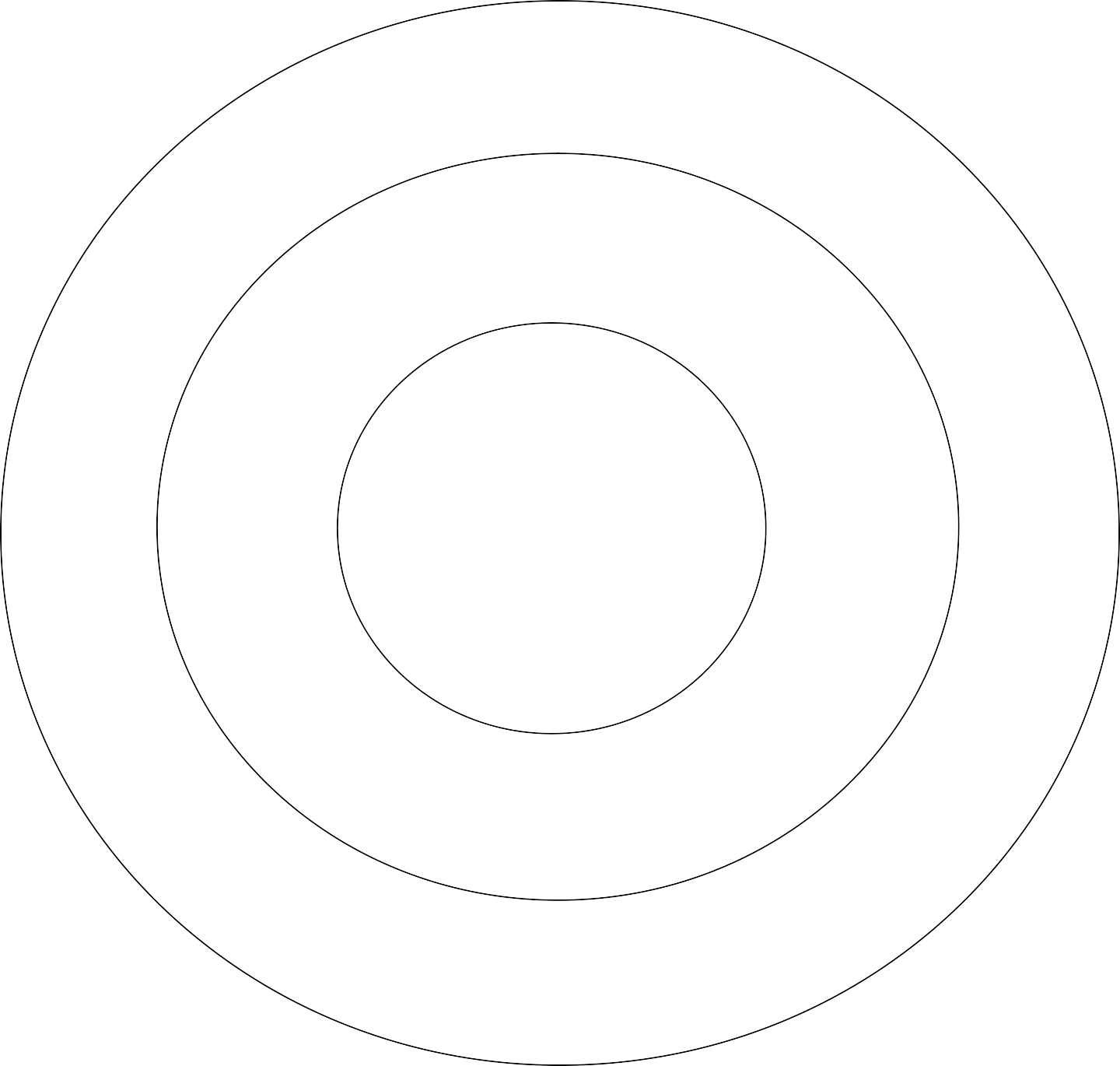
Tape recording Drama

Skit Cartoon Story

Describe

Speech Photography Diagram Graph

Own statement



Match Restate Paraphrase Rewrite

Give example

Example

Model Conclusion

Implication based on idea Causal relationships Summary

Analog

Outline Compare

Explain Defend Distinguish Summarize Interrelate Interpret

Map Project Forecast Diagram Illustration

Magazine articles Television shows Radio

Text readings Films/video Plays Filmstrips

Conclusion Self-evaluation

Recommendation Valuing

Court trial Survey Evaluation

Standard Compared Standard

Select List Name Define

Judge Relate Weigh

Memorize Recognize Identify Locate Recite State Label

Criticize Support Evaluate Consider Critique Recommend Summarize Appraise Compare

Illustrate

Knowledge

Evaluation

Compose

Comprehension

Synthesis

Extend

Application

Analysis

Plan

Organize Generalize Dramatize Prepare Produce Choose Sketch

Compare Analyze Classify Point out Distinguish Categorize Differentiate Subdivide

Apply Solve Show Paint

Infer Survey Select

Paper that

Follows an outline

Solution Question List Project Drama Painting Sculpture

Questionnaire Argument Parts of propaganda Word defined

Statement identified Conclusion checked Syllogism

broken down

Established Group discussion

Article Invention Report

Set of rules

Set of standards

Originate

Hypothesize Develop

Design

Combine Role-play Construct Produce

Game Song Machine

Alternative course of action

Create

Invent Organize

Experiment Play

Book Formulation of hypothesis Question

Report Survey Graph

Source: The Tenth Annual Curriculum Mapping Institute: Snowbird Utah, July15-18, 2004 Adapted from Benjamin Bloom

**Watch Out for Verbs that are not Measurable**

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

**WORDS TO AVOID**

* *Believe*
* *Hear*
* *Realize*
* *Capacity*
* *Intelligence*
* *Recognize*
* *Comprehend*
* *Know*
* *See*
* *Conceptualize*
* *Listen*
* *Self-Actualize*
* *Memorize*
* *Think*
* *Experience*
* *Perceive*
* *Understand*
* *Feel*

**PHRASES TO AVOID**

**Evidence a (n): To Become: To Reduce:**

* *Appreciation for*
* *Acquainted with*
* *Adjusted to*
* *Awareness of*
* *Capable of*
* *Comprehension of .*
* *Cognizant of*
* *Enjoyment of*
* *Conscious of*
* *Familiar with*
* *Interest in*
* *Interested in .*
* *Knowledge of*
* *Knowledgeable about .*
* *Understanding of*