UC DAVIS
UNDERGRADUATE EDUCATION — Building Outcomes from Bloom's Taxonomy*

	REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Key Q	Can learners **recall** information?	Can learners **explain** ideas or concepts?	Can learners **use** the information in a different context?	Can learners break material into parts to **explore** relationships?	Can learners **justify** a course of action or decision?	Can learners **generate** new ideas, perspectives, and/or products?
Cognitive processes	Recognizing Recalling	Interpreting Exemplifying Classifying Summarizing / Inferring Comparing Explaining	Executing Implementing	Differentiating Organizing Attributing	Checking Critiquing	Generating Planning Producing
Definition	Retrieve, recognize, and recall relevant knowledge from memory.	Construct meaning from oral, written, and graphic messages	Carry out or use a procedure in a given situation	Break material into constituent parts, determine how the parts relate to one another and to an overall structure or purpose.	Make judgments based on criteria and standards.	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.
Measurable verbs	define, describe, identify, label, list, match, name, outline, recall, reproduce, select, state, underline	calculate, defend, discuss, distinguish, explain, expand, extend, give an example, interpret, paraphrase, restate, summarize, translate	classify, compute, construct, complete, dramatize, demonstrate, execute, examine, illustrate, manipulate, operate, practice, prepare, show, solve, use	attribute, appraise, break down, compare, contrast, diagram, deconstruct, differentiate, distinguish, identify, illustrate, investigate, organize, relate, separate, sequence, test	argue, assess, confirm, construct, conclude, critique, debate, defend, dispute, editorialize, evaluate, judge, explain, interpret, justify, support, rate, recommend, verify	categorize, combine, compile, compose, construct, devise, design, generate, hypothesize, modify, imagine, improve, plan, predict, propose, write
Sample prompts / stems	• Recognize correct vocabulary definitions • Recall definitions • Recite safety rules • Label a diagram from memory • Define operations management terms	• Paraphrase a speech • Explain the steps for [performing complex disciplinary task] in your own words • Give an example of each of the following… • Prepare a flow chart to illustrate the sequence of events • Analyze kinetic data to obtain rate laws	• Use formulae or models to solve a problem • Construct a chart to illustrate proper equipment use • Demonstrate safety procedures … • Write an explanation about topic for others • Demonstrate aseptic cell culture techniques	• Prepare for and participate in a debate • Deconstruct and reassemble equipment • Distinguish between [theories / methods] • Gather information from peers to make a recommendation • Review a work of art in terms of form, performance, color, and texture	• Review journal article • Write a letter to [stakeholder] expressing views on [discipline-specific concept] • Evaluate and recommend … based on given criteria	• Generate a hypothesis to explain an observed phenomenon. • Design a [product] to solve [stakeholder]'s problem. • Create a plan to market a new product • Write a grant proposal

*Adapted from: Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Abridged ed.). New York: Longman.

http://assessment.ucdavis.edu/