

AI-01981 Bloom Taxonomy Verb Chart

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The Bloom's Taxonomy Verb Chart is a tool for educators and students that lists measurable action verbs corresponding to each level of the cognitive domain in Bloom's Taxonomy. The purpose of this chart is to help instructors create specific, measurable learning objectives and to help students understand the different levels of thinking required for various academic tasks. The verbs move from simple, foundational skills to more complex, higher-order thinking skills.

Levels of the Cognitive Domain

1. Remembering 🧠

This is the most basic level of thinking. It involves recalling, retrieving, and recognizing facts and basic concepts from long-term memory. The verbs at this level focus on knowledge acquisition and recall.

- Verbs: Define, list, name, recall, identify, label, match, state, repeat.
- Example: A student can list the five oceans of the world.

2. Understanding 🤔

This level involves constructing meaning from different types of information, such as oral, written, and graphic messages. It goes beyond simple recall to show comprehension.

- Verbs: Explain, summarize, paraphrase, describe, interpret, discuss, classify, compare, contrast.
- Example: A student can explain the main causes of World War I in their own words.

3. Applying 🖋️


This is the ability to use information, concepts, or skills in a new situation. It requires both remembering and understanding to implement a procedure or solve a problem.

- Verbs: Solve, use, demonstrate, implement, apply, construct, operate, dramatize.
- Example: A student can solve a mathematical word problem using a previously learned formula.

4. Analyzing 🧐

At this level, students break down information into its constituent parts and identify the relationships between them. This involves differentiating, organizing, and attributing.

- Verbs: Analyze, break down, categorize, differentiate, distinguish, examine, organize, compare, contrast.
- Example: A student can analyze a historical document to identify the author's bias.

5. Evaluating 

This level involves making judgments and critiquing based on criteria and standards. It requires a student to justify a decision or opinion and defend their position.

- Verbs: Evaluate, justify, defend, critique, assess, judge, appraise, support.
- Example: A student can evaluate the effectiveness of a government policy and justify their conclusion with evidence.

6. Creating 

This is the highest level of thinking in the taxonomy. It involves putting elements together to form a new whole or reorganizing parts to create something new. This requires students to generate, plan, and produce.

- Verbs: Create, design, invent, formulate, compose, produce, develop, construct.
- Example: A student can compose a new piece of music or design a new product to solve a specific problem.

Level	Verbs	Description	Example
1. Remembering	Define, list, name, recall, identify, label, match, state, repeat	Recalling facts and basic concepts from memory. This is the most foundational level.	A student can list the colors of the rainbow.
2. Understanding	Explain, summarize, paraphrase, describe, interpret, discuss, classify, compare, contrast	Constructing meaning from different types of information. It goes beyond simple recall to show comprehension.	A student can explain the difference between a simile and a metaphor.
3. Applying	Solve, use, demonstrate, implement, apply, construct, operate, dramatize	Using information or skills in a new situation. It involves implementing a procedure or solving a problem.	A student can solve a mathematical word problem by using the correct formula.
4. Analyzing	Analyze, break down, categorize, differentiate, distinguish, examine, organize	Breaking down information into its constituent parts and identifying the relationships between them.	A student can analyze a historical document to identify the author's point of view.
5. Evaluating	Evaluate, justify, defend, critique, assess, judge, appraise, support	Making judgments and critiquing based on criteria and standards. It involves justifying a decision or opinion.	A student can evaluate the effectiveness of a particular solution to a problem and justify their reasoning.

Level	Verbs	Description	Example
6. Creating	Create, design, invent, formulate, compose, produce, develop, construct	Putting elements together to form a new whole or reorganizing parts to create something new. This is the highest level of thinking.	A student can compose a short story with a unique plot.

Remember	Understand	Apply	Analyze	Evaluate	Create
Cite	Add	Acquire	Analyze	Appraise	Abstract
Define	Approximate	Adapt	Audit	Assess	Animate
Describe	Articulate	Allocate	Blueprint	Compare	Arrange
Draw	Associate	Alphabetize	Breadboard	Conclude	Assemble
Enumerate	Characterize	Apply	Break down	Contrast	Budget
Identify	Clarify	Ascertain	Characterize	Counsel	Categorize
Index	Classify	Assign	Classify	Criticize	Code
Indicate	Compare	Attain	Compare	Critique	Combine
Label	Compute	Avoid	Confirm	Defend	Compile
List	Contrast	Back up	Contrast	Determine	Compose
Match	Convert	Calculate	Correlate	Discriminate	Construct
Meet	Defend	Capture	Detect	Estimate	Cope
Name	Describe	Change	Diagnose	Evaluate	Correspond
Outline	Detail	Classify	Diagram	Explain	Create
Point	Differentiate	Complete	Differentiate	Grade	Cultivate
Quote	Discuss	Compute	Discriminate	Hire	Debug
Read	Distinguish	Construct	Dissect	Interpret	Depict
Recall	Elaborate	Customize	Distinguish	Judge	Design
Recite	Estimate	Demonstrate	Document	Justify	Develop
Recognize	Example	Depreciate	Ensure	Measure	Devise
Record	Explain	Derive	Examine	Predict	Dictate
Repeat	Express	Determine	Explain	Prescribe	Enhance
Reproduce	Extend	Diminish	Explore	Rank	Explain
Review	Extrapolate	Discover	Figure out	Rate	Facilitate
Select	Factor	Draw	File	Recommend	Format
State	Generalize	Employ	Group	Release	Formulate
Study	Give	Examine	Identify	Select	Generalize
Tabulate	Infer	Exercise	Illustrate	Summarize	Generate

Remember	Understand	Apply	Analyze	Evaluate	Create
Trace	Interact	Explore	Infer	Support	Handle
Write	Interpolate	Expose	Interrupt	Test	Import
	Interpret	Express	Inventory	Validate	Improve
	Observe	Factor	Investigate	Verify	Incorporate
	Paraphrase	Figure	Layout		Integrate
	Picture graphically	Graph	Manage		Interface
	Predict	Handle	Maximize		Join
	Review	Illustrate	Minimize		Lecture
	Rewrite	Interconvert	Optimize		Model
	Subtract	Investigate	Order		Modify
	Summarize	Manipulate	Outline		Network
	Translate	Modify	Point out		Organize
	Visualize	Operate	Prioritize		Outline
		Personalize	Proofread		Overhaul
		Plot	Query		Plan
		Practice	Relate		Portray
		Predict	Select		Prepare
		Prepare	Separate		Prescribe
		Price	Subdivide		Produce
		Process	Train		Program
		Produce	Transform		Rearrange
		Project			Reconstruct
		Provide			Relate
		Relate			Reorganize
		Round off			Revise
		Sequence			Rewrite
		Show			Specify
		Simulate			Summarize
		Sketch			
		Solve			
		Subscribe			
		Tabulate			

Remember	Understand	Apply	Analyze	Evaluate	Create
		Transcribe			
		Translate			
		Use			