

BLOOMS TAXONOMY OF MEASUREABLE VERBS

Cognitive Domain

Remember	Understand	Apply	Analyze	Evaluate	Create
Simple ←				→ Complex	
Arrange Cite Define Draw Duplicate Identify Indicate Label List Match Memorize Name Point Order Outline Quote Recite Record Relate Recall Repeat Reproduce Select State Tabulate Tell Trace	Associate Classify Compute Convert Defend Describe Differentiate Discuss Distinguish Estimate Explain Express Extrapolate Identify Interpret Locate Paraphrase Predict Report Restate Rewrite Review Select Summarize Translate	Apply Calculate Change Choose Complete Compute Demonstrate Discover Dramatize Employ Examine Illustrate Interpolate Interpret Manipulate Modify Operate Order Practice Predict Prepare Produce Report Restate Review Schedule Sketch Solve Translate Use Utilize	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Debate Diagram Differentiate Discriminate Distinguish Examine Infer Inspect Inventory Model Relate Separate Subdivide	Assess Compare Conclude Contrast Critique Defend Determine Diagnose Estimate Evaluate Grade Judge Justify Measure Rank Relate Predict Rate Revise Score Support Test	Arrange Assemble Categorize Collect Combine Compose Construct Create Design Detect Develop Devise Formulate Generate Integrate Manage Organize Plan Prepare Prescribe Produce Propose Rearrange Reconstruct Relate Reorganize Revise Rewrite Synthesize

Psychomotor Domain

Simple				Complex		
Act	Emulsify	Pipet	Shake	Assemble	Incise	Palpate
Add	Expel	Place	Sign	Build	Inject	Percuss
Adjust	Filter	Plot	Sing	Calibrate	Innoculate	Perform
Agitate	Guide	Pour	Stain	Construct	Make	Produce
Aspirate	Handle	Practice	Start	Create	Maintain	Remove
Catch	Imitate	Prepare	Stop	Demonstrate	Manipulate	Sculpt
Cleanse	Invert	Prick	Stopper	Exercise	Operate	Sketch
Collect	Label	Puncture	Streak	Illustrate		
Combine	Lyse	Record	Tilt			
Copy	Mark	Repeat	Titrate			
Dilute	Measure	Rinse	Transfer			
Dispose	Mix	Scrape	Use			
Drain	Mount	Seal	Wash			
Draw	Obtain	Select	Wipe			
Duplicate	Pass	Set				

Affective Domain

Accept	Initiate	Recommend
Adopt	Investigate	Reflect
Advocate	Join	Reject
Annotate	Keep	Seek
Ask	Obey	Select
Attempt	Object	Specify
Attend	Offer	Share
Challenge	Organize	Suggest
Choose	Participate	Support
Consult	Persevere	Test
Delay	Propose	Try
Design	Promote	Visit
Dispute	Qualify	Weigh
Evaluate	Query	
Exemplify	Question	

WATCH OUT!

ADVERBS & VERBS TO BE AVOIDED WHEN WRITING OBJECTIVES

<p>Accurately Appreciate Be acquainted with Be aware of Be familiar with Believe Comprehend Correctly</p>	<p>Effectively Efficiently Enjoy Fluently Fully appreciate Grasp the significance of Have faith in</p>	<p>Know Learn Really understand Realize Remember Sympathize with Understand</p>
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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.

<p>WORDS TO AVOID</p> <ul style="list-style-type: none"> • Believe • Capacity • Comprehend • Conceptualize • Depth • Experience • Feel • Hear • Intelligence • Listen • Know • Memorize • Perceive • Realize • Recognize • See • Self-Actualize • Think • Understand 	<p>PHRASES TO AVOID</p> <p>Evidence a (n): To Become: To Reduce:</p> <ul style="list-style-type: none"> • Appreciation for • Acquainted with • Adjusted to • Awareness of • Attitude of • Capable of • Comprehension of . • Cognizant of • Conscious of • Enjoyment of • Familiar with • Feeling for • Interest in • Interested in . • Knowledge of • Knowledgeable about . • Understanding of
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CHECKLIST QUESTIONS FOR WRITING LEARNING OBJECTIVES

- **Observable** - Does the learning objective identify what students will be able to do after the topic is covered?
- **Measurable** - Is it clear how you would test achievement of the learning objective? Can students reasonably determine from the objective whether or not they have achieved it?
- **Achievable** - Can the objective be realistically accomplished at the end of the class/course?
- **Clear & specific** - Do chosen verbs have a clear meaning? Does the outcome start with only 1 verb?
- **Alignment with expectations** - Is the verb aligned with the level of cognitive understanding expected of students? Could you expect a higher level of understanding?

Sources:

- Bloom's Taxonomy of Measurable Verbs: Utica University (2024)
- Checklist Questions: Carl Wieman Science Education Initiative (2024)
- Verbs: Duke University Community and Family Medicine Faculty Development Module (2023)

