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| Measurable Action Verbs for Writing Learning Objectives  “*By the end of this course/module, you should be able to…*”  Lower Order Thinking Skills Higher Order Thinking Skills | | | | | | | | |
| **I. Remembering** | | **II. Understanding** | | **III. Application** | **IV. Analysis** | **V. Evaluating** | **VI. Creating** |
| Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | | Solve problems to a new  situation by applying  acquired knowledge, facts, techniques, and rules in a  different way. | Examine and break  information into parts by  identifying motives or causes.  Make inferences and find  evidence to support  generalizations. | Present and defend opinions  by making judgements about  information, validity of ideas,  or quality of work based on  a set of criteria. | Compile information  together in a different way by  combining elements in a new  pattern or proposing  alternative solutions. |
| **Verbs** | | **Verbs** | | **Verbs** | **Verbs** | **Verbs** | **Verbs** |
| Arrange  Choose  Copy  Define  Describe  Duplicate  Enumerate  Find                              Label                     ListLocate  Name                Match                Memorize Select | Show  Read  Recall  Recite  Recognize  Record  Relate  Repeat  Omit  Spell  State  Tabulate  Tell  Trace | Associate  Cite  Classify  Compare  Contrast  Discuss  Explain  Illustrate  Indicate  Interpret | Order  Outline  Relate  Rephrase  Report  Research  Rewrite  Select  Show  Summarize  Translate | Apply Operate  Administer Organize Calculate Perform Collect Model Practice  Compute Prepare  Connect Produce  Construct Plan  Convert Relate  Deduce Record  Devise Show  Demonstrate Sketch  Determine Teach  Diagram Utilize  Modify Solve | Analyze Infer  Appraise Inspect  Categorize Investigate  Compare Point out  Classify Prioritize  Correlate Simplify  Contrast Subdivide  Deduce Survey  Devise Test  Discover  Dissect  Distinguish  Examine | Assess Interpret  Award Judge  Conclude Justify  Convince Persuade  Criticize Prioritize  Debate Prove  Deduct Recommend  Defend Support  Determine Validate  Disprove  Dispute  Estimate  Evaluate  Influence | Adapt Invent  Build Maximize  Combine Minimize  Compile Modify  Compose Make up  Construct Originate  Create Produce  Design Propose  Develop Reframe  Elaborate Rewrite  Formulate Simplify  Improve Solve  Transform |
| **Actions** | | **Actions** | | **Actions** | **Actions** | **Actions** | **Actions** |
| Defining  Describing  Identifying  Listing  Locating  Naming  Recognizing  Retrieving | | Classifying  Comparing  Explaining  Giving Examples  Outlining  Paraphrasing  Summarizing | | Executing  Implementing  Using  Demonstrating  Interviewing  Presenting  Solving | Analyzing  Deconstructing  Integrating  Organizing  Structuring | Appraising  Attributing  Debating  Defending  Evaluating  Justifying | Constructing  Designing  Devising  Inventing  Making  Planning  Producing |
| **Assessments** | | **Assessments** | | **Assessments** | **Assessments** | **Assessments** | **Assessments** |
| Objective test items such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to: recall or recognize terms, facts, and concepts | | Papers, exams, problem sets, class discussions, or concept maps that require students to: summarize readings, films, or speeches, paraphrase documents or speeches, find or identify examples or illustrations of a concept or principle | | Problem sets, performances, labs, prototyping, or simulations that require students to: use procedures to solve or complete familiar or unfamiliar tasks; determine which procedure(s) are most appropriate for a given task | Case studies, critiques, labs, papers, projects, debates, or concept maps that require students to: discriminate or select relevant and irrelevant parts; determine how elements function together; determine bias, values, or underlying intent in presented material | Journals, diaries, critiques, problem sets, product reviews, or studies that require students to: test, monitor, judge, or critique readings, performances, or products against established criteria or standards | Research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to: make, build, design or generate something new |

Adapted from Anderson., L. W., and Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing.