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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 byidentifying motives or causes.Make inferences and find evidence to supportgeneralizations. | Present and defend opinionsby making judgements aboutinformation, 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 newpattern or proposing alternative solutions. |
|  **Verbs** |  **Verbs** |  **Verbs** |  **Verbs** |  **Verbs** |  **Verbs** |
| ArrangeChoose                       Copy                           Define               Describe         Duplicate                  Enumerate               Find                              Label                     ListLocateName                Match                MemorizeSelect | ShowReadRecallReciteRecognizeRecordRelateRepeatOmit       Spell     State      TabulateTellTrace | AssociateCite ClassifyCompareContrastDiscussExplainIllustrateIndicate Interpret | OrderOutlineRelateRephraseReportResearchRewriteSelectShowSummarizeTranslate | Apply Operate Administer Organize Calculate Perform Collect Model PracticeCompute PrepareConnect ProduceConstruct Plan Convert RelateDeduce RecordDevise ShowDemonstrate Sketch Determine Teach Diagram UtilizeModify Solve | Analyze InferAppraise InspectCategorize InvestigateCompare Point outClassify PrioritizeCorrelate SimplifyContrast SubdivideDeduce SurveyDevise TestDiscoverDissectDistinguishExamine | Assess InterpretAward JudgeConclude JustifyConvince PersuadeCriticize Prioritize Debate ProveDeduct RecommendDefend SupportDetermine ValidateDisproveDisputeEstimateEvaluateInfluence | Adapt Invent Build Maximize Combine MinimizeCompile ModifyCompose Make upConstruct Originate Create Produce Design ProposeDevelop ReframeElaborate RewriteFormulate SimplifyImprove Solve Transform |
|  **Actions** |  **Actions** |  **Actions** |  **Actions** |  **Actions** |  **Actions** |
| DefiningDescribingIdentifyingListingLocatingNamingRecognizingRetrieving | ClassifyingComparingExplainingGiving ExamplesOutliningParaphrasingSummarizing | ExecutingImplementingUsing DemonstratingInterviewingPresentingSolving | AnalyzingDeconstructingIntegratingOrganizingStructuring | AppraisingAttributingDebatingDefendingEvaluatingJustifying | ConstructingDesigningDevisingInventingMakingPlanningProducing |
|  **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.