

Taxonomy of Learning Outcomes

		Introductory		Developing				Proficient				
		Remember	Understand	Apply		Analyze		Evaluate		Create		
Definition		Asks learners to remember or retrieve previously learned information from long-term memory; tell when, how many, who, or where	Asks learners to grasp the meaning of information, interpret ideas, and predict using knowledge; explain, summarize or answer why	Asks learners to use previously learned methods, concepts, principles, and theories in new situations		Asks learners to break something into its constituent parts; organize, clarify, conclude or make inferences; determine how parts relate to one another and to an overall structure or purpose		Asks learners to make judgements and give defensible opinions for judgment based on criteria, processes, or standards. Learners may judge accuracy, consistency, logic of information, or argumentation		Asks learners to put elements together to form something new; reorganize into a new pattern or structure		
	Verbs	arrange define describe find identify label list match	name order outline recall relate report select state	associate articulate compare contrast convert diagram estimate explain express	identify indicate infer interpret paraphrase relate restate summarize translate	apply calculate chart choose compute construct dramatize employ illustrate implement	manipulate modify operate participate prepare produce sketch solve teach test use	analyze breakdown categorize classify compare connect contrast correlate differentiate	distinguish divide examine explain infer model question separate subdivide	appraise argue assess conclude critique debate decide defend determine	discriminate evaluate judge justify prioritize rate recommend score	adapt assemble combine compile compose construct create design develop facilitate formulate
Assessment		Learners recognize, recall or find information.	Learners organize previously learned material, rephrase it, describe it in their own words, use it for making comparisons, or change from one form of representation to another.	Learners use previously learned information to solve a problem or complete familiar or unfamiliar tasks.		Learners 1) identify reasons, patterns, causes, and motives; 2) consider available evidence to reach a conclusion, inference or generalization; 3) analyze a conclusion, inference or generalization to find supporting evidence.		Learners judge the merit and value of an idea, a solution to a problem, an aesthetic work etc.		Learners produce original work or communication, make predications, solve problems, invent, hypothesize, devise a procedure, argue for a position, present an original work of art or music.		



Table Adapted From

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman

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Heer (2012). *A model of learning objectives*. Center for Excellence in Teaching and Learning, University of Iowa. Retrieved from:
<http://www.celt.iastate.edu/teaching/effective-teaching-practices/revise-blooms-taxonomy>