Once you have identified the level of understanding your learners need to achieve, you can now use action verbs to write objectives that describe this observable behaviour. Please find below a chart of action verbs associated with each of the different levels of understanding.

Bloom's Taxonomy Action Verbs – Cognitive Domain

Level of Understanding	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Definition	Remember previously learned information: recall facts, terms, basic concepts, and answers.	Demonstrate an understanding of the facts. Able to state main ideas, compare/ organize/ interpret fact.	Apply knowledge to actual situations and problem solve.	Break down and examine information into simpler parts and find evidence to support generalizations	Compile component ideas into a new pattern or propose alternative solutions.	Make and defend judgements based on internal evidence or external criteria.
Verbs	❖ Arrange ❖ Define ❖ Describe ❖ Duplicate ❖ Identify ❖ Label ❖ List ❖ Match ❖ Memorize ❖ Name ❖ Order ❖ Outline ❖ Recognize ❖ Relate ❖ Recall ❖ Repeat ❖ Reproduce ❖ Select ❖ State	❖ Classify ❖ Convert ❖ Defend ❖ Describe ❖ Discuss ❖ Distinguish ❖ Estimate ❖ Explain ❖ Express ❖ Extend ❖ Generalized ❖ Give example(s) ❖ Identify ❖ Indicate ❖ Infer ❖ Locate ❖ Paraphrase ❖ Predict ❖ Recognize ❖ Rewrite ❖ Review ❖ Select ❖ Summarize ❖ Translate	❖ Apply ❖ Change ❖ Choose ❖ Compute ❖ Demonstrate ❖ Discover ❖ Dramatize ❖ Employ ❖ Illustrate ❖ Interpret ❖ Manipulate ❖ Modify ❖ Operate ❖ Practice ❖ Predict ❖ Prepare ❖ Produce ❖ Relate ❖ Schedule ❖ Show ❖ Sketch ❖ Solve ❖ Use ❖ Write	❖ Analyze ❖ Appraise ❖ Breakdown ❖ Calculate ❖ Categorize ❖ Compare ❖ Contrast ❖ Criticize ❖ Diagram ❖ Differentiate ❖ Discriminate ❖ Distinguish ❖ Examine ❖ Experiment ❖ Identify ❖ Illustrate ❖ Infer ❖ Model ❖ Outline ❖ Point out ❖ Question ❖ Relate ❖ Select ❖ Separate ❖ Subdivide ❖ Test	❖ Arrange ❖ Assemble ❖ Categorize ❖ Collect ❖ Combine ❖ Comply ❖ Compose ❖ Construct ❖ Create ❖ Design ❖ Develop ❖ Devise ❖ Explain ❖ Formulate ❖ Generate ❖ Plan ❖ Prepare ❖ Rearrange ❖ Reconstruct ❖ Relate ❖ Reorganize ❖ Revise ❖ Rewrite ❖ Set up ❖ Summarize ❖ Synthesize ❖ Tell ❖ Write	❖ Appraise ❖ Argue ❖ Assess ❖ Attach ❖ Choose ❖ Compare ❖ Conclude ❖ Contrast ❖ Defend ❖ Describe ❖ Discriminate ❖ Estimate ❖ Evaluate ❖ Explain ❖ Judge ❖ Justify ❖ Interpret ❖ Relate ❖ Predict ❖ Rate ❖ Select ❖ Summarize ❖ Support ❖ Value

Bloom's Taxonomy Action Verbs – Affective Domain

Level of Understanding	Receiving	Responding	Valuing	Organization	Characterization
Definition	This refers to the learner's sensitivity to the existence of stimuli: awareness, willingness to receive, or selected attention.	This refers to the learner's active attention to stimuli and his/her motivation to learn: acquiescence, willing responses, or feelings of satisfaction.	This refers to the learner's beliefs and attitudes of worth: acceptance, preference, or commitment. An acceptance, preference, or commitment to value.	This refers to the learner's internalization of values and beliefs involving the conceptualization of values and the organization of a value system. As values or beliefs become internalized the learner organizes them according to priority.	This is the internalization of values. It refers to the learner's highest level of internalization and relates to specific behaviour that reflects a generalized set of values and a characterization or philosophy about life. At this level the learner is capable of practicing and acting on their values or beliefs.
Verbs	❖ Feel ❖ Sense ❖ Capture ❖ Experience ❖ Pursue ❖ Attend ❖ perceive	❖ conform ❖ allow ❖ cooperate ❖ contribute ❖ enjoy ❖ satisfy	❖ believe ❖ seek ❖ justify ❖ respect ❖ search ❖ persuade	❖ examine ❖ clarify ❖ systematize ❖ create ❖ integrate	❖ internalize ❖ review ❖ conclude ❖ resolve ❖ judge