

## Bloom's Taxonomy

Verbs Demonstrating Cognitive Activity					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
know	restate	apply	analyze	compose	judge
identify	locate	relate	compare	produce	assess
relate	report	develop	probe	design	compare
list	recognize	translate	inquire	assemble	evaluate
define	explain	use	examine	create	conclude
recall	express	operate	contrast	prepare	measure
memorize	identify	organize	categorize	predict	deduce
repeat	discuss	employ	differentiate	modify	argue
record	describe	restructure	contrast	tell	decide
name	discuss	interpret	investigate	plan	choose
recognize	review	demonstrate	detect	invent	rate
acquire	infer	illustrate	survey	formulate	select
	illustrate	practice	classify	collect	estimate
	interpret	calculate	deduce	set up	validate
	draw	show	experiment	generalize	consider
	represent	exhibit	scrutinize	document	appraise
	differentiate	dramatize	discover	combine	value
	conclude		inspect	relate	criticize
			dissect	propose	infer
			discriminate	develop	
			separate	arrange	
				construct	
				organize	
				originate	
				derive	
				write	
				propose	

Many existing course outlines have objectives which do not reflect the "active verbs" conveying critical thinking. It is usually the case that the course itself is taught in a way that incorporates critical thinking, but the course outline itself does not reflect those objectives and methodologies. Bringing the objectives into line is primarily a matter of reflecting upon those objectives which require analysis, synthesis, and evaluation. Some "before and after" examples are shown below.

## FIRST EXAMPLE:

BEFORE: Know the significant art achievements of Renaissance through Modern Europe.

AFTER: Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships.