

Instructional Objectives Verbs
Cognitive Domain

Verbs in Bold are also appropriate for Critical Thinking Verbs

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|-----------|---------------|-------------|----------------------|--------------------|---------------------|
| Cite | Arrange | Apply | Analyze | Arrange | Appraise |
| Define | Classify | Change | Appraise | Assemble | Assess |
| Describe | Convert | Compute | Break Down | Categorize | Choose |
| Identify | Describe | Construct | Calculate | Collect | Compare |
| Indicate | Defend | Demonstrate | Categorize | Combine | Conclude |
| Know | Diagram | Discover | Compare | Compile | Contrast |
| Label | Discuss | Dramatize | Contrast | Compose | Criticize |
| List | Distinguish | Employ | Criticize | Construct | Decides |
| Match | Estimate | Illustrate | Debate | Create | Discriminate |
| Memorize | Explain | Interpret | Determine | Design | Estimate |
| Name | Extend | Investigate | Diagram | Devise | Evaluate |
| Outline | Generalize | Manipulate | Differentiate | Explain | Explain |
| Recall | Give examples | Modify | Discriminate | Formulate | Grade |
| Recognize | Infer | Operate | Distinguish | Generate | Judge |
| Record | Locate | Organize | Examine | Manage | Justify |
| Relate | Outline | Practice | Experiment | Modify | Interpret |
| Repeat | Paraphrase | Predict | Identify | Organize | Measure |
| Reproduce | Predict | Prepare | Illustrate | Perform | Rate |
| Select | Report | Produce | Infer | Plan | Relate |
| State | Restate | Schedule | Inspect | Prepare | Revise |
| Underline | Review | Shop | Inventory | Produce | Score |
| | Suggest | Sketch | Outline | Propose | Select |
| | Summarize | Solve | Question | Rearrange | Summarize |
| | Translate | Translate | Relate | Reconstruct | Support |
| | | Use | Select | Relate | Value |
| | | | Solve | Reorganize | |
| | | | Test | Revise | |

Definitions:

Knowledge: Remembering previously learned material. The skill may involve recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information.

Comprehension: The ability to grasp meaning of material. This skill may be shown by translating material from one form to another, by interpreting material, and by estimating future trends.

Application: The ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories.

Analysis - The ability to break down material into its component parts so that its organizational structure may be understood. This skill may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved.

Synthesis - The ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations.

Evaluation - The ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria or external criteria and the student may determine the criteria or be given them.