

Cognitive Levels	Sample of "measurable" objective verbs to use for each cognitive level	Examples of expected cognitive skills from a learner at this level
<p>Knowledge</p>	<ul style="list-style-type: none"> • List • Define • Tell • Describe • Identify • Show • Label • Tabulate • Name who, when, where, etc. 	<ul style="list-style-type: none"> • Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter
<p>Comprehension</p>	<ul style="list-style-type: none"> • Summarize • Describe • Interpret • Contrast • Predict • Associate • Distinguish • Estimate • Differentiate • Discuss 	<ul style="list-style-type: none"> • Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences
<p>Application</p>	<ul style="list-style-type: none"> • Apply • Demonstrate 	<ul style="list-style-type: none"> • Use information • Use methods, concepts, theories

NOTICE

Knowledge and best practice in this field are constantly changing. As new research and experience broaden our knowledge, changes in practice, treatment and drug therapy may become necessary or appropriate. Readers and editors are advised to check the most current information provided (i) on procedures featured or (ii) by the manufacturer of each product to be administered, to verify the recommended dose or formula, the method and duration of administration, and contraindications. It is the responsibility of the practitioner, relying on their own experience and knowledge of the patient, to make diagnoses, to determine dosages and the best treatment for each individual patient, and to take all appropriate safety precautions. To the fullest extent of the law, neither the Publisher, nor the Authors and Editors assume any liability for any injury and/or damage to persons or property arising out or related to any use of the material contained in this document. The Publisher

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	<ul style="list-style-type: none"> • Calculate • Complete • Illustrate • Solve • Examine • Relate • Classify 	<p>in new situations</p> <ul style="list-style-type: none"> • Solve problems using required skills or knowledge
<p>Analysis</p>	<ul style="list-style-type: none"> • Analyze • Order • Explain • Connect • Classify • Arrange • Compare • Select • Explain 	<ul style="list-style-type: none"> • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components
<p>Synthesis</p>	<ul style="list-style-type: none"> • Combine • Integrate • Modify • Rearrange • Substitute • Plan 	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions

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	<ul style="list-style-type: none"> • Create • Design • Invent • Compose • Formulate • Prepare • Rewrite 	
Evaluation	<ul style="list-style-type: none"> • Assess • Decide • Rank • Recommend • Select • Judge • Explain • Discriminate • Support • Conclude • Compare • Summarize 	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity

Adapted from Bloom BS. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York, NY: David McKay Co Inc.; 1956.

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