

# Action Verbs for Learning Outcomes

<i>Cognitive Level</i>	<b>Specific but acceptable verbs</b>	<b>Toss-up verbs, requiring further clarification</b>	<b>Too broad, unacceptable verbs</b>	<b>Too specific, essentially indicator verbs</b>
<i>Creating</i>	combine, compile, compose, create, design, devise, develop, modify, plan, produce, reconstruct	collect compare contrast demonstrate determine differentiate discriminate distinguish give locate predict relate synthesize	apply deduce do examine generate infer interpret observe perform respond test use	check circle color the same as draw a line between draw a ring around put a box around put a mark on put an X on shade underline write the letter of write the number of
<i>Evaluating</i>	appraise, categorize, conclude, criticize, decide, develop criteria, explain, evaluate, interpret, judge, justify, support			
<i>Analyzing</i>	analyze, breakdown, conclude, debate, diagram, dissect, organize, select, separate, subdivide			
<i>Applying</i>	change, choose appropriate procedures, compute, construct, discover, manipulate, modify, operate, prepare, produce, show, solve			
<i>Understanding</i>	convert, defend, describe, estimate, expand, explain, extend, generalize, give examples, illustrate, measure, paraphrase, rewrite, summarize			
<i>Remembering</i>	define, describe, identify, label, list, locate, match, name, outline, recognize, reproduce, select, state, tell			

SOURCE: Lindvall, C.M., "Criteria for Stating IPI Objectives," *Design and Development of Curricular Materials: Instructional Design Articles*, Ed. D.T. Gow (Pittsburgh, PA: University of Pittsburgh, University Center for International Studies, 1976), 2:214-215. Organized by the cognitive levels of Anderson & Krathwohl (2001), rather than by those of Bloom (1956).