### Bloom’s Taxonomy Breakdown: Roles, Process Verbs & Products from Bloom’s Taxonomy of the Cognitive Domain

<table>
<thead>
<tr>
<th>Level of Taxonomy</th>
<th>Definition</th>
<th>Teacher Roles</th>
<th>Student Roles</th>
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| **EVALUATION**    | Judging the values of ideas, materials and methods by developing and applying standards and criteria. Accepting or rejecting things based on criteria. | Clarifies Accepts Harmonizes Guides | • Judges  
• Disputes  
• Develops  
• Active Participant | argue  
assess  
award  
compare  
conclude  
criteria  
criticize  
debate  
decide  
deduce  
defend  
determine | rate  
recommend  
refuse  
reject  
revise  
score  
select  
appraise  
support  
tell why  
validate  
choose  
value |
| **SYNTHESIS**     | Putting together constituent elements or parts to form a whole requiring original, creative thinking. Communicating in a unique way. Developing a plan or proposing a set of operations. | Reflects Extends Analyzes Evaluates | • Discusses  
• Generalizes  
• Relates  
• Compares  
• Contrasts  
• Abstracts  
• Active Participant | act  
arrange  
assemble  
blend  
collect  
combine  
compile  
forecast  
compose  
concoct  
construct  
create  
derive  
design  
develop  
device | prediction  
pretend  
produce  
propose  
reorganize  
revise  
role-play  
set up  
show  
suppose  
systematize  
write |
| **ANALYSIS**      | Breaking information down into its constituent elements. Uncovering the unique characteristics of something. | Probes Guides Observes Evaluates Acts as a resource Questions Organizes Dissects | • Discusses  
• Uncovers  
• Lists  
• Active Participant | analyze  
appraise  
arrange  
calculate  
categorize  
classify  
contract  
contrast  
criticize  
debate  
deduce  
detect  
diagram  
differentiate | organize  
point out  
point out  
probe  
question  
relate  
research  
scrutinize  
separate  
sequence  
sift  
solve  
survey  
test |

**Examples**

- **EVALUATION**: Award the contract to the best proposal. Decide which candidate would be the best president.
- **SYNTHESIS**: Create a study plan for completing a term of study. Develop a way to teach the concept of “adjectives”.
- **ANALYSIS**: Inspect a house for poor workmanship. Simplify “ballet” to its basic moves.

**Process Verbs**

- **Evaluate**: estimate, evaluate, infer, judge, justify, measure, predict, prioritize, probe, rank
- **Recommend**: argue, assess, award, compare, conclude, criteria, criticize, debate, decide, deduce, defend, determine
- **Support**: allows, argues, awards, accepts, harmonizes, clarifies, guides, judges, disputes, develops, active participant

**Products**

- conclusion
- debate
- editorial
- evaluation
- investigation
- opinion
- panel
- judgment
- recommendation
- report
- scale
- survey
- verdict
- advertisement
- poem
- blueprint
- cartoon
- collage
- design
- event
- film
- formula
- goal
- hypercard stack
- invention
- machine
- media product
- new game
- newspaper
- painting
- pantomime
- plan
- play
- product
- project
- radio
- solution
- song
- story
- video
- investigation
- list
- mobile
- outline
- plan
- questionnaire
- report
- spreadsheet
- summary
- survey
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<td><strong>APPLICATION</strong></td>
<td>Using methods, concepts, principles and theories in new situations. Using what he/she knows from a variety of areas to find solutions to problems.</td>
<td>Shows Facilitates Observe Evaluates Organizes Questions</td>
<td>• Solves problems • Demonstrates use of knowledge • Constructs • Active Participant</td>
<td>adapt apply calculate change collection compute construct demonstrate dramatize draw employ exhibit</td>
<td>produce record relate schedule sequence show sketch solve teach translate translate use</td>
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<td><strong>COMPREHENSION</strong></td>
<td>Understanding of information given. Communicating an idea or thing in a new of different form. Qualifying ideas in relation to one’s own experience. (interpretation)</td>
<td>Demonstrates Listens Questions Compare Contrasts Examines</td>
<td>• Explains • Translates • Demonstrates • Interprets • Active Participant</td>
<td>account for annotate ask calculate convert describe discuss examples of expand upon explain</td>
<td>express give give main idea identify identify interpret locate locate observe outline</td>
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<td>Recalling or recognizing specific information. Remembering an idea, phenomenon, or a fact in somewhat the same form in which he/she learned it.</td>
<td>Directs Tells Shows Examines Questions Evaluates</td>
<td>• Responds • Absorbs • Remembers • Recognizes • Memorizes • Passive Recipient</td>
<td>choose cite define describe distinguish give example group know label</td>
<td>list listen locate match memorize name quote recall recite</td>
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Examples:
- Solve a multiplication problem.
- Use the clothes you are wearing to develop a plan to stay afloat for several hours.
- Explain the formula for the area of a triangle.
- Explain the levels of Bloom's Taxonomy.
- List the levels in Bloom’s Taxonomy.
- Recite a poem.

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