## Bloom’s Taxonomy Action Verbs

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Bloom’s Definition</td>
<td>Remember previously learned information.</td>
<td>Demonstrate an understanding of the facts.</td>
<td>Apply knowledge to actual situations.</td>
<td>Break down objects or ideas into simpler parts and find evidence to support generalizations.</td>
<td>Compile component ideas into a new whole or propose alternative solutions.</td>
<td>Make and defend judgments based on internal evidence or external criteria.</td>
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<tr>
<td><strong>Verbs</strong></td>
<td>• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State</td>
<td>• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate</td>
<td>• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write</td>
<td>• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test</td>
<td>• Arrange • Assemble • Categorize • Collect • Compose • Comply • Compare • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Reorganize • Revise • Review • Rewrite • Set up • Summarize • Synthesize • Tell • Write</td>
<td>• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Create • Define • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value</td>
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BLOOM’S TAXONOMY WHEEL

Use to identify and associate assessment strategies for each level of Bloom’s and corresponding course student learning outcomes.

Taken from: Smith, Tracy. “Writing Measurable Learning Objectives.” Arizona State University Teach Online. Posted on July 2, 2012
Midterm Reflection: Let’s pause at midterm to get a sense of what you are learning and what is supporting that process best for you. The questions below make this more of a self-reflection on your learning than a one-way communication with me. Cultivating this kind of metacognitive awareness will help you to articulate your learning processes, so that you start to own the skills you are developing. So please be thoughtful in your responses here.

1) What aspects of the course are helping you develop most? Please check all that apply and please also offer comments on why these are useful for your development.

- Course texts
- Supplemental readings
- Interviews w/ authors and other guests
- Class discussions (includes whole-class and peer-discussions)
- Mini-lectures on [for example: poetic craft/historical context]
- Weekly reflective writing assignments
- Primary source summary assignments
- Analytical essays

2) Do you find the variety of things we do in class and for homework helpful? Why?/why not? What do wish we did more of and/or less of—and why?

3) Learning experts often talk about the necessary “difficulty” and “disorientation” that is part of learning. Can you share about what has been most challenging for you so far in this course? (Disorienting even?) What have you learned from this difficulty? What helped you in overcoming the challenge(s)?
4) Do you feel connected to the course material? Does it connect to your life or other coursework? How so? And how does this help your learning in this course?

5) Do you feel at ease in and stimulated by the learning community?

6) What am I doing that supports your learning most? What can I do better?

7) Please feel free to share any ideas, comments, or concerns as we enter the second half of the semester.

Taken from:
National Center for Research on Evaluation, Standards, and Student Testing (CREST)

Reference:

- The solution/response and supporting information is fully relevant to the problem task.
- The incorrect solution/response is shown and no other information is shown.
- The student response only requires information in the problem task.
- The student is blank.
- The response is characterized by the following:

0 - Response is characterized by the following:
- The student selected a totally inappropriate procedure/strategy.
- The student understands some concepts relevant to the problem task.
- The student did consider a consistent architecture of the problem situation.
- The answer is also consistent with a few critical problems or relevant variables.
- The student indicates an understanding of several relevant concepts needed to solve the problem correctly.
- There is evidence that the student has several misconceptions or has difficulty in considering several relevant concepts needed to solve the problem correctly.

2 - The student selects an inappropriate procedure/strategy to solve this problem; however, the response is not correct because one of the following are present:
- The solution/response is generally correct; however, from the information provided, it is not completely clear how the student arrived at this response.
- The student has considered an open-ended variable or failed to consider a relevant variable.
- The student indicates that a consistent architecture of the problem situation is present.
- There is evidence that the student has a misconception or has difficulty in considering a relevant concept needed to solve the problem correctly.
- The student selects an inappropriate procedure/strategy to solve this problem; however, the response is not sufficiently correct because one of the following is present:
- The solution and all relevant work is correct; or there is a mistake due to some minor computational or copying error.
- The student considers all of the problem situation.
- The student selects an inappropriate procedure/strategy to solve this problem.
- The student selects an inappropriate procedure/strategy to solve this problem.
- The student selects an inappropriate procedure/strategy to solve this problem.
- The response is characterized by all of the following:

Problem Solving Rubric
<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Benchmark</td>
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**Ethical Reasoning Value Rubric**

For more information, please contact the author.
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Office of the Provost
Student Outcomes Assessment
Course Assessment:
https://www.montana.edu/provost/assessment/index.html