"Bloom's Taxonomy," first articulated in 1956 by Benjamin Bloom and others in *Taxonomy of Educational Objectives*, provides six categories of learning that can be used to define assessable learning outcomes.

The six categories are

1. **Knowledge:** "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."

2. **Comprehension:** "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."

3. **Application:** the "use of abstractions in particular and concrete situations."

4. **Analysis**: the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."

5. **Synthesis**: the "putting together of elements and parts so as to form a whole."

6. **Evaluation:** creates "judgments about the value of material and methods for given purposes."

Outcomes that can be effectively assessed employ verbs that contain observable and measurable actions. Rather than abstract verbs like "know" and "learn," it is helpful to rely on more concrete verbs like "construct," "design," and "explain."

The below table includes possible outcome verbs to use for each category.

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
label	diagram	discover	compare	compile	contrast
list	discuss	dramatize	contrast	compose	criticize
match	distinguish	employ	criticize	construct	decide
memorize	estimate	illustrate	debate	create	discriminate
name	explain	interpret	determine	design	estimate
outline	extend	investigate	diagram	devise	evaluate
recall	generalize	manipulate	differentiate	explain	explain
recognize	give examples	modify	discriminate	formulate	grade
record	infer	operate	distinguish	generate	judge
relate	locate	organize	examine	manage	justify

repeat	outline	practice	experiment	modify	interpret
reproduce	paraphrase	predict	identify	organize	measure
select	predict	prepare	illustrate	perform	rate
state	report	produce	infer	plan	relate
underline	restate	schedule	inspect	prepare	revise
	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	

[From: Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan Publishing Co.]