

“Appendices of Verbs”

VERB LIST FOR WRITING EDUCATIONAL OBJECTIVES

Cognitive Domain

Remember		Understand		Apply	
arrange	quote	associate	generalize	apply	order
cite	read	classify	give example	calculate	practice
define	recite	compare	identify	change	predict
describe	recognize	compute	indicate infer	choose	prepare
draw	record	contrast	interpret	complete	produce
duplicate	relate	convert	locate	compute	relate
identify	recall	defend	paraphrase	demonstrate	report
indicate	repeat	describe	predict	discover	restate
label	reproduce	differentiate	report	dramatize	review
list	select	discuss	recognize	employ	schedule
match	state	distinguish	restate rewrite	examine	show
memorize	tabulate	estimate	review	illustrate	sketch
name	tell	explain express	select	interpolate	solve
point	trace	extend	summarize	interpret	translate
order	write	extrapolate	translate	manipulate	use
outline				modify	utilize
				operate	write
Analyze		Evaluate		Create	
analyze	identify	appraise	judge	arrange	organize
appraise	illustrate	argue	justify	assemble	plan
breakdown	infer	assess	interpret	categorical	prepare
calculate	inspect	attach	measure	collect	prescribe
categorize	inventory	choose	rank	combine	produce
compare	model	compare	relate	comply	propose
contrast	outline	conclude	predict	compose	rearrange
criticize	point out	contrast	rate	construct	reconstruct
debate	question	critique	recommend	create	relate
diagram	relate	defend	review	design	reorganize
differentiate	select	describe	revise	detect	revise
discriminate	separate	determine	score	develop	rewrite
distinguish	subdivide	diagnose	select	devise	set up
examine	summarize	discriminate	summarize	explain	specify
experiment	test	estimate	support	formulate	summarize
		evaluate	test	generate	synthesize
		explain	value	generalize	tell
		grade		integrate	write
				manage	

Psychomotor Domain

Simple				Complex		
add	expel	pipet	shake	build	incise	palpate
adjust	filter	place	smear	calibrate	inject	percuss
agitate	guide	plot	smell	construct	innoculate	perform
aspirate	handle	pour	stain	create	make	produce
cleanse	imitate	prepare	start	demonstrate	maintain	remove
collect	invert	prick	stop	exercise	manipulate	suture
combine	label	puncture	stopper	illustrate	operate	
copy	lyse	record	streak			
dilute	mark	repeat	tilt			
dispose	measure	rinse	titrate			
drain	mix	scrape	transfer			
draw	mount	seal	use			
duplicate	obtain	select	wash			
emulsify	pass	set up	wipe			

Affective domain

Accept	Initiate	Read
Adopt	Investigate	Realize
Advocate	Join	Recommend
Annotate	Keep (preserve)	Reflect
Ask	Obey	Reject
Attempt	Object	Seek
Attend	Offer	Select
Challenge	Organize	Specify
Choose	Participate	Share
Consult	Persevere	Suggest
Delay	Propose	Support
Design	Promote	Test
Dispute	Qualify	Try
Evaluate	Query	Visit
Exemplify	Questions	Volunteer
		Weigh (judge)

VERBS TO BE AVOIDED WHEN WRITING OBJECTIVES

appreciate	enjoy	really understand
be acquainted with	fully appreciate	realize
be aware of	grasp the significance of	remember
be familiar with	have faith in	sympathize with
believe	know	understand
comprehend	learn	

CHECKLIST QUESTIONS FOR WRITING LEARNING OBJECTIVES

- **Observable** - Does the learning objective identify what students will be able to do after the topic is covered?
- **Measurable** - Is it clear how you would test achievement of the learning objective? Can students reasonably determine from the objective whether or not they have achieved it?
- **Achievable** - Can the objective be realistically accomplished at the end of the class/course?
- **Clear & specific** - Do chosen verbs have a clear meaning?
- **Alignment with expectations** - Is the verb aligned with the level of cognitive understanding expected of students? Could you expect a higher level of understanding?

Source:

- Verbs: Duke University Community and Family Medicine Faculty Development Module
- Checklist Questions: Carl Wieman Science Education Initiative

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Rethinking Classroom Assessment with Purpose in Mind

Appendix 2

Overview of Planning Assessment

This appendix provides a summary of the tables in Chapters 3, 4, and 5 (Section II) of this document.

	<i>Assessment for Learning</i>	<i>Assessment as Learning</i>	<i>Assessment of Learning</i>
Why Assess?	to enable teachers to determine next steps in advancing student learning	to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	each student's progress and learning needs in relation to the curricular outcomes	each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
What Methods?	a range of methods in different modes that make students' skills and understanding visible	a range of methods in different modes that elicit students' learning and metacognitive processes	a range of methods in different modes that assess both product and process
Ensuring Quality	<ul style="list-style-type: none"> accuracy and consistency of observations and interpretations of student learning clear, detailed learning expectations accurate, detailed notes for descriptive feedback to each student 	<ul style="list-style-type: none"> accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment engagement of the student in considering and challenging his or her thinking students record their own learning 	<ul style="list-style-type: none"> accuracy, consistency, and fairness of judgements based on high-quality information clear, detailed learning expectations fair and accurate summative reporting
Using the Information	<ul style="list-style-type: none"> provide each student with accurate descriptive feedback to further his or her learning differentiate instruction by continually checking where each student is in relation to the curricular outcomes provide parents or guardians with descriptive feedback about student learning and ideas for support 	<ul style="list-style-type: none"> provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits have each student focus on the task and his or her learning (not on getting the right answer) provide each student with ideas for adjusting, rethinking, and articulating his or her learning provide the conditions for the teacher and student to discuss alternatives students report about their learning 	<ul style="list-style-type: none"> indicate each student's level of learning provide the foundation for discussions on placement or promotion report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning

<https://www.edu.gov.mb.ca/k12/assess/wncp/index.html>

“Assessment Appendix”

Assessment “FOR” Learning

- Formative
 - Descriptive Feedback
- Used to plan instruction and further learning
- Performed by teacher (sometimes with students)
 - Continuous

Assessment “AS” Learning

- Self-assessment
 - Metacognitive awareness
- Used to empower students to consider their learning & set goals
 - Continuous

Assessment “OF” Learning

- Summative
 - Usually done at the end of a unit by teacher
 - Used to grade/rank/judge/evaluate students
 - Less emphasis on improvement / feedback