**Bloom's Taxonomy of Learning Objectives: Cognitive Domain**

**Higher order thinking skills**

<table>
<thead>
<tr>
<th><strong>Creating</strong></th>
<th>generate, plan, produce, develop, construct, organize, propose, invent, formulate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluating</strong></td>
<td>argue, decide, validate, appraise, evaluate, judge, measure, rank, criticize, rate, select, consider</td>
</tr>
<tr>
<td><strong>Analyzing</strong></td>
<td>distinguish, contrast, scrutinize, dissect, separate, discriminate, analyze, examine, survey</td>
</tr>
</tbody>
</table>

**Lower order thinking skills**

<table>
<thead>
<tr>
<th><strong>Applying</strong></th>
<th>employ, execute, implement, practice, calculate, show, demonstrate, translate, illustrate, model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>relate, interpret, classify, summarize, discuss, describe, explain, conclude, compare/contrast</td>
</tr>
<tr>
<td><strong>Remembering</strong></td>
<td>memorize, define, recite, recall, cite, count, draw, recall, list, name, record, repeat</td>
</tr>
</tbody>
</table>

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**PENNSTATE**

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Bloom’s Taxonomy of Learning Objectives: Cognitive Domain

Higher order thinking skills

**Creating** Combining or reorganizing elements to form a coherent or functional whole or into a new pattern, structure or idea.

**Evaluating** Make judgments based on criteria and standards, using previously learned knowledge.

**Analyzing** Break down knowledge into its components and determine the relationships of the components to one another and then how they relate to an overall structure or task.

Lower order thinking skills

**Applying** Carry out or use a procedure in a given situation – using learned knowledge.

**Understanding** Construct meaning from instructional material, including oral, written, and graphic communication.

**Remembering** Retrieve relevant knowledge from memory.