

COGNITIVE DOMAIN

The development of knowledge and conceptual understanding *Adapted from Designing and Managing MCQs: Appendix C, MCQs and Bloom's Taxonomy at www.uct.ac.za

Verbs are categorized hierarchically from the most basic to the most advanced.

KNOWLEDGE LEVEL: Students can remember previously learned material, recall specific facts, know methods and procedures, list principles and know basic concepts

choose	match	reproduce
define	name	select
describe	point	select
describe	quote	state
diagram	read	state
draw	recall	tabulate
enumerate	recite	trace
identify	recognize	view
label	record	
list	repeat	

COMPREHENSION LEVEL: Students can interpret verbal material, translate verbal messages into mathematical terms (words to numbers), interpret charts and graphs, predict consequences or effects, justify methods and procedures.

associate	discuss	predict
cites	distinguish	restate (in own words)
classify	estimate	summarizes
compare	explain	traces
contrast	generalize	translate
convert	give examples	
describe	interpret	
differentiate	paraphrases	

APPLICATION LEVEL: Students can use learned material in new and concrete ways. They can apply rules, methods, concepts, laws, and theories. They are able to solve mathematical problems, construct charts and graphs, and correctly demonstrate a process or procedure.

act	dramatize	prepare
administer	establish	preserve
apply	examine	produce
articulate	exhibit	project
assess	extend	provide
calculate	illustrate	relate
chart	implement	report
classify	imply	schedule
collect	include	show
complete	inform	solve
compute	instruct	teach
construct	manipulate	transfer
contribute	operate	use
control	operationalize	utilize
demonstrate	paraphrase	
determine	participate	
develop	perform	
discover	predict	
display		

ANALYSIS LEVEL: Student can break down material into its component parts to understand its organizational structure. They can identify parts, analyze the relationship between parts, and recognize the organizational principles involved. They can recognize unstated assumptions, recognize logical fallacies, distinguish between fact and inference, evaluate the relevance of data, or analyze the organizational structure of a work of art, music or writing.

analyze	distinguish	outline
categorize	elucidate	outline
conclude	explain	point out
correlate	focus	prioritize
deduce	group	recognize
detect	illustrate	relate
diagram	infer	select
differentiate	interpret	separate
discriminate	limit	subdivide
discuss	order	transform

SYNTHESIS LEVEL: Student can put parts together to form a new whole. They can produce unique communication (speech), a plan of operations (research proposal), or a set of abstract relations (classification scheme). They can propose plans or integrate learning from different areas into a plan for problem solving

adapt	develop	modify
anticipate	devise	negotiate
arrange	discuss	plan
assemble	draw	prescribe
build	explain	produce
categorize	express	progress
collaborate	facilitate	propose
combine	formulate	rearrange
communicate	generalize	reconstruct
compare	generate	reinforce
compile	incorporate	reorganize
compose	individualize	revise
construct	initiate	specify
contrast	integrate	structure
create	intervene	substitute
design	model	validate

EVALUATION LEVEL: Students have the ability to judge the value of material (statement, novel, poem, research, report) for a given purpose. The Evaluation Level contains elements of all previous levels. Students can judge the logical consistency of written material, judge the adequacy with which conclusions are supported by data, judge the value of a work (art, music, writing) by the use of internal criteria, judge the value of a work (art, music, writing) by use of external standards of excellence.

appraise	defend	rate
assess	determine	recommend
choose	estimate	reframe
compare	evaluate	summarize
conclude	grade	support
contrast	interpret	test
criticize	judge	value
critique	justify	
decide	measure	
	rank	