Use Bloom’s Taxonomy to Align Assessments

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<th>Level:</th>
<th>Verb</th>
<th>Examples of Appropriate Assessments</th>
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| Remembering: can the student recall or remember the information? | Recall, Recognize, Identify | Objective test items such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to:  
  • recall or recognize terms, facts, and concepts |
| Understanding: can the student explain ideas or concepts?       | Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain | Activities such as papers, exams, problem sets, class discussions, or concept maps that require students to:  
  • summarize readings, films, or speeches  
  • compare and contrast two or more theories, events, or processes  
  • classify or categorize cases, elements, or events using established criteria  
  • paraphrase documents or speeches  
  • find or identify examples or illustrations of a concept or principle |
| Applying: can the student use the information in a new way?      | Apply, Execute, Implement | Activities such as problem sets, performances, labs, prototyping, or simulations that require students to:  
  • use procedures to solve or complete familiar or unfamiliar tasks  
  • determine which procedure(s) are most appropriate for a given task |
| Analyzing: can the student distinguish between the different parts? | Analyze, Differentiate, Organize, Attribute | Activities such as case studies, critiques, labs, papers, projects, debates, or concept maps that require students to:  
  • discriminate or select relevant and irrelevant parts  
  • determine how elements function together  
  • determine bias, values, or underlying intent in presented material |
| Evaluating: can the student justify a stand or decision?          | Evaluate, Check, Critique, Assess | Activities such as journals, diaries, critiques, problem sets, product reviews, or studies that require students to:  
  • test, monitor, judge, or critique readings, performances, or products against established criteria or standards |
| Creating: can the student create new product or point of view?    | Create, Generate, Plan, Produce, Design | Activities such as research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to:  
  • make, build, design or generate something new |

Adapted from: [http://www.cmu.edu/teaching/assessment/basics/alignment.html](http://www.cmu.edu/teaching/assessment/basics/alignment.html)