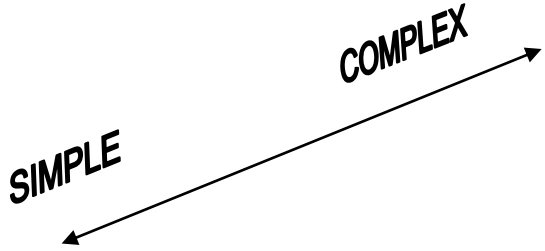


Verbs Requiring Cognitive Outcomes



	Critical Thinking				
	Comprehension	Application	Analysis	Synthesis	Evaluation
Knowledge					
define repeat record list name relate underline recall inquire record recognize match memorize select distinguish identify label	translate restate discuss describe recognize explain express identify locate report review tell change rearrange give example illustrate comment transform demonstrate infer generalize interpret summarize	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch organize reconstruct solve transfer generalize choose classify calculate	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize discriminate deduce put into list describe classify categorize	compose plan + propose design + formulate arrange assemble collect construct create set up organize prepare solve + produce +	judge appraise evaluate rate compare value revise score select choose assess estimate measure consider conclude weigh criticize assess

Knowledge Recall: To remember previously learned material.

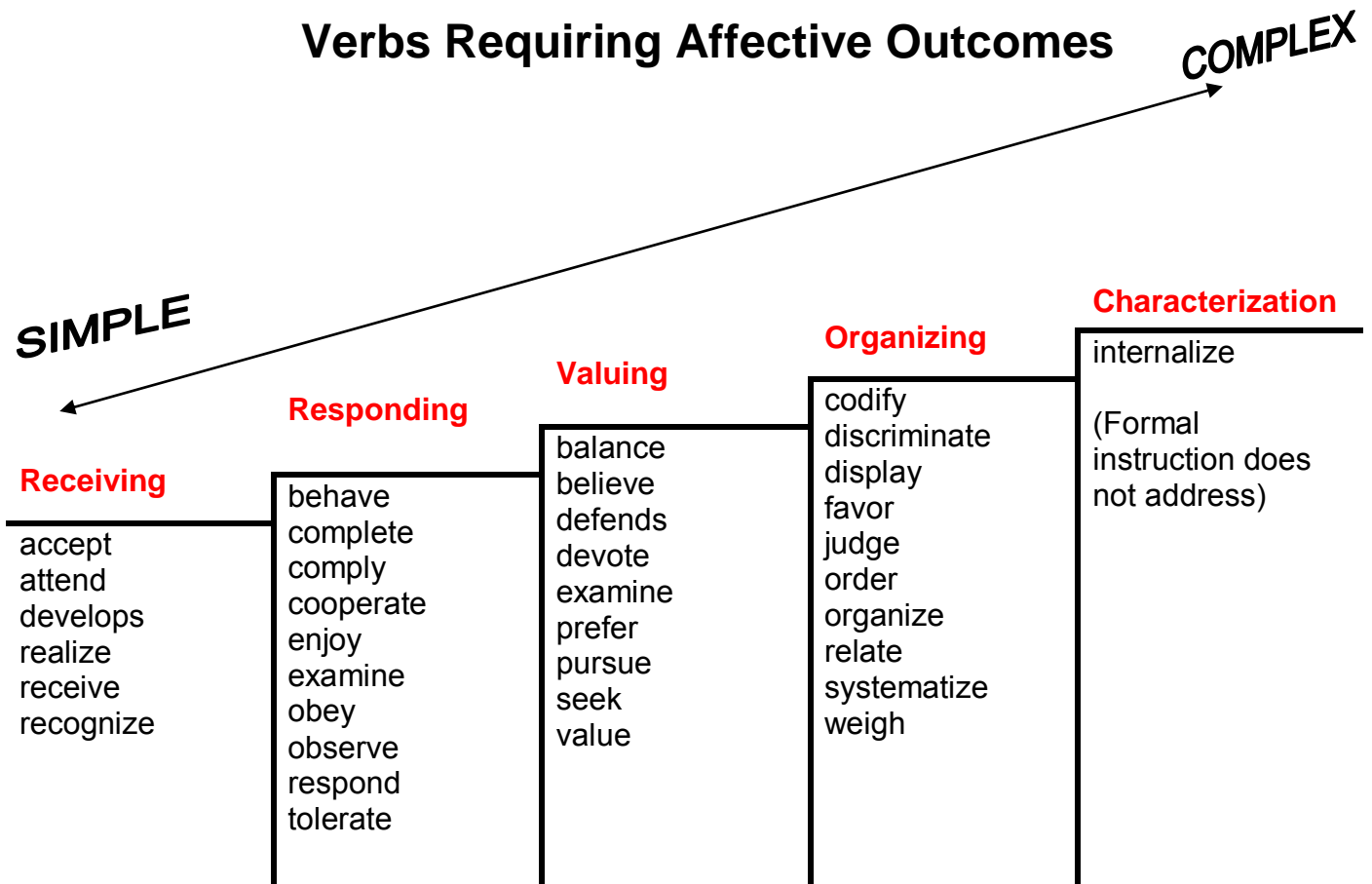
Comprehension: To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it.

Application: The ability to use learned information and materials.

Analysis: The ability to break material down into its elements or parts so that its organizational structure may be understood.

Synthesis: The ability to combine previous experience with new material to form a structure.

Verbs Requiring Affective Outcomes



Receiving: Awareness, willingness to receive, and controlled attention.

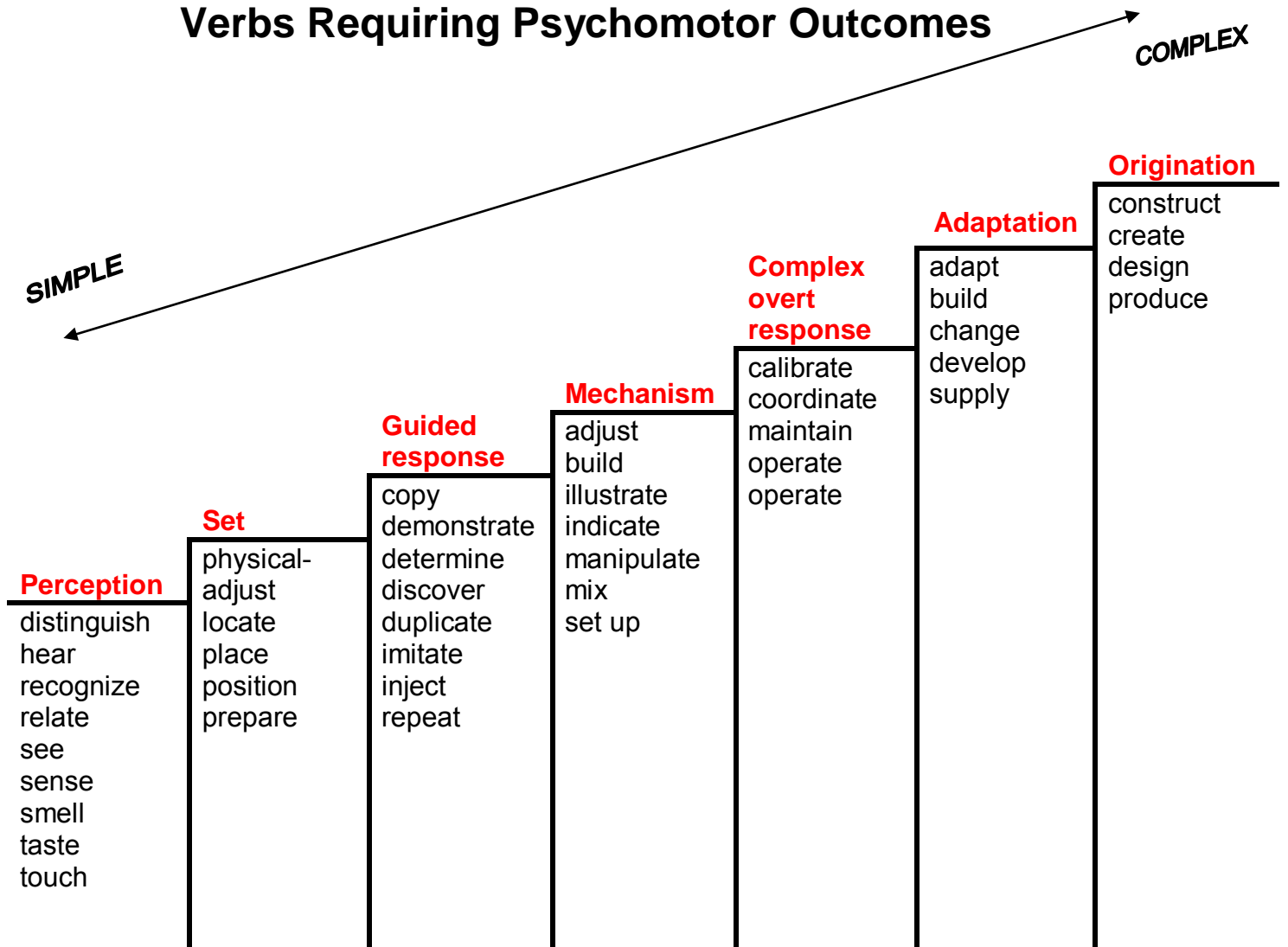
Responding: Compliance in reacting to a suggestion, willingness to respond, and satisfaction in response.

Valuing: Accepting a value as a belief, indication of preference for the value, and commitment.

Organizing: Conceptualization of a value in abstract or symbolic terms and organization of a value system.

Characterization of an internally consistent value system: The individual acts consistently in accordance with the values he/she has internalized.

Verbs Requiring Psychomotor Outcomes



Perception: Involves sensitivity to a situation object, or relationship that normally leads to action.

Preparation: Involves readiness to perform.

Orientation: Involves the discovery and/or decision of the response(s) which must be made.

Pattern: Involves a learned response that is habitual; presentation is smooth and the presenter has confidence in his ability.

Performance: Involves a complex motor action, carried out with a high degree of skill. (May be thought of as motor synthesis.)

Watch Out for Verbs that are not Measurable

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

WORDS TO AVOID

Believe
Hear
Realize
Capacity
Intelligence
Recognize
Comprehend
Know
See
Conceptualize
Listen
Self-Actualize
Depth
Memorize
Think
Experience
Perceive
Understand
Feel

PHRASES TO AVOID

Evidence a (n): `cf`**To Become:** ``cf`**To Reduce:**

Appreciation for...
Acquainted with...
Anxiety
Attitude of...
Adjusted to...
Immaturity
Awareness of...
Capable of...
Insecurity
Comprehension of...
Cognizant of...
Enjoyment of...
Conscious of...
Feeling for...
Familiar with...
Interest in...
Interested in...
Knowledge of...
Knowledgeable about...
Understanding of...
Self-Confident in ...