Blooms Taxonomy of Action Verbs[1]

The following list of measurable action verbs may be used to create measureable learning objectives. The goal is not to use different or creative verbs for each objective, rather try to identify the most accurate verb that relates to how you will assess attendees mastery of the objective.

Six Steps to Writing Clear Learning Objectives

1. Objectives are learner centric; do not describe the instruction you as the Activity Planner or Faculty will deliver to the audience.
2. Describe the observable action that you would expect to see the learner doing upon completion of the activity.
3. Describe only one action per objective.
4. Learning objectives should begin with a phrase: "At the conclusion of this activity, participants will be able to…"
5. Connect step 4 with an action verb (see table below) which communicates the performance by the learner. Use verbs that describe an action that can be observed and that are measurable.
6. Conclude with specifics of what the learner will be doing when demonstrating achievement or mastery of the objectives. Stress what the participant will walk away from the activity with.

Remerging	Understanding	Applying	Analyzing	Evaluating	Creating
Define	Compare	Apply	Analyze	Assess	Combine
Describe	Contrast	Demonstrate	Appraise	Choose	Compile
Identify	Demonstrate	Discover	Break down	Compare	Formulate
Name	Distinguish	Predict	Compare	Critique	Generate
Recall	Generalize	Relate	Contrast	Defend	Manage
Recognize	Give an example of	Show	Differentiate	Deduce	Modify
Select	Interpret		Distinguish	Evaluate	Plan
State	Paraphrase		Identify	Justify	Propose
	Summarize		Illustrate	Rank	Revise
			Outline	Recommend	
			Select	Summarize	

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[1] Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Bloom's Definitions

Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers

Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Analyzing: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Evaluating: Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria.

Watch out for Verbs that are not Measurable[2]

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

Words to Avoid	Phrases to Avoid Evidence a (n): To become: to Reduce
Anticipate	Adjust to…
Appreciate	Awareness of…
Become	Become familiar with….
Comprehend	Comprehension of…
Consider	Familiar with…
Discuss	Knowledge of…
Enhance	Knowledgeable about…
Evaluate	Learn about…
Explain	Understanding of…
Know	
Learn	
Memorize	
Present	
Realize	
Recommend	
Restate	
Recall	
State	
Recognize	

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[2] Adapted from: "Writing Clear Learning Objectives". Available at:
https://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf. Accessed 55/2020.

Examples of Acceptably Worded Objectives for CME Presentations[3]

This objective: "To education physicians on…" is not written from the learner's perspective.
This objective: "The participant will understand…" is overly broad and not measurable.

"At the conclusion of this educational activity, the participant will:
- Recall major and minor risk factors predisposing patients to….
- Recognize risk factors for disease severity and death (associated with a given disease)."
- Give examples of clinical, laboratory and imaging studies that indicate severity of disease."
- Identify patient characteristics and co-morbid conditions that predict outcome in…
- Distinguish evidence-based therapies for the treatment of…
- Identify the variable clinical presentations of…
- Interpret indications for hospitalization of patients with…
- Give examples of patient characteristics that portend poor prognosis in…

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[3] Adapted from: "Core Competencies in Hospital Medicine" J Hosp Med 2006 Feb. 1(Suppl. 1):2-95. Available at: http://www3.interscience.wiley.com/journal/112396185/issue. Accessed 8 June 2009. As quoted by Gluck & Chermocha in: Well-Worded Objectives for CME Activities.