

Action Verbs by Domains

Cognitive Domain

This list of action verbs can be used in the development of program-level outcomes or course-level learning objectives in the cognitive domain. It is adapted from Jerrold Kemp's "Shopping List of Verbs" (2014) and based upon Bloom's Taxonomy of Learning. Each column includes (1) category from Bloom's Taxonomy of Learning, (2) definition of the category, and (3) action verbs associated with that category.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge of terms, facts, conventions, classifications, etc.	Comprehension of ideas, translations, interpretations, extrapolation	Use of knowledge, problem solving, etc.	Examination of parts of information	Forming judgments based on criteria and evidence	Fusion of ideas to produce unique plan, structure, pattern, etc.
Define Describe Identify Label List Name Recognize Recall Repeat State	Characterize Classify Convert Defend Discuss Distinguish Establish Estimate Explain Express Extend Generalized Illustrate Indicate Infer Locate Paraphrase Predict Recognize Relate Review Rewrite Summarize Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Interpret Manipulate Model Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Select Separate Subdivide Test	Appraise Argue Assess Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Interpret Judge Justify Predict Rate Relate Select Support Value	Arrange Assemble Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Synthesize Tell Write

Affective Domain

This list of action verbs can be used in the development of program-level outcomes or course-level learning objectives in the affective domain. It is adapted from Kathy V. Waller’s “Writing Instructional Objectives” guide¹. The “[developmental] affective domain in concerned with changes (growth) in interests, attitudes and values. It is divided into five major classes arranged in hierarchical order based on level of involvement (from receiving, to characterization by a value)” (Waller, n.d., p.4). Each column includes (1) category from Krathwohl’s (as cited in Waller, n.d.) affective domain taxonomy (2) definition of the category, and (3) action verbs associated with that category.

Receiving	Responding	Valuing	Organization	Characterization
Attend to stimuli	React to stimuli	Attach significance to ideas	Build value system	Internalize values that guide behavior
Ask Acknowledge Attend (to) Follow Listen Meet Observe Receive	Agree Allow Answer Ask Assist Attempt Choose Communicate Comply Conform Cooperate Demonstrate Describe Discuss Display Exhibit Follow Give Help Identify Locate Notify Obey Offer Participate (in) Present Read Relay Reply Report Respond Select Try	Adopt Aid Care (for) Complete Complement Contribute Delay Encourage Endorse Enforce Evaluate Expedite Foster Guide Initiate Interact Join Justify Maintain Monitor Praise Preserve Propose Query React Respect Seek Share Study Subscribe Suggest Support Thank Uphold	Anticipate Collaborate Confer Consider Consult Coordinate Design Direct Establish Facilitate Follow through Investigate Judge Lead Manage Modify Organize Oversee Plan Qualify Recommend Revise Simplify Specify Submit Synthesize Test Vary Weigh	Act Administer Advance Advocate Aid Challenge Change Commit (to) Counsel Criticize Debate Defend Disagree Dispute Empathize Enhance Excuse Forgive Influence Motivate Negotiate Object Persevere Persist Praise Profess Promote Promulgate Question Reject Resolve Seek Serve Strive Solve Tolerate Volunteer (for)

¹ Waller, K. (n.d.). *Writing instructional objectives*. Retrieved from:

Psychomotor Domain

This list of action verbs can be used in the development of program-level outcomes or course-level learning objectives in the skills (psychomotor) domain. It is adapted from University of Central Florida's "UCF Academic Program Assessment Handbook"

(2005)². Each column includes (1) category of the skills domain taxonomy (2) definition of the category, and (3) action verbs associated with that category.

Perception	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation	Origination
Use of senses to obtain clues	Readiness to take action	Knowledge of the steps required to perform a task	Perform tasks in habitual manner	Skillful performance of motoracts	Skillful performance of motor acts and modification of movement in problematic or new situation	Creating new movement patterns for problematic or new situation; creates new tasks that incorporate learned ones
Choose Describe Detect Differentiate Distinguish Identify Isolate, Relate Select Separate	Begin Display Explain Move Proceed React Respond Show Start Volunteer	Assemble Build Calibrate Construct Dismantle Display Dissect Fasten Fix Grind Heat Manipulate Measure Mend Mix Organize Sketch Work	Assemble Build Calibrate Construct Dismantle Display Dissect Fasten Fix Grind Heat Manipulate Measure Mend Mix Organize Sketch Work	Assemble Build Calibrate Construct Dismantle Display Dissect Fasten Fix Grind Heat Manipulate Measure Mend Mix Organize Sketch Work	Adapt Alter Change Rearrange Reorganize Revise Vary	Arrange Combine Compose Construct Design Originate

² University of Central Florida. (2005). Program assessment handbook: Guidelines for planning and implementing quality enhancing efforts of program and student learning outcomes. (February 2008 ed.). Retrieved from:

https://oeas.ucf.edu/doc/acad_assess_handbook.pdf