Action Verbs

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.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Knowledge of terms, facts, conventions, classifications, etc.	Comprehension of ideas, translations, interpretations, extrapolation	Use of knowledge, problem solving, etc.	Examination of parts of information	Fusion of ideas to produce unique plan, structure, pattern, etc.	Forming judgments based on criteria and evidence
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	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	Appraise Argue Assess Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Interpret Judge Justify Predict Rate Relate Select Support Value

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" guide [1]. 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	Agree	Adopt	Anticipate	Act
Acknowledge	Allow	Aid	Collaborate	Administer
Attend (to)	Answer	Care (for)	Confer	Advance
Follow	Ask	Complete	Consider	Advocate
Listen	Assist	Complement	Consult	Aid
Meet	Attempt	Contribute	Coordinate	Challenge
Observe	Choose	Delay	Design	Change
Receive	Communicate	Encourage	Direct	Commit (to)
	Comply	Endorse	Establish	Counsel
	Conform	Enforce	Facilitate	Criticize
	Cooperate	Evaluate	Follow through	Debate
	Demonstrate	Expedite	Investigate	Defend
	Describe	Foster	Judge	Disagree
	Discuss	Guide	Lead	Dispute
	Display	Initiate	Manage	Empathize
	Exhibit	Interact	Modify	Enhance
	Follow	Join	Organize	Excuse
	Give	Justify	Oversee	Forgive
	Help	Maintain	Plan	Influence
	Identify	Monitor	Qualify	Motivate
	Locate	Praise	Recommend	Negotiate
	Notify	Preserve	Revise	Object
	Obey	Propose	Simplify	Persevere
	Offer	Query	Specify	Persist
	Participate (in)	React	Submit	Praise
	Present	Respect	Synthesize	Profess
	Read	Seek	Test	Promote
	Relay	Share	Vary	Promulgate
	Reply	Study	Weigh	Question
	Report	Subscribe		Reject
	Respond	Suggest		Resolve
	Select	Support		Seek
	Try	Thank		Serve
		Uphold		Strive
				Solve
				Tolerate
				Volunteer (for)

[1] Waller, K. (n.d.). *Writing instructional objectives.* Retrieved from:
http://www.cetla.howard.edu/teaching_resources/Curriculum_Design/docs/Learning%20Objectives.pdf

Skill (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 motor acts	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

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[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