

	Cognitive Level*	Learning Outcome Verbs: Students will be able to...	Instructional Strategies: Strategy properly implemented	Assessment Questions: Specific content to be learned is communicated	Assessment Methods: Well designed assessment aligned with learning outcome(s); may be formative or summative
*Cognitive Complexity	Remember	RECALL INFORMATION Count, Choose, Define, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Reproduce, Select, State	Lecture, Interactive Lecture, Recitation, Just-In-Time Teaching, Focused Listing, Minute Paper, Mnemonics, Rehearsal, Rote Memorization	What does it mean...? What is the best one? When...? Which one...? Who/What...? Define... Identify... List... Name...	Quizzes, Tests, Question/Answer Sessions, In-Class Polls, Minute Papers, Focused Listening, Memory Matrix
	Understand	EXPLAIN IDEA(S) or CONCEPT(S) Conclude, Convert, Demonstrate, Discuss, Explain, Estimate, Generalize, Identify, Illustrate, Interpret, Paraphrase, Report, Restate, Review, Summarize, Translate, Tell	Interactive Lecture, Recitation, Directed Discussion, Writing/Speaking Exercises, Group Work or Learning, Student-Peer Feedback, Cookbook Science Labs, Just-In-Time Teaching, Project Based Learning, Role Play/Simulations, Case Studies	How will you illustrate...? Which one is true? Is ___ the same as ___? Write in your own words? Draw a graph. Explain.... Give an example of..... Interpret the results of Match the following.....	Quizzes, Tests, Essays, Question/Answer Sessions, In-Class Polls, Minute Papers, Dual Entry Journals, Graphic Organizers, Concept Maps, Muddiest Point Paraphrase, Summaries, Misconception/Preconception Check, Empty Outline
	Apply	USE INFORMATION IN ANOTHER SITUATION Act, Apply, Assess, Change, Compute, Demonstrate, Determine, Develop, Draw, Imitate, Implement, Include, Inform, Instruct, Interview, Prepare, Produce, Relate, Select, Show, Solve, Transfer, Use, Utilize	Writing/Speaking Exercises, Cookbook Science Labs, Case Studies, Inquiry Based or Inquiry Guided, Problem-Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games	Apply....? Identify the result of...? Which is the best answer/solution? Calculate.... Complete the following... Determine.... Solve....	Quizzes, Tests, Essays, Question/Answer Sessions, In-Class Polls, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Class Modeling
	Analyze	BREAK INFORMATION INTO PARTS Analyze, Break Down, Characterize, Classify, Compare, Contrast, Correlate, Debate, Deduce, Diagram, Differentiate, Distinguish, Examine, Illustrate, Infer, Relate, Research, Separate, Subdivide	Debates, Discussions, Hypothetical Scenarios, Just-In-Time Teaching, Writing/Speaking Exercises, Student-Peer Feedback, Case Studies, Inquiry Based or Inquiry Guided, Problem-Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games, Debates, Practice by Doing	What are the different parts of...? What are the possible outcomes of...? What is the relationship between...? Compare the different components of.... Point out some of the problems with...?	Essays, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Research Papers, Analytic Memo, Categorization Grid, Defining Features Matrix, Content/Form/Function (What/How/Why) Outlines, Word Journal, One-Sentence Summary
	Evaluate	JUSTIFY A DECISION OR COURSE OF ACTION Appraise, Argue, Assess, Choose, Compare & Contrast, Conclude, Critique, Decide, Defend, Evaluate, Interpret, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Reframe, Select, Support	Writing/Speaking Exercises, Student-Peer Feedback, Case Studies, Inquiry Based or Inquiry Guided, Problem-Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games, Debates, Practice by Doing, Discussions, Debates	Which of the following will be best to...? What outcome do you predict will occur...? Why did you choose this option? What is your conclusion and explain how you came to that conclusion? Recommend...	Essays, Question/Answer Sessions, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Research Papers, Portfolios, Article Critiques, Pros & Cons Grid, Inverted Dialogues, Approximate Analogies, Student Generated Test Questions, Paper/Project Prospectus,
	Create	GENERATE A NEW IDEA OR PRODUCT Adapt, Collaborate, Combine, Compile, Compose, Construct, Design, Develop, Devise, Initiate, Integrate, Invent, Formulate, Generate, Make, Modify, Organize, Perform, Plan, Produce, Propose	Create a Case Study, Conduct Research, Capstone Projects, Cooperative learning Activities, Role Play, Writing Assignments, Debates	How else can you solve this problem? How would you adapt...to this (new setting, new problem, etc.)? How would you change this hypothesis? Given these facts, formulate a new response/answer... Propose an alternative solution.	Presentations, Create (wiki, blog, composition, artwork, etc.), Projects, Research Papers, Portfolios, Theater Performance, Concept Map

References: Anderson, L.W. & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman. Angelo, T. A., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers (2nd ed.)*. San Francisco: Jossey-Bass. Barkley, E. F., Cross, K.P. & Major, C.H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey-Bass. Nilson, L.B. (2010). *Teaching at its best: A research-based resource for college instructors*. San Francisco: Jossey-Bass. The original slide was licensed under the Creative Commons Attribution-NonCommercial 4.0 international License and developed by Dr. Adam Persky and Dr. Todd Zakrajsey; University of North Carolina at Chapel Hill.