

# Bloom's Taxonomy Action Verbs

Level	Verbs	What it checks	Task example
<b>Knowledge</b>	Define, describe, name, identify, select, match, choose the correct answer, list, provide a definition, repeat	This level shows who has learned new information and who hasn't. It also helps find weak points in the course - where information and details are missing.	Choose what ADDIE stands for.
<b>Comprehension</b>	Explain, compare, generalize, find, paraphrase, give an example, describe, estimate, infer, rewrite	This level helps check whether the learner has simply learned the material by heart or if they truly understood the topic. It also shows if your course lacks explanations and details.	Find the processes that refer to the Analysis phase of the ADDIE model.
<b>Application</b>	Apply, decide, calculate, use, modify, transform, classify, arrange, discover, demonstrate, prepare, produce, write	This level checks if the learner can apply new knowledge in practice. It also shows if the course lacks practical value.	Make up an example of a training goal that can be set at the Analysis stage.
<b>Analysis + Synthesis</b>	Compare, contrast, separate, change, find, collect, combine, summarize, group, match, collect, set up	Questions on these levels make the learner go beyond the instructions and figure out the situation themselves.	Match the phases of ADDIE with what they address.
<b>Evaluation</b>	Justify, judge, recommend, rate, evaluate, relate, predict, appraise, argue, support	This level checks if the learner can come up with a new solution based on new information, evaluate the situation, and act independently.	Draw a conclusion on how the ADDIE model can be useful for instructional designers.