

COGNITIVE DOMAIN VERBS

Verbs in **boldface** appear in more than one category.

CREATING – is compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions, generating new ideas, products or perspectives. Assessment may include: advertisements, artwork, blueprints, cartoons, collages, films, formulas, inventions, new games, newspapers, plans, plays, poems, songs, stories, etc.							
(5) CREATING	Abstract	Compile	<i>Design</i> 5(P)	Frame	Make up	Prepare 1,2,5	Score
	<i>Act</i> 5(A)	<i>Compose</i> 5(P)	<i>Develop</i> 5(A)	Generalize 1,2,4,5	Maximize 3,5	Prescribe 4,5	Solve 2,5(A)
	Adapt 2,5(P)(A)	Conclude 3,4,5	Devise	Generate 3,4,5	Measure 2,4,5(P)	Produce 2,5(P)	<i>Specify</i> 5(A)
	Animate	Consolidate	Dictate	Handle 2,5(P)	Minimize 3,5	Program	Standardize
	Argue 4,5(A)	Construct 2,5(P)	Discuss 1,5(A)	Hypothesize	Model 2,5	Rearrange 1,5(P)	Summarize 1,3,4,5
	Arrange 0,3,5(P)(A)	Convince	Elaborate 1,5	Import	Modify 2,4,5(P)(A)	Reconstruct	Support 4,5(A)
	<i>Assemble</i> 5(P)	Correspond	Enhance 3,5	Improve	Network	Refer	Test 3,4,5
	Budget	<i>Create</i> 5(P)	Expand 2,5	Incorporate 3,4,5	Organize 2,3,5(P)(A)	Relate 0-5	Theorize
	Categorize 1,3,5	Cultivate	Explain 1,3,4,5(A)	Integrate 3,4,5(A)	Outline 0,3,5	<i>Reorganize</i> 5(P)	Validate 4,5
	Change 1,2,5(P)(A)	Debug	Facilitate 4,5	Interface	Overhaul	Report 1,2,5(A)	Verify 4,5(A)
	Choreograph	Demonstrate	Forecast	<i>Invent</i> 5(P)	Perform	Revise 1,5(P)(A)	Write 0,2,5
	Code	1,2,5(P)	Format	<i>Join</i> 5(A)	Plan 2,5	Rewrite 1,5	
	<i>Combine</i> 5(P)(A)	Depict	Formulate 4,5(P)(A)	Lecture	Portray	Schematize	
EVALUATING – is presenting information and opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria. Assessments may include: conclusions, debates, editorials, investigations, opinion, recommendations, reports, surveys, and verdicts.							
(4) EVALUATING	Advise	Contrast 1,3,4	Estimate 1,4	Grade	Manage 3,4(P)(A)	<i>Rank</i> 4(A)	Summarize 1,3,4,5
	Appraise 3,4	Counsel	Evaluate	Hire	Mark	Rate	Support 4,5(A)
	Argue 4,5(A)	Criticize 3,4	Experiment 2,3,4	Incorporate 3,4,5	Measure 2,4,5(P)	Recommend	<i>Synthesize</i> 4(A)
	Articulate	Critique	Explain 1,3,4,5(A)	<i>Influence</i> 4(A)	Mediate	Reconcile 3,4	Test 3,4,5
	Assess	Deduce 3,4	Facilitate 4,5	Integrate 3,4,5(A)	Modify 2,4,5(P)(A)	Relate 0-5	Transmit
	Authenticate	Defend 1,4(A)	Format	Interpret 1,2,4	Motivate	Release	Validate 4,5
	Choose 1,2,3,4(A)	Determine 1,2,4	Formulate 4,5(P)(A)	Investigate 2,3,4	Negotiate	<i>Resolve</i> 4(A)	Value
	Compare 1,3,4(A)	Discriminate 3,4(A)	Generate 3,4,5	<i>Judge</i> 4(A)	Predict 1,2,4	Select 0-4(A)	Verify 4,5(A)
	Conclude 3,4,5	Disprove	Generalize 1,2,4,5	<i>Justify</i> 4(A)	Prescribe 4,5	Substitute	
	ANALYZING – involves examining things and breaking information into parts by identifying motives or causes. Students make inferences and find evidence to support generalizations. Assessments may include: charts, checklists, database, diagrams, graphs, illustrations, investigation, list, outline, plan, questionnaire, report, spreadsheet, and summary.						
(3) ANALYZING	Analyze	Chunk	Deconstruct	Elucidate	Generate 3,4,5	Maximize 3,5	Relate 0-5
	Appraise 3,4	Classify 1,2,3(A)	Deduce 3,4	Enhance 3,5	<i>Group</i> 3(A)	Minimize 3,5	Select 0-4(A)
	Arrange 0,3,5(P)(A)	Choose 1,2,3,4(A)	Detect	Ensure	Identify 0,1,3 (P)(A)	Optimize	Research
	Audit	Compare 1,3,4(A)	Diagnose	Enumerate	Illustrate 1,2,3	Order 2,3(A)	<i>Separate</i> 3(A)
	Blueprint	Conclude 3,4,5	Diagram	Examine 0,2,3(A)	Incorporate 3,4,5	Organize 2,3,5(P)(A)	Size up
	Breadboard	Confirm	Differentiate 1,3(A)	Experiment 2,3,4	Infer 1,3	Outline 0,3,5	Subdivide
	Break down	Contrast 1,3,4	Discover 2,3	Explain 1,3,4,5(A)	Integrate 3,4,5(A)	Point out	Summarize 1,3,4,5
	Calculate 2,3	Correlate	Discriminate 3,4(A)	Explore 2,3	Interrupt	Prioritize	Survey
	Categorize 1,3,5	Corroborate	<i>Dissect</i> 3(P)	Extract	Inventory	Proofread	Test 3,4,5
	Characterize 1,3	Criticize 3,4	Distinguish 1,3	Extrapolate 1,3	Investigate 2,3,4	Query	Train
	Chart 2,3	<i>Debate</i> 3(A)	Document	Figure out	Isolate	<i>Question</i> 3(A)	Transform
				File	Lay out	Reconcile 3,4	Triage
				Find 1,3	Manage 3,4(P)(A)		

COGNITIVE DOMAIN VERBS (CONTINUED)

(2) APPLYING	APPLYING - is taking learned information and applying it in a different way. Students solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way. Assessments may include: demonstration, diagram, experiment, illustration, journal, lesson, map, model, performance, poster, prediction, report, scrapbook, and simulation.						
	Acquire 0,2	Chart 2,3	Determine 1,2,4	Express 1,2(A)	Model 2,5	Produce 2,5(P)	Sequence
	Adapt 2,5(P)(A)	Choose 1,2,3,4(A)	Diminish	Factor 1,2	Modify 2,4,5(P)(A)	Project	Simplify
	Administer	Classify 1,2,3(A)	Discover 2,3	Figure	Multiply	Pronounce	Simulate
	Allocate	Communicate 2(A)	Divide	Generalize 1,2,4,5	Obtain	Protect 2(A)	Sketch 2(P)
	Alphabetize	Complete 2(P)(A)	Dramatize	Graph	Order 2,3(A)	Prove	Solve 2,5(A)
	Amend	Compute 1,2	Draw 0,2	Guide	Organize 2,3,5(P)(A)	Provide 2(A)	Speak
	Apply 2(P)	Conduct 2(P)	Edit	Hack	Operate 2(P)	Relate 0-5	Subscribe 1,2(A)
	Ascertain	Construct 2,5(P)	Employ	Handle 2,5(P)	Perform 2(P)(A)	Report 1,2,5(A)	Tabulate 0,2
	Assign	Consult	Engineer	Illustrate 1,2,3	Personalize 2(A)	Restate 1,2	Tally 0,2
	Assist	Contribute 2(A)	Establish 2(A)	Implement	Plan 2,5	Restructure	Transcribe
	Attain	Convert 1,2	Examine 0,2,3(A)	Initiate	Plot	Review 0,1,2	Transfer 2(P)
	Avoid 2(A)	Convey	Execute 2(P)	Interpret 1,2,4	Practice 2(P)(A)	Round off	Translate 1,2
	Back up	Coordinate	Exercise	Investigate 2,3,4	Predict 1,2,4	Run	Upload
	Build 2(P)	Customize 2(P)	Expand 2,5	List 0,2	Prepare 1,2,5	Share 2(A)	Use 2(P)(A)
Calculate 2,3	Demonstrate 1,2,5 (P)	Experiment 2,3,4	Load 2(P)	Present	Schedule	Utilize	
Capture	Depreciate	Explore 2,3_	Manipulate 2(P)	Price	Show 0,1,2(P)(A)	Write 0,2,5	
Change 1,2,5(P)(A)	Derive	Expose 2(A)	Measure 2,4,5(P)	Process	Select 0-4(A)		
(1) UNDERSTANDING	UNDERSTANDING – represents an elementary level of thinking whereas the student can determine the meaning of instructional messages (oral, written, and graphic). Students make logical inferences from remembered material. [Cannot be used in competencies]						
	Add	Comment	Determine 1,2,4	Extrapolate 1,3	Journal	Relate 0-5	Search (Boolean)
	Annotate	Compare 1,3,4(A)	Differentiate 1,3 (A)	Factor 1,2	Locate 0,1(P)(A)	Reorder	Select 0-4(A)
	Approximate	Compile	Discuss 1,5(A)	Find 1,3	Observe 1(A)	Repeat 0,1	Show 0,1,2(P)(A)
	Articulate	Compute 1,2	Distinguish 1,3	Generalize 1,2,4,5	Paraphrase	Rephrase	Subscribe 1,2(A)
	Associate 1(A)	Contrast 1,3,4	Elaborate 1,5	Give 1(A)	Picture graphically	Report 1,2,5(A)	Subtract
	Blog	Convert 1,2	Estimate 1,4	Identify 0,1,3 (P)(A)	Predict 1,2,4	Represent	Summarize 1,3,4,5
	Categorize 1,3,5	Defend 1,4(A)	Exemplify 1(A)	Illustrate 1,2,3	Prepare 1,2,5	Restate 1,2	Tag
	Change 1,2,5(P)(A)	Demonstrate 1,2,5 (P)	Explain 1,3,4,5(A)	Infer 1,3	Rearrange 1,5(P)	Review 0,1,2	Translate 1,2
	Characterize 1,3	Depicts	Export	Interact 1(A)	Record 0,1	Revise 1,5(P)(A)	Visualize
Clarify	Describe 0,1(A)	Express 1,2(A)	Interpolate	Recognize 0,1(A)	Rewrite 1,5		
Classify 1,2,3(A)	Detail	Extend	Interpret 1,2,4				
(0) REMEMBERING	REMEMBERING – represents an elementary level of thinking whereas the student can retrieve relevant knowledge from memory. [Cannot be used in competencies]						
	Acquire 0,2	Define	Identify 0,1,3(P)(A)	Meet	Read 0(A)	Reproduce 0(P)	Study 0(A)
	Arrange 0,3,5(P)(A)	Describe 0,1(A)	Index	Memorize	Recall	Retrieve	Tabulate 0,2
	Bookmark	Draw 0,2	Indicate	Name 0(A)	Recite 0(A)	Review 0,1,2	Tally 0,2
	Choose 1,2,3,4 (A)	Duplicate 0(P)	Label 0(A)	Omit	Recognize 0,1(A)	Select 0-4(A)	Trace
	Cite	Enumerate	List 0,2	Outline 0,3,5	Record 0,1	Show 0,1,2(P)(A)	Write 0,2,5
	Collect	Examine 0,2,3(A)	Locate 0,1(P)(A)	Point	Relate 0-5	Spell	
	Count	Highlight	Match	Quote	Repeat 0,1	State	

PSYCHOMOTOR DOMAIN VERBS

Performed actions that are neuromuscular in nature and demand certain levels of physical dexterity. The learner typically observes, imitates, practices, and fine-tunes said skill.

A - B	C	D - H	I - O	P - R	S - Z
Achieve	Calibrate	Demonstrate 1,2,5 (P)	Identify 0,1,3 (P)(A)	Paint	Sand
Activate	Change 1,2,5(P)(A)	Design 5(P)	Imitate	Perform 2(P)(A)	Saw
Adapt 2,5(P)(A)	Clean	Dismantle	Invent 5(P)	Play	Shorten
Adjust (P)(A)	Close	Display (P)(A)	Initiate (P)(A)	Practice 2(P)(A)	Sculpt
Align	Combine 5(P)(A)	Dissect 3(P)	Load 2(P)	Press	Sharpen
Alter (P)(A)	Complete 2(P)(A)	Draw	Locate 0,1(P)(A)	Produce 2,5(P)	Set
Apply 2(P)	Compose 5(P)	Drill	Loosen	Pull	Sew
Arrange 0,3,5(P)(A)	Conduct 2(P)	Duplicate 0(P)	Make	Push	Show 0,1,2(P)(A)
Assemble 5(P)	Connect	Embellish	Manage 3,4(P)(A)	Reach	Sketch 2(P)
Attempt	Construct 2,5(P)	Etch	Manipulate 2(P)	Rearrange 1,5(P)	Start
Automatically	Control (P)(A)	Execute 2(P)	Master	Recreate	Stir
Balance (P)(A)	Copy	Fasten	Measure 2,4,5(P)	Remove	Stretch
Bend	Correct	Fix	Mend	Reorganize 5(P)	Transfer 2(P)
Blend	Craft	Follow (P)(A)	Mimic	Repair	Transform
Build 2(P)	Create 5(P)	Formulate 4,5(P)(A)	Mix	Replace	Troubleshoot
	Customize 2(P)	Grasp	Modify 2,4,5(P)(A)	Reproduce 0(P)	Tune
		Grind	Nail	Rotate	Turn On/Off
		Grip	Operate 2(P)	Revise 1,5(P)(A)	Type
		Handle 2,5(P)	Organize 2,3,5(P)(A)		Use 2(P)(A)
		Hammer	Originate		Weigh
		Heat			Wrap
		Hook			

AFFECTIVE DOMAIN VERBS

Receiving Being aware or attending something in the environment.	Responding Showing some new behaviors as a result of experience.	Valuing Showing some definite involvement or commitment.	Organizing Integrating a new value into one's general set of values, giving it some ranking among one's general priorities.	Internalizing Acting consistently with the new value.
Accept (A)	Acclaim	Accept (responsibility) (A)	Adapt 2,5(P)(A)	Act 5(A)
Acknowledge	Acquaint self	Adopt	Adhere to	Advocate
Accumulate	Admit	Answer (A)	Adjust (P)(A)	Avoid 2(A)
Appreciate	Agree	Argue 4,5(A)	Alter (P)(A)	Change 1,2,5(P)(A)
Ask	Answer (A)	Assist (A)	Arrange 0,3,5 (P)(A)	Change behavior
Attend	Approve	Associate with 1(A)	Balance (P)(A)	Defend 1,4(A)
Choose 1,2,3,4(A)	Assist (A)	Assume responsibility	Choose 1,2,3,4(A)	Develop code of behavior
Combine 5(P)(A)	Augment	Be convinced	Classify 1,2,3(A)	Develop philosophy
Control (P)(A)	Be willing to	Believe in	Codify	Devote(A)
Describe 0,1(A)	Care for	Comfort	Combine 5(P)(A)	Discriminate 3,4(A)
Develop 5(A)	Commend	Commit	Compare 1,3,4(A)	Display (P)(A)
Follow (P)(A)	Communicate 2(A)	Debate 3(A)	Complete 2(P)(A)	Exemplify 1(A)
Give 1(A)	Complete 2(P)(A)	Defend 1,4(A)	Conceptualize	Exhibit (A)
Hold	Comply	Describe 0,1(A)	Defend 1,4(A)	Expose 2(A)
Identify 0,1,3(P)(A)	Conform	Desire	Disclose	Influence 4(A)
Listen for (A)	Consent	Devote(A)	Discriminate 3,4(A)	Internalize
Locate 0,1(P)(A)	Contribute 2(A)	Differentiate 1,3(A)	Discuss 1,5(A)	Judge problems/issues 4(A)
Name 0(A)	Cooperate	Exhibit loyalty to (A)	Display (P)(A)	Justify behaviors 4(A)
Notice	Deal with	Explain 1,3,4,5(A)	Establish 2(A)	Listen (A)
Observe 1(A)	Discuss 1,5(A)	Express 1,2(A)	Explain 1,3,4,5(A)	Maintain
Pay attention	Dress	Form	Form judgements	Manage 3,4(P)(A)
Perceive	Enjoy	Foster	Formulate 4,5(P)(A)	Modify 2,4,5(P)(A)
Point to	Examine 0,2,3(A)	Have faith in	Group 3(A)	Perform 2(P)(A)
Receive	Find pleasure	Help	Identify with 0,1,3(P)(A)	Propose (A)
Recognize 0,1(A)	Follow (P)(A)	Initiate (P)(A)	Integrate 3,4,5(A)	Qualify
Reply	Greet	Invite	Manage 3,4(P)(A)	Question 3(A)
Select 0-4(A)	Help	Join 5(A)	Modify 2,4,5(P)(A)	Require
Separate 3(A)	Interact 1(A)	Justify 4(A)	Order 2,3(A)	Resolve 4(A)
Set apart	Label 0(A)	Participate	Organize 2,3,5(P)(A)	Revise 1,5(P)(A)
Share 2(A)	Obey	Promote	Prefer	Serve
Show alertness 0,1,2(P)(A)	Perform 2(P)(A)	Propose (A)	Rank 4(A)	Show devotion to 0,1,2(P)(A)
Show interest 0,1,2(P)(A)	Personalize 2(A)	Protect 2(A)	Reveal	Show mature attitude
Tolerate	Practice 2(P)(A)	Protest	Select 0-4(A)	Solve 2,5(A)
Use 2(P)(A)	Present	Pursue	Systematize	Support 4,5(A)
View	Provide 2(A)	Relinquish	Theorize (on)	Synthesize 4(A)
	Read 0(A)	Report 1,2,5(A)	Weigh alternatives	Uphold
	Recite 0(A)	Respect		Use 2(P)(A)
	Report 1,2,5(A)	Seek		Verify 4,5(A)
	Respond	Select 0-4(A)		
	Select 0,1,3,4	Share 2(A)		
	Talk to	Show concern 0,1,2(P)(A)		
	Tell	Specify 5(A)		
	Visit	Subscribe to 1,2(A)		
	Write 0,2,5	Subsidize		
		Support 4,5(A)		
		Study 0(A)		
		Work		