

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	<u>Compose</u> 5(P)	<u>Develop</u> 5(A)	Frame	Lecture	Portray	Rewrite 1,5
	<u>Act</u> 5(A)	Conclude 3,4,5	Devise	Generalize 1,2,4,5	Make up	Prepare 1,2,5	Schematize
	Adapt 2,5(P)(A)	Consolidate	Dictate	Generate 3,4,5	Maximize 3,5	Prescribe 4,5	Score
	Animate	Construct 2,5(P)	Discuss 1,5(A)	Handle 2,5(P)	Measure 2,4,5(P)	Produce 2,5(P)	Solve 2,5(A)
	Argue 4,5(A)	Convince	Elaborate 1,5	Hypothesize	Minimize 3,5	Program	<u>Specify</u> 5(A)
	Arrange 0,3,5(P)(A)	Correspond	Enhance	Import	Model 2,5	Rearrange 1,5(P)	Standardize
	<u>Assemble</u> 5(P)	<u>Create</u> 5(P)	Expand 2,5	Improve	Modify 2,4,5(P)(A)	Reconstruct	Summarize 1,3,4,5
	Budget	Cultivate	Explain 1,3,4,5(A)	Incorporate 3,4,5	Network	Refer	Support 4,5(A)
	Categorize 1,3,5	Debug	Facilitate 4,5	Integrate 4,5(A)	Organize 2,3,5(P)(A)	Relate 0 - 5	Test 3,4,5
	Change 1,2,5(P)(A)	Demonstrate 1,2,5(P)	Forecast	Interface	Outline 0,3,5	<u>Reorganize</u> 5(P)	Theorize
	Choreograph		Format	<u>Invent</u> 5(P)	Overhaul	Report 1,2,5(A)	Validate 4,5
	Code	Depict	Formulate 4,5(P)(A)	<u>Join</u> 5(A)	Perform	Revise 1,5(P)(A)	Verify 4,5(A)
	<u>Combine</u> 5(P)(A)	<u>Design</u> 5(P)			Plan 2,5		Write 0,2,5
	Compile						
	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	Counsel	Estimate 1,4	Grade	Mark	<u>Rank</u> 4(A)	Substitute
	Appraise 3,4	Criticize 3,4	Evaluate	Hire	Measure 2,4,5(P)	Rate	Summarize 1,3,4,5
	Argue 4,5(A)	Critique	Experiment 2,3,4	Incorporate 3,4,5	Mediate	Recommend	Support 4,5(A)
	Articulate	Deduce 3,4	Explain 1,3,4,5(A)	<u>Influence</u> 4(A)	Modify 2,4,5(P)(A)	Reconcile 3,4	<u>Synthesize</u> 4(A)
	Assess	Defend 1,4(A)	Facilitate 4,5	Integrate 4,5(A)	Motivate	Relate 0-5	Test 3,4,5
	Authenticate	Determine 1,2,4	Format	Interpret 1,2,4	Negotiate	Release	Transmit
	Choose 1,2,3,4(A)	Discriminate 3,4(A)	Formulate 4,5(P)(A)	<u>Judge</u> 4(A)	Predict 1,2,4	<u>Resolve</u> 4(A)	Validate 4,5
	Compare 1,3,4(A)	Disprove	Generate 3,4,5	<u>Justify</u> 4(A)	Prescribe 4,5	Select 0-4(A)	Value
	Conclude 3,4,5		Generalize 1,2,4,5	Manage 3,4(P)(A)			Verify 4,5(A)
	Contrast 1,3,4						
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. Diagram, graph, illustration, 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	Ensure	<u>Group</u> 3(A)	Minimize 3,5	Select 0-4(A)
	Arrange 0,3,5(P)(A)	Choose 1,2,3,4(A)	Detect	Enumerate	Identify 0,1,3 (P)(A)	Optimize	Research
	Audit	Compare 1,3,4(A)	Diagnose	Examine 0,2,3(A)	Illustrate 1,2,3	Order 2,3(A)	<u>Separate</u> 3(A)
	Blueprint	Conclude 3,4,5	Diagram	Experiment 2,3,4	Incorporate 3,4,5	Organize 2,3,5(P)(A)	Size up
	Breadboard	Confirm	Differentiate 1,3(A)	Explain 1,3,4,5(A)	Infer 1,3	Outline 0,3,5	Subdivide
	Break down	Contrast 1,3,4	Discover 2,3	Explore 2,3	Interrupt	Point out	Summarize 1,3,4,5
	Calculate 2,3	Correlate	Discriminate 3,4(A)	Extract	Inventory	Prioritize	Survey
	Categorize 1,3,5	Corroborate	<u>Dissect</u> 3(P)	Extrapolate 1,3	Investigate 2,3	Proofread	Test 3,4,5
	Characterize 1,3	Criticize 3,4	Distinguish 1,3	Figure out	Isolate	Query	Train
	Chart 2,3	<u>Debate</u> 3(A)	Document	File	Lay out	<u>Question</u> 3(A)	Transform
				Find 1,3	Manage 3,4(P)(A)	Reconcile 3,4	

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.

(2) APPLYING	Acquire 0,2	Chart 2,3	Derive	<u>Expose 2(A)</u>	Measure 2,4,5(P)	Process	Select 0-4(A)
	Adapt 2,5(P)(A)	Choose 1,2,3,4(A)	Determine 1,2,4	Express 1,2(A)	Model 2,5	Produce 2,5(P)	Sequence
	Administer	Classify 1,2,3(A)	Diminish	Factor 1,2	Modify 2,4,5(P)(A)	Project	Simplify
	Allocate	<u>Communicate 2(A)</u>	Discover 2,3	Figure	Multiply	Pronounce	Simulate
	Alphabetize	<u>Complete 2(P)(A)</u>	Divide	Generalize 1,2,4,5	Obtain	<u>Protect 2(A)</u>	<u>Sketch 2(P)</u>
	Amend	Compute 1,2	Dramatize	Graph	Order 2,3(A)	Prove	Solve 2,5(A)
	<u>Apply 2(P)</u>	<u>Conduct 2(P)</u>	Draw 0,2	Guide	Organize 2,3,5(P)(A)	<u>Provide 2(A)</u>	Speak
	Ascertain	Construct 2,5(P)	Edit	Hack	<u>Operate 2(P)</u>	Relate 0-5	Subscribe 1,2(A)
	Assign	Consult	Employ	Handle 2,5(P)	<u>Perform 2(P)(A)</u>	Report 1,2,5(A)	Tabulate 0,2
	Attain	<u>Contribute 2(A)</u>	Engineer	Illustrate 1,2,3	<u>Personalize 2(A)</u>	Restate 1,2	Tally 0,2
	<u>Avoid 2(A)</u>	Convert 1,2	<u>Establish 2(A)</u>	Implement	Plan 2,5	Restructure	Transcribe
	Back up	Convey	Examine 0,2,3(A)	Initiate	Plot	Review 0,1,2	<u>Transfer 2(P)</u>
	<u>Build 2(P)</u>	Coordinate	<u>Execute 2(P)</u>	Interpret 1,2,4	<u>Practice 2(P)(A)</u>	Round off	Translate 1,2
	Calculate 2,3	<u>Customize 2(P)</u>	Exercise	Investigate 2,3	Predict 1,2,4	Run	Upload
	Capture	Demonstrate 1,2,5 (P)	Expand 2,5	List 0,2	Prepare 1,2,5	<u>Share 2(A)</u>	<u>Use 2(P)(A)</u>
	Change 1,2,5(P)(A)	Depreciate	Experiment 2,3,4	<u>Load 2(P)</u>	Present	Schedule	Utilize
			Explore 2,3	Manipulate 2(P)	Price	Show 0,1,2(P)(A)	Write 0,2,5

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]**

(1) UNDERSTANDING	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	<u>Observe 1(A)</u>	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)
	<u>Associate 1(A)</u>	Contrast 1,3,4	Elaborate 1,5	<u>Give 1(A)</u>	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)	<u>Exemplify 1(A)</u>	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	<u>Interact 1(A)</u>	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			

REMEMBERING – represents an elementary level of thinking whereas the student can retrieve relevant knowledge from memory. **[Cannot be used in competencies]**

(0) REMEMBERING	Acquire 0,2	Define	Identify 0,1,3(P)(A)	Meet	<u>Read 0(A)</u>	Reproduce 0(P)	<u>Study 0(A)</u>
	Arrange 0,3,5(P)(A)	Describe 0,1(A)	Index	Memorize	Recall	Retrieve	Tabulate 0,2
	Bookmark	Draw 0,2	Indicate	<u>Name 0(A)</u>	<u>Recite 0(A)</u>	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.

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

AFFECTIVE DOMAIN VERBS

Receiving	Responding	Valuing	Organizing	Internalizing
Being aware or attending something in the environment.	Showing some new behaviors as a result of experience.	Showing some definite involvement or commitment.	Integrating a new value into one's general set of values, giving it some ranking among one's general priorities.	Acting consistently with the new value.
<u>Accept</u> (A)	Acclaim	<u>Accept</u> (responsibility) (A)	<u>Adapt</u> 2,5(P)(A)	<u>Act</u> 5(A)
Acknowledge	Acquaint self	Adopt	Adhere to	Advocate
Accumulate	Admit	<u>Answer</u> (A)	<u>Adjust</u> (P)(A)	Avoid 2(A)
Appreciate	Agree	Argue 4,5(A)	<u>Alter</u> (P)(A)	Change 1,2,5(P)(A)
Ask	<u>Answer</u> (A)	<u>Assist</u> (A)	Arrange 0,3,5 (P)(A)	Change behavior
Attend	Approve	Associate with 1(A)	<u>Balance</u> (P)(A)	Defend 1,4(A)
Choose 1,2,3,4(A)	<u>Assist</u> (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
<u>Control</u> (P)(A)	Be willing to	Believe in	Codify	<u>Devote</u> (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)	<u>Display</u> (P)(A)
<u>Follow</u> (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	<u>Exhibit</u> (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)
<u>Listen</u> for (A)	Consent	<u>Devote</u> (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	<u>Exhibit</u> loyalty to (A)	<u>Display</u> (P)(A)	Justify behaviors 4(A)
Notice	Deal with	Explain 1,3,4,5(A)	Establish 2(A)	<u>Listen</u> (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)	<u>Propose</u> (A)
Recognize 0,1(A)	<u>Follow</u> (P)(A)	<u>Initiate</u> (P)(A)	Integrate 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)	<u>Propose</u> (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 Use 2(P)(A)
	Recite 0(A)	Respect		Verify 4,5(A)
	Report 1,2,5(A)	Seek		
	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		