

## Types of Assessments and Assignments by Cognitive Level

Cognitive level	Type of thinking	Sample verbs	Examples	Examples of assessments and assignments
<b>Remember</b>	Retrieve, recall, or recognize knowledge from long-term memory	Cite, define, describe, identify, label, list, match, name, quote, recall, retrieve	Students will: Recall dates of important events in US history, state the definition of content specific vocabulary, cite Newton's law of motion	Clicker questions, fill in the blanks, multiple choice test, short answer test, labeling, illustrations, provide examples
<b>Understand</b>	Demonstrate comprehension through one or more forms of explanation	Arrange, categorize, clarify, classify, describe, defend, diagram, discuss, explain, generalize	Students will: Classify a mental illness, compare the health policies in two countries, diagram, describe Newton's laws of motion in their own words	Concept map, diagram, outline, model, create a summary, infographic, one-minute paper, presentation, provide examples, short answer test, provide an analogy
<b>Apply</b>	Use information in new situations	Execute, implement, solve, use, demonstrate, interpret	Students will: Use Newton's second law to solve a problem, carry out a statistically analysis using a data set not previously encountered	Discussion board posts, portfolios, lab reports, presentation, problem solving tasks, diagram, role-play, sketch, write questions and answers, demonstrate, illustrate
<b>Analyze</b>	Draw connections among ideas by breaking material into parts	Differentiate, organize, relate, compare, contrast, distinguish	Students will: Analyze the relationship between events in US history, differentiate between potential and kinetic energy	Analysis paper, case studies, critiques, evaluation, research paper, review paper, survey, create and analyze a questionnaire
<b>Evaluate</b>	Justify a stand or decision	Appraise, argue, defend, justify, select, support, critique	Students will: Detect inconsistencies within a study, determine whether using the conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem	Argument or persuasive essay, debate, discussion, provide alternative solutions, appraisals, case studies, critiques, court trials, self-evaluations, simulations, write a conclusion
<b>Create</b>	Produce new or original work	Design, assemble, construct, conjecture, develop, investigate	Students will: Design a new set for a production, develop an alternative hypothesis, design an original problem dealing with the principle of conservation of energy	Develop criteria to evaluate a product or solution, write a grant proposal, outline alternative solutions, research proposal, action plans, case studies, construct simulations, experiment, create games, formulate standards

**Source**

Colorado College. (n.d.). *Bloom's revised taxonomy*. <https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/learning-outcomes/blooms-revised-taxonomy.html>. (Adapted from: Anderson, L. W., & Krathwohl, D. R. [Eds.]. [2001]. *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Addison Wesley Longman.)