



PREFERRED BLOOM’S TAXONOMY ACTION VERBS
(Original Bloom’s taxonomy)

KNOWLEDGE (ACPE Knowledge Activities)	COMPREHENSION (ACPE Knowledge Activities)	APPLICATION (ACPE Application* Activities)	ANALYSIS Critical Thinking (ACPE Application* Activities)	SYNTHESIS Critical Thinking (ACPE Application* Activities)	EVALUATION Critical Thinking (ACPE Application* Activities)
<ul style="list-style-type: none"> • Cite • Define • Describe • Identify • Label • List • Match • Name • Order • Select • State 	<ul style="list-style-type: none"> • Describe • Discuss • Estimate • Give example(s) • Identify • Select • Summarize 	<ul style="list-style-type: none"> • Apply • Assign • Change • Choose • Interpret • Modify • Predict • Solve • Use 	<ul style="list-style-type: none"> • Adjust (as in dose modification) • Analyze • Apply • Calculate • Categorize • Choose • Compare • Contrast • Differentiate • Identify • Interpret • Prioritize • Select 	<ul style="list-style-type: none"> • Categorize • Combine • Compose • Construct • Create • Counsel (a patient-Tell) • Design • Develop • Plan • Recommend (Tell) • Summarize 	<ul style="list-style-type: none"> • Assess • Choose • Compare • Conclude • Contrast • Counsel • Critique • Estimate • Evaluate • Justify • Interpret • Rate • Predict • Select • Summarize • Rank • Rate • Recommend • Validate

Writing Learning Objectives

When writing learning objectives, use one of the verbs in the table above corresponding to the activity type—knowledge or application.*

Other verbs which may be acceptable are subject to approval by ASHP staff.

*Application-based activities can also include some knowledge-based learning objectives. The main focus of the overall activity must be skill-based.

Steps towards writing effective learning objectives:

1. The objective is written from the perspective of the learner—what will the learner be able to know or do at the conclusion of the activity?
2. Make sure there is **one** measurable verb in each objective.
3. Each objective needs one verb. Either a learner can master the objective, or they fail to master it. If an objective has two verbs (say, *define* and *apply*), what happens if a learner can define, but not apply? Are they demonstrating mastery?
4. Learning objectives must be measurable, clear, and concise.
5. There must be a learning activity/assessment (with feedback) for each verb that aligns with the action verb.