



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

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

**Writing Learning Objectives**

When writing learning objectives, use one of the verbs in the table above that corresponds 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.