Action Verbs by Domain

Cognitive Domain

This action verb list supports faculty in developing measurable program-level outcomes and course-level learning objectives within the cognitive domain. It is based on Bloom's Revised Taxonomy[1], emphasizing a multidimensional view of student learning and performance. The original version was adapted and expanded from Jerrold Kemp's "List of Verbs" (1994)[2], which categorizes action verbs by cognitive level. Each column below includes: (1) a cognitive category from Bloom's hierarchy, (2) its definition, and (3) a curated list of associated action verbs.

Remember	Understand	Apply	Analyze	Evaluate	Create
Recall facts and basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections among ideas	Justify a decision or course of action	Produce new or original work
Choose	Annotate	Apply	Analyze	Appraise	Arrange
Define	Characterize	Calculate	Break down	Argue	Assemble
Describe	Classify	Change	Calculate Categorize	Assess	Build
Enumerate	Compare	Choose Comply	Compare	Choose	Collect
Identify	Convert	Compute	Contrast	Conclude	Combine
Label	Defend	Demonstrate	Criticize	Critique	Compose
List	Describe	Discover	Diagram	Defend	Construct
Name	Discuss	Dramatize	Differentiate	Describe	Create
Quote	Distinguish	Employ	Discriminate	Discriminate	Design
Recall	Estimate	Illustrate	Discover	Estimate	Develop
Recognize	Express	Manage	Distinguish	Evaluate	Devise
Repeat	Explain	Manipulate	Examine	Explain	Establish
Reproduce	Extend	Model	Experiment	Interpret	Formulate
Select	Generalize	Modify	Identify	Judge	Generate
State	Illustrate	Operate	Illustrate	Justify	Integrate
Underline	Indicate	Practice	Infer	Predict	Organize
	Infer	Predict	Model	Rate	Plan
	Interpret	Prepare	Order	Relate	Prepare
	Locate	Produce	Outline	Select	Propose
	Paraphrase	Relate	Point out	Support	Rearrange
	Predict	Schedule	Question	Value	Reconstruct
	Recognize	Show	Relate		Relate
	Relate	Sketch	Select		Reorganize
	Report	Solve	Separate		Revise
	Review	Use	Subdivide		Rewrite
	Rewrite	Write	Survey		Set up
	Summarize		Test		Synthesize
	Translate				Tell
					Write

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[1]Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory into Practice*, 41(4), 212-218. https://doi.org/10.1207/s15430421tip4104_2

[2]Kemp, J. E., & Cochern, G. W. (1994). *Planning for effective technical training: A guide for instructors and trainers.* Educational Technology Publications.

Affective (Developmental) Domain

This action verb list supports faculty in developing program-level outcomes and course-level learning objectives related to social-emotional skills, values, and ethical development. It is based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Social-Emotional Learning (SEL) Framework[3], emphasizing holistic student development through self-awareness, relationship skills, and responsible decision-making. This version categorizes action verbs by CASEL's 5 Core Competencies while preserving all original elements from Krathwohl's Affective Domain Taxonomy. Each category below includes: (1) a CASEL competency, (2) its definition, and (3) a curated list of associated action verbs.

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Recognize one's emotions, values, strengths, and limitations	Regulate emotions and behaviors to achieve goals	Empathize with others and understand diverse perspectives	Communicate, collaborate, and resolve conflicts	Make ethical, constructive choices based on social norms and consequences
Acknowledge Analyze Assess Compare Critique Describe Determine Diagnose Evaluate Examine Identify Infer Interpret Judge Justify Label Recognize Reflect Self-reflect Understand Value	Act Balance Build Care (for) Commit (to) Complete Comply Control Coordinate Demonstrate Direct Endure Enhance Establish Follow Forgive Maintain Manage Monitor Motivate Organize Persist Plan Practice Preserve Regulate Resolve Strive Tolerate	Accept Advocate Aid Appreciate Attend (to) Care (for) Collaborate Communicate Confer Consider Cooperate Empathize Encourage Facilitate Forgive Foster Guide Help Influence Initiate Listen Mediate Negotiate Observe Praise Respect Respond Share Support Thank Value	Answer Ask Assist Clarify Communicate Collaborate Consult Counsel Debate Defend Discuss Engage Express Facilitate Give Feedback Interact Lead Listen Mediate Negotiate Praise Propose Question Reconcile Resolve Respond Role play Support Synthesize Validate	Act Administer Advocate Analyze Assess Choose Clarify Commit (to) Conform Consider Contribute Decide Design Determine Diagnose Establish Evaluate Examine Expedite Judge Justify Plan Propose Question Recommend Resolve Revise Seek Select Weigh

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[3]Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). *CASEL's SEL framework*. https://casel.org/casel-sel-framework-11-2020/?view=true

Skills (Psychomotor) Domain

This action verb list supports faculty in developing program-level outcomes and course-level learning objectives that focus on physical skills, technical coordination, and the application of motor skills in both traditional and modern contexts. It builds upon foundational psychomotor taxonomies by Simpson and integrates principles from 21st Century Skills for Psychomotor Learning[4] to address today's demands for digital literacy, adaptive problem-solving, and collaborative action. Each column below includes: (1) a category from the updated psychomotor domain hierarchy, (2) its definition, and (3) a curated list of associated action verbs.

Perception & Readiness	Guided Technical Operations	Precision Execution	Dynamic Adaptation	Collaborative Innovation
Detect and prepare for physical/digital tasks	Follow protocols to operate tools/tech	Perform skilled actions with accuracy	Adjust techniques to solve problems	Design new solutions with teams
Begin Choose Describe Detect Differentiate Display Distinguish Explain Identify Isolate Move Proceed React Relate Respond Select Separate Show Start Volunteer	Arrange Assemble Begin Build Calibrate Choose Combine Construct Dismantle Display Fasten Fix Follow Grind Heat Manipulate Measure Mend Mix Move Operate Organize Perform Proceed Select Sketch Start Work	Arrange Assemble Build Calibrate Combine Construct Dismantle Display Dissect Execute Fasten Fix Grind Heat Manipulate Measure Mend Mix Move Operate Organize Perform Proceed Select Sketch Work	Adapt Adjust Alter Change Modify Rearrange Reconstruct Reorganize Revise Vary	Arrange Build Combine Compose Construct Design Develop Originate Setup

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[4]Hill, K., Fadel, C., & Bialik, M. (2018). *Psychomotor skills for the 21st century: What should students learn?* https://curriculumredesign.org/wp-content/uploads/Psychomotor-Skills-CCR-May2018.pdf

Self-Directed Learning Domain

This action verb list supports faculty in developing program-level outcomes and course-level learning objectives that focus on students' capacity to take ownership of their own learning. Rooted in Pintrich's self-regulated learning framework[5], this expanded taxonomy addresses the increasing importance of metacognitive skills, personal agency, and lifelong learning habits in higher education. Each column below includes: (1) a phase of self-directed learning drawn from the updated four-part model, (2) definition, and (3) a curated list of associated action verbs.

Awareness	Planning	Monitoring	Growth
Recognize and make sense of one's learning status, preferences, and challenges	Set goals, identify strategies, and organize resources before learning begins	Track progress, evaluate strategies, and adjust approaches to enhance learning	Seek feedback, apply knowledge in new contexts, and cultivate long-term learning habits
Acknowledge Analyze Balance Categorize Describe Diagram Distinguish Grasp Identify Interpret Label List Listen Map Notice Observe Outline Paraphrase Read Recall Recite Recognize Reflect Search Self-assess Specify State Summarize Translate Underline	Align Arrange Brainstorm Categorize Choose Classify Campaign Compose Construct Create Deconstruct Decide Determine Devise Dramatize Design Experiment Formulate Frame Questions Generate Map Out Modify Organize Outline Plan Prepare Prioritize Schedule Select Set Goals Sketch Strategize Structure	Adjust Appraise Assess Audit Check Critique Diagram Direct Estimate Evaluate Examine Exemplify Justify Measure Monitor Participate Predict Question Reflect Regulate Review Scrutinize Self-assess Self-regulate Show Test Verify	Adapt Apply Commit Demonstrate Develop Expand Implement Explore Integrate Internalize Persist Seek Sustain Transfer Transform

[5]Schunk, D. H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational Psychologist*, 40, 85-94. https://libres.uncg.edu/ir/uncg/f/D_Schunk_Self_2005.pdf

Fink's Verbs for Significant Learning Goals

This action verb list supports faculty in developing program-level outcomes and course-level learning objectives that emphasize holistic and transformative learning. Rooted in Fink's Taxonomy of Significant Learning [6], this expanded framework reflects the multidimensional nature of meaningful learning experiences in higher education. It underscores the integration of foundational knowledge, practical application, personal development, and reflective growth. Each category below includes: (1) a distinct domain of significant learning, (2) definition, and (3) a curated list of associated action verbs.

Foundational Knowledge	Application	Integration	Human Dimension	Caring	Learning How to Learn
Remember and understand key information	Use knowledge to perform, solve, or create	Make connections across ideas, disciplines, or experiences	Gain insight into self and relationships with others	Develop new feelings, interests, or values	Improve the ability to learn and self-direct learning
Arrange Classify Define Describe Explain Identify Indicate Predict Recall Recognize Remember Summarize Understand	Analyze Apply Assess Calculate Communicate Coordinate Create Critique Develop (a plan) Do [skill] Imagine Judge Make decisions about… Manage Solve Use	Compare Contrast Connect Determine the cause Identify the interaction between… Identify the similarities between… Integrate Relate	Advocate Collaborate Come to see themselves as… Compare viewpoints Decide to become… Determine (why actions occurred) Discuss (world events) Identify the impact Interact with others Plan (a change) Share Support Resolve Understand others	Adjust (beliefs) Commit Develop (a plan) Explore Express Get excited about… Increase interest in… Pledge Prepare to Reflect Value	Analyze Construct knowledge about… Create a learning plan Frame useful questions Identify resources Inquire Reflect Research Self-assess Self-monitor Set a learning agenda

[6]Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.* Jossey-Bass. https://www.iup.edu/teachingexcellence/files/teaching_resources/teaching_effectively/l._dee_fink_creating_significant_learning_experibookzz.org.pdf

Medicine Wheel

This action verb list supports faculty in developing program-level outcomes and course-level learning objectives that align with Indigenous ways of knowing and holistic educational practice. It is grounded in the Medicine Wheel framework[7] and adapted from LaFever's model[8], emphasizing the interconnected development of the mental, emotional, physical, and spiritual dimensions of learners. It reflects a decolonized approach to curriculum that values not only cognitive skills but also empathy, experiential engagement, and purpose-driven growth. Each category below includes: (1) a distinct domain of holistic learning, (2) definition, and (3) a curated list of associated action verbs.

Mental (Cognitive)	Emotional (Affective)	Physical (Psychomotor)	Spiritual (Holistic Purpose)
Understand and apply knowledge through thinking, analyzing, and problem-solving	Recognize and manage feelings while building empathy and interpersonal connections	Demonstrate learning through movement, creation, and hands-on action	Honor interconnectedness, reflect deeply, and pursue meaning and personal purpose
Analyze Apply Assess Classify Compare Critique Define Design Evaluate Examine Explain Interpret Justify Plan Reflect Solve Synthesize	Acknowledge Allow Appreciate Bond Care Comfort Consider Cooperate Empathize Engage Express Identify Include Listen Participate Provide Relate to Respect Respond Share Support Value	Act Assemble Balance Build Create Demonstrate Develop Draw Execute Model Operate Perform Practice Show Sketch Test	Act upon Advocate Appreciate Commit Connect Consult Create Defend Empower Engage in Envision Exemplify Express Gain Guide Honor Influence Inspire Nurture Prepare Recognize Reflect Reinforce Remain Respect Seek Self-define Serve Transform Value Work with

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[7] https://www.usetinc.org/departments/otph/behavioral-health-and-substance-use/medicine-wheel-yellow-east/

[8] LaFever, M. (2016). Switching from Bloom to the Medicine Wheel: Creating learning outcomes that support Indigenous ways of knowing in post-secondary education. *Intercultural Education*, 27(5), 409-424. https://studentaffairs.colostate.edu/wp-content/uploads/sites/11/2021/11/ILLiad-Switching-from-Bloom.pdf