



Linking Assessment Methods with Learning Outcomes using Bloom's Taxonomy

In any learning context, it is important that the method of assessment effectively measures or evaluates whether or not the learning outcomes have been demonstrated. In this resource, using **Bloom's revised Taxonomy** as a framework—particularly his work in the cognitive domain of learning (see [Anderson and Krathwohl 2001](#))—we have compiled a list of **'thinking processes', competences and skills** that are commonly assessed in higher education.

For each level within the Taxonomy, you will find:

- (a) a list of related "action verbs" that may be used to articulate an appropriate learning outcome
- (b) a series of assessment approaches that are typically used to assess the achievement of learning outcome at this level.



Developing links between learning outcomes and assessment can be challenging. In many cases, one assessment type may not satisfy all learning outcomes and it may be necessary to choose a number of different assessment types.

Learning outcome linked to:	Related verbs	Assessment approaches typically used to assess the achievement of this learning outcome type
REMEMBER: Remembering previously learned information	Recognise, Recall, State, Outline, Identify, Describe, Match, Order, Name, Label, Reproduce	Test/Quiz ; Essay ; Presentation ; Visual Artefact ; Oral examination
UNDERSTAND: Demonstrating understanding and comprehension	Interpret, Exemplify, Clarify, Classify, Paraphrase, Summarise, Infer, Compare, Explain, Represent, Translate, Illustrate, Categorise	Presentation ; Annotated bibliography ; Oral examination ; Essay ; ePortfolio ; Discussion boards ; Blog ; Journal ; Wiki ; Literature review ; Performance ; Open-book assessment ; Visual Artefact ;



APPLY: Applying knowledge in a given situation	Apply, Implement, Demonstrate, Illustrate, Interpret, Execute	Lab assessment ; Performance ; Open-book assessment ;
ANALYSE: Analysing, classifying, hypothesis testing & evidencing	Analyse, Differentiate, Organise, Attribute, Appraise, Critique	Essay ; Lab assessment ; Presentation ; Test/Quiz ; Visual artefact ; ePortfolio ; Annotated bibliography ; Discussion boards ; Blog ; Journal ; Wiki ; Oral examination ; Literature review ; Performance ; Open-book assessment
EVALUATE: Evaluating, evidencing & defending judgment or analysis	Evaluate, Critique, Appraise, Argue, Justify, Explain, Predict, Support, Defend	Essay ; Annotated bibliography ; Presentation ; Visual artefact ; Test/Quiz ; Discussion boards ; Blog ; Journal ; Wiki ; Oral examination ; Literature review ; Performance ; Open-book assessment
CREATE: Creating, integrating or synthesising ideas, concepts or practices coherently	Create, Generate, Plan, Produce, Design, Modify, Develop, Invent, Write.	Visual artefact ; ePortfolio ; Essay ; Presentation ; Annotated bibliography ; Discussion boards ; Blog ; Journal ; Wiki ; Literature review ; Performance ; Open-book assessment

References

- Anderson and Krathwohl (2001) [A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives](#): Anderson and Krathwohl present a revision of Bloom's Taxonomy pointing towards a more dynamic framework where they use 'action words' to describe the cognitive processes by which we encounter and engage with knowledge.

Last updated on: 26 April 2021