

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 verbs from the table above that correspond to the activity type—**knowledge**, **application**, or **practice-based**.

Other verbs may be acceptable if approved by ASHP staff.

Application-based activities can also include some knowledge-based objectives, but the **primary focus** should be skill development.

Steps for writing effective learning objectives:

1. Write each objective from the perspective of the **learner**—what the participant should be able to do or know after the session.
2. Make sure the objective reflects a **measurable outcome** of learning, not just the topic being covered.
3. Each objective should be **specific and achievable**; avoid compound objectives with multiple verbs (e.g., “describe and apply”).
4. Use verbs that align with the **intended level of learning** (knowledge vs. application).
5. Ensure there is a **corresponding learning activity or assessment** for each objective that allows participants to demonstrate achievement.