



EXPEDITIONARY LEARNING

Verbs to Use in Learning Targets

Learning Target Types (Stiggins, et al)	Bloom's Taxonomy (revised in 2001 by Anderson)	Sample Verbs
Knowledge- Facts, concepts to be learned outright or retrieved using reference materials.	Remembering	name, match, select, choose, order, label, list, arrange, identify, locate, define, duplicate, memorize, recognize, relate, recall, repeat... <i>Ex. I can name the main body parts of an insect.</i>
	Understanding	tell, describe, explain, discuss, express, report, restate, review, translate, paraphrase... <i>Ex. I can describe what makes an insect different from other bugs.</i>
Reasoning- Using knowledge to solved a problem, make a decision, plan, etc.	Applying	use, draw, sort, write, solve, demonstrate, infer, dramatize, employ, interpret, operate, practice, schedule... <i>Ex. I can sort insects from non-insects.</i>
	Analyzing	question, infer, test, experiment, compare, contrast, analyze, calculate, categorize, criticize, differentiate, discriminate, distinguish, examine... <i>Ex. I can examine a specimen collected during fieldwork and determine whether it is an insect.</i>
	Evaluating	argue, assess, choose, compare, defend estimate, judge, predict, rate, select, support, value, evaluate, appraise, ... <i>Ex. I can assess whether a specimen should be included in our class' insect field guide based on the following criteria...</i>
Skills- Using knowledge and reasoning to perform skillfully.	Creating	create, do, perform, read, speak, operate, model, dramatize, measure, collect, compose, construct, design, develop, formulate, manage, organize, plan, assemble, prepare, propose, arrange, write... <i>Exs. I can write an informative paragraph on insect identification for our class field guide.</i> <i>I can create a scientific drawing of an insect for our class field guide.</i>

<p>Craftsmanship targets... Help students better understand a particular medium. They are often associated with the arts and technology or related to the creation of a high-quality product.</p>	<p>Examples</p> <ul style="list-style-type: none"> • <i>I can use shape, color, and texture to create a realistic drawing of my insect specimen.</i> • <i>I can revise my scientific drawing based feedback from my partner.</i>
<p>Character targets... Name what is expected of students related to academic habits or relational skills.</p>	<p>Examples</p> <ul style="list-style-type: none"> • <i>I can give and receive kind, helpful and specific feedback about our class' scientific drawings.</i> • <i>I can collaborate with my group to create a poster listing observations from our fieldwork.</i>