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|  | **Bloom’s Taxonomy, Costa’s, and IB MYP Command Terms** | | |
| **Costa’s Level**  **3** | **Design/ Create**  **Evaluate**  *Plan, produce, check, judge, hypothesize, critique, experiment* | **Appraise** | Evaluate, judge or consider text or a piece of work. |
| **Comment** | Give a judgment based on a given statement or result of a calculation. |
| **Construct** | Develop information in a diagrammatic or logical form. |
| **Design** | Produce a plan, simulation or model. |
| **Evaluate** | Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria. |
| **Justify** | Give valid reasons or evidence to support an answer or conclusion |
| **Synthesize** | Combine different ideas in order to create new understanding. |
| **Costa’s Level 2** | **Analyze**  *Break information into parts to explore understandings and relationships organize, deconstruct, interrogate, find* | **Analyze** | Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions. |
| **Argue** | Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action. |
| **Compare** | Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout. |
| **Compare & contrast** | Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. |
| **Contrast** | Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout. |
| **Deduce** | Reach a conclusion from the information given. |
| **Discuss** | Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence. |
| **Distinguish** | Make clear the differences between two or more concepts or items |
| **Examine** | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. |
| **Explore** | Undertake a systematic process of discovery. |
| **Infer** | Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed. |
| **Interpret** | Use knowledge and understanding to recognize trends and draw conclusions from given information. |
| **Investigate** | Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions. |
| **Reflect** | Think about deeply; consider. |
| **Apply**  *Use information in another familiar situation,*  *implement, carry out, execute* | **Apply** | Use knowledge and understanding in response to a given situation or real circumstances. |
| **Calculate** | Obtain a numerical answer showing the relevant stages in the working. |
| **Demonstrate** | Prove or make clear by reasoning or evidence, illustrating with examples |
| **Derive** | Manipulate a mathematical relationship to give a new equation or relationship. |
| **Estimate** | Find an approximate value for an unknown quantity. |
| **Formulate** | Express precisely and systematically the relevant concept(s) or argument(s). |
| **Measure** | Find the value for a quantity. |
| **Predict** | Give an expected result of an upcoming action or event. |
| **Present** | Offer for display, observation, examination or consideration. |
| **Prove** | Use a sequence of logical steps to obtain the required result in a formal way. |
| **Sketch** | Represent by a diagram or graph (labeled as appropriate). The sketch should give a general idea of the required shape or relationship and include relevant features. |
| **Solve** | Obtain the answer(s) using appropriate methods |
| **Use** | Apply knowledge or rules to put theory into practice. |
| **Costa’s Level 1** | **Understand**  *Explain ideas or concepts*  *Interpret, paraphrase, classify,* | **Annotate** | Add brief notes to a diagram or graph. |
| **Classify** | Arrange or order by class or category. |
| **Describe** | Give a detailed account or picture of a situation, event, pattern or process. |
| **Document** | Credit sources of information used by referencing/citing with a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography. |
| **Exemplify** | Represent with an example. |
| **Explain** | Give a detailed account including reasons or causes. |
| **Recognize** | Identify through patterns or features. |
| **Show** | Give the steps in a calculation, derivation, or process |
| **Suggest** | Propose a solution, hypothesis or other possible answer. |
| **Summarize** | Abstract a general theme or major point(s). |
| **Remember/ Know** ***Recognize, retrieve, name, locate.*** | **Define** | Give the precise meaning of a word, phrase, concept or physical quantity. |
| **Identify** | Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature. |
| **Label** | Add title, labels or brief explanation(s) to a diagram or graph. |
| **List** | Give a sequence of brief answers with no explanation. |
| **Outline** | Give a brief account. |
| **Recall** | Remember or recognize from prior learning experiences. |
| **State** | Give a name, value or other brief answer without explanation or calculation. |