Standard Verbs to Describe Human Capabilities, with Examples of Phrases Incorporating Action Verbs and Associated Five-Component Objectives.

Adapted from Gagné, Wager, Golas, & Keller (2005, p. 136-157, Table 7.1) by Joachim J. Agamba.

Capability (The 5 Categories of Learning Outcomes)	Capability Verb	Example (Action Verb in Bolded Italics)	Examples of Five-Component Objectives
Intellectual Skill (Procedural knowledge - learning how to)			
Discrimination	**Discriminates** (sameness or differences)	discriminates by ***matching*** French sounds of u and ou	[Situation] Given three pictures, two the same and one different, [LCV] discriminates [object] the picture that is different [action] by pointing to it.
Concrete Concept	**Identifies** (through physical attributes)	identifies by ***naming*** the root, leaf, and stem of representative plants	[Situation] Given a set of 10 radiographic negatives of the abdomen, [LCV] identifies [object] the gall bladder on the negatives [action] by circling it with a wax pencil.
Defined Concept	**Classifies** (through relationships among attributes and functions)	classifies by ***writing*** a definition, the concept family	[Situation] When asked to explain what a boundary is, [LCV] classifies [object] *boundary* [action] by verbally describing or visually illustrating a boundary.
Rule	**Demonstrates** (using rules, principles, and procedures)	demonstrates the addition of positive and negative numbers by solving example problems ***in writing,*** showing all work	[Situation] Given a set of 10 numerical expressions indicating short division (*ab/cd*), [LCV] demonstrates [object] division procedure [action] by writing the answers [tools and constraints] with 90% accuracy, using no special aids.
Higher-Order Rule (Problem Solving)	**Generates** (problem-solving activities)	generates ***in writing*** a business plan, including an estimate of ROI	[Situation] Given an archeological artifact and information about the location where it was found, the learner will [LCV] generate [object] a hypothesis about the age of the artifact, and the nature of the culture that might have produced it [action] in writing [special conditions] including a supporting rationale for the hypothesis.
Cognitive Strategy (Problem-Solving)	**Adopts** (cognitive strategy)	adopts, ***explaining the strategy used***, a strategy of imagining a U.S. map to recall the states	[Situation] Given a list of 10 items to be memorized, [LCV] adopts [object] the key-word mnemonic technique [action] for memorizing the list, using no mechanical aids, within 30 seconds, and with a retention of at least 49 hours.
Verbal Information (Declarative Knowledge)	**States** (verbal information or in writing-recall)	states ***orally*** the major issues in the presidential campaign of 1932	[Situation] Given a verbal question, [LCV] states [object] three causes of the Civil War [action] orally or in writing [constraints] without references.
Motor Skill (Inferred ability)	**Executes** (coordinated, precise muscular movements)	executes by ***backing*** a car into a driveway	[Situation] Off a 3-meter board [LCV] executes [object] a jack-knife [action] by diving [constraints] with smooth and continuous movement, entering the water in a vertical position with minimal splash.
Attitude (Negative/Positive reactions)	**Chooses** (affective-desired choice or behavior)	chooses golf as a leisure activity, ***evidenced by playing***	[Situation] When harmful drugs are being used by peers, [LCV] chooses [action] to refuse [object] drugs when offered.

Please Note: Never use one of the nine learned capability verbs as an action verb.