

Bloom's Taxonomy of the Cognitive Domain

LEVEL (Low to Hi)	DEFINITION	ACTION VERBS		SAMPLE BEHAVIORS
KNOWLEDGE	Learner recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write Label State Describe Identify Label List Match	List Name Define Outline Recall Recite Select State	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Learner translates, comprehends, or interprets information based on prior learning.	Explain Paraphrase Illustrate Generalize Discriminate Infer Paraphrase Predict	Summarize Describe Convert Extend Defend Distinguish Estimate Summarize	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Learner selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Use Solve Apply Change Prepare Relate Solve Transfer	Compute Demonstrate Construct Organize Demonstrate Develop Modify Operate	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Learner distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze Compare Separate Infer Outline Point out Relate Illustrate	Categorize Contrast Break down Deduce Diagram Differentiate Distinguish Subdivide	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Learner originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create Hypothesize Develop Devise Formulate Predict	Design Invent Categorize Compile Compose Produce	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor Domains.
EVALUATION	Learner appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Critique Appraise Contrast Criticize Defend	Recommend Justify Compare Support Validate	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Affective Domain

LEVEL (High to Low)	DESCRIPTION	ACTION VERBS	
CHARACTERIZATION	All behavior displayed is consistent with one's value system. Values are integrated into a pervasive philosophy that never allows expressions that are out of character with those values. Evaluation at this level involves the extent to which one has developed a consistent philosophy of life (e.g., exhibits respect for the worth and dignity of human beings in all situations).	Avoid Exhibit Manage Resist Revise	Display Internalize Require Resolve
ORGANIZATION	Commitment to a set of values. This level involves (a) forming a reason why one values certain things and not others, and (b) making appropriate choices between things that are and are not valued. One is expected to organize likes and preferences into a value system and then to decide which ones will be dominant.	Abstract Balance Compare Decide Define	Formulate Select Systemize Theorize
VALUING	Display behavior consistent with a single belief or attitude in situations where one is neither forced nor asked to comply. One is expected to demonstrate a preference or display a high degree of certainty and conviction.	Act Argue Convince Debate Display	Express Help Organize Prefer
RESPONDING	One is required to comply with given expectations by attending or reacting to certain stimuli. One is expected to obey, participate, or respond willingly when asked or directed to do something.	Applaud Comply Discuss Follow Obey	Participate Play Practice Volunteer
RECEIVING	One is expected to be aware of or to passively attend to certain stimuli or phenomena. Simply listening and being attentive are the expectations.	Attend Be aware Control Discern Hear	Listen Look Notice Share

Psychomotor behaviors

Performed actions that are neuromuscular in nature and demand certain levels of physical dexterity.

LEVEL (High to low)	DESCRIPTION	ACTION VERBS	
NATURALIZATION	High level of proficiency is necessary. The behavior is performed with the least expenditure of energy, becomes routine, automatic, and spontaneous.	Automatically Effortlessly With perfection Professionally Routinely	With ease Naturally With poise Spontaneously
ARTICULATION	Requires the display of coordination of a series of related acts by establishing the appropriate sequence and performing the acts accurately, with control as well as with speed and timing.	Confidence Coordination Harmony Integration Proportion	Smoothness Speed Stability Timing
PRECISION	Requires performance of some action independent of either written instructions or a visual model. One is expected to reproduce an action with control and to reduce errors to a minimum.	Accurately Errorlessly Independently With control	Proficiently With balance
MANIPULATION	Performance of an action with written or verbal directions but without a visual model or direct observation. The action may be performed crudely or without neuromuscular coordination at this stage. Notice that the action verbs are the same as those for the imitation stage. The difference is that these actions are performed with the aid of written and verbal instruction, not visual demonstration.	Align Balance Follow Grasp Hold	Place Repeat Rest (on) Step (here)
IMITATION	The learner observes and then imitates an action. These behaviors may be crude and imperfect. The expectation that the individual is able to watch and then repeat an action.	Align Balance Follow Grasp Hold	Place Repeat Rest (on) Step (here)

Writing Learning Objectives

<http://www.park.edu/cetl/quicktips/writinglearningobj.html>