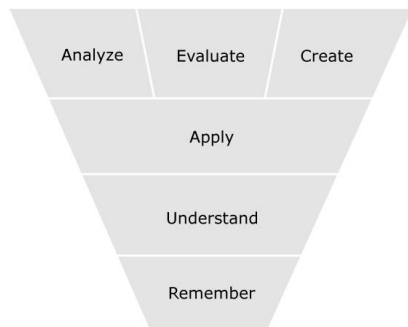


# Bloom's Taxonomy of Learning – Revised<sup>1</sup>



## Cognitive Domain

Involves knowledge and the development of intellectual skills

		<b>Definition:</b>	<b>Verbs:</b>	<b>Evaluating example:</b>
<b>Lower levels</b>	<b>REMEMBERING</b>	retrieving information from short and long term memory	accumulate, arrange, recognize, list, label, locate, define, describe, identify, retrieve, name, recall, repeat	Can the student <b>recall</b> information?
	<b>UNDERSTANDING</b>	changing from one form of representation to another; illustrating a concept; drawing conclusions, determining cause and effect	choose, interpret, cite, summarize, paraphrase, exemplify, compare, infer, translate, clarify, classify, extrapolate, conclude, match, give an example, discuss, explain, restate, respond, express, describe	Can the student <b>explain</b> ideas or concepts?
<b>Mid Levels</b>	<b>APPLYING</b>	applying or demonstrating knowledge in a routine or non-routine task	apply, implement, carry out, use, utilize, demonstrate, execute, illustrate, generalize, predict, make, clarify why, utilize, show,	Can the student <b>use</b> the new knowledge in another situation?
	<b>ANALYZING</b>	distinguishing relevant from irrelevant; determining fit or function within a structure; determining point of view, bias and/or values of presented material	analyze, appraise, conclude, contrast, correlate, determine, discriminate, distinguish, compare, attribute, deconstruct, integrate, outline, find coherence	Can the student <b>differentiate</b> between fundamental parts?
<b>Higher Levels</b>	<b>EVALUATING</b>	distinguishing whether a process/product has internal consistency, inconsistencies or fallacies; detecting appropriateness of a procedure for a given task	assess, choose, critique, check, judge, evaluate, hypothesize, test, detect, measure, rate, monitor, rank, score, justify, validate, test	Can the student <b>justify</b> a decision or course of action?
	<b>CREATING</b>	developing a hypothesis; devising a procedure; inventing a product	compose, design, plan, construct, produce, develop, create, devise, modify, organize, predict	Can the student <b>generate</b> new products, ideas or ways of viewing things.

# Bloom's Taxonomy of Learning

## Affective Domain

Includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes

		<b>Definition:</b>	<b>Verbs:</b>	<b>Evaluating example:</b>
<b>Lower levels</b>	<b>RECEIVING</b>	Being aware of or attending to something in the environment.	ask, accept, attend, acknowledge, concentrate, follow, give, identify, select, recognize, retain	Does the student identify ideas or concepts from an <b>experience</b> ?
	<b>RESPONDING</b>	Showing some new behaviors as a result of experience.	complete, contribute, comply, conform, cooperate, discuss, describe, examine, formulate, perform, provide other references/examples, react, respond, seek, use	Does the student <b>participate actively</b> ?
<b>Mid Levels</b>	<b>VALUING</b>	Showing some definite involvement or commitment.	argue, criticize, debate, decide worth, defend, devote, explain, join, justify, persuade, present, propose pursue, refute, share	Does the student <b>express</b> opinions?
	<b>ORGANIZATION</b>	Integrating a new value into one's general set of values, giving it some ranking among one's general priorities.	alter, arrange, build, codify, construct, compare, develop, discriminate, display, generalize, modify, order, organize, prioritize, reconcile	Does the student <b>state</b> beliefs and reasons?
<b>Higher Level</b>	<b>CHARACTERIZATION by VALUE</b>	Acting consistently with the new value.	act, display, influence, internalize, integrate, relate, resolve, qualify, practice, verify	Does the student <b>practice</b> in accordance to their beliefs?

# Bloom's Taxonomy of Learning

## Psychomotor Domain

Includes physical movement, coordination, and use of the motor-skill areas

		<b>Definition:</b>	<b>Verbs:</b>	<b>Evaluating example:</b>
<b>Lower levels</b>	<b>IMITATING</b>	Attempted copying of a physical behavior	adhere, copy, duplicate, follow, replicate, repeat, trace	Can the student <b>repeat</b> the action/process/activity?
	<b>MANIPULATION</b>	Reproducing activity from instruction or memory	administer, apply, assist, assemble, build, carry out, collect, configure, contribute, draw, execute, fabricate, graph, implement, locate, measure, perform, re-create, select	Can the student <b>carry out</b> the task from instruction?
<b>Mid Levels</b>	<b>PRECISION</b>	Fine tuning. Making minor adjustments in the physical activity in order to perfect it.	adjust, calibrate, conduct, control, complete, demonstrate, install, operate, show, perfect, practice, present, simulate	Can the student <b>perform or demonstrate</b> with expertise?
	<b>ARTICULATION</b>	Adapting and integrating expertise to satisfy a non-standard objective	adapt, calculate, coordinate, combine, compile, construct, develop, edit, formulate, integrate, manipulate, modify, replace, repair, solve	Can the student <b>relate and combine</b> activities for the purpose of <b>developing</b> methods to meet novel requirements?
<b>Higher Level</b>	<b>NATURALIZATION</b>	Automated, unconscious mastery of activity and related skills at strategic level	compose, delegate, design, devise, specify, manage, invent, plan, supervise, troubleshoot	Can the student <b>design</b> elements to meet strategic needs?

<sup>i</sup> Adapted from:

Anderson, L. & Krathwohl D. (2001). *A taxonomy for learning and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York: Longman.

Atherton J S (2011) *Learning and Teaching; Bloom's taxonomy* [On-line: UK] retrieved 12 April 2011 from <http://www.learningandteaching.info/learning/bloomtax.htm>

Krathwohl, D. (2002). A revision of Bloom's Taxonomy: An Overview. *Theory into Practice* 41(4), 212-218.

<http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>

<http://www.personal.psu.edu/bxb11/Objectives/ActionVerbsforObjectives.pdf>