

Bloom's Taxonomy

6 Levels of Cognitive Domain

Level 1: Knowledge

Level 2: Comprehension

Level 3: Application

Level 4: Analysis

Level 5: Synthesis

Level 6: Evaluation

5 Levels of Affective Domain

Level 1: Receiving Phenomena

Level 2: Responding to Phenomena

Level 3: Valuing

Level 4: Organizing

Level 5: Characterizing or Internalizing Values

7 Levels of Psychomotor Domain

Level 1: Perception

Level 2: Set

Level 3: Guided Response

Level 4: Mechanism

Level 5: Complex Overt Response

Level 6: Adaptation

Level 7: Origination

Bloom's Taxonomy – Cognitive Domain

Level 1: Knowledge

DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
Ability to recall information/data or remember previously learned material	<ul style="list-style-type: none">• Define the 6 levels of Bloom's Taxonomy in the Cognitive Domain• Recite a policy• Answer Yes or No questions• Quote prices from memory to a customer	Choose Define Describe Draw Group Identify Label List Match Name Outline Recall Repeat Select State Write

Sources:

- http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy#Psychomotor
- Donald Clark: Big Dog's ISD Page: Learning Domains or Bloom's Taxonomy:<http://www.nwlink.com/~donclark/hrd/bloom.html>International
- Association for Continuing Education and Training (IACET) Job Aid for Writing Learner Outcomes/Performance Objectives, 2001 Conference
- Valdosta State University, Valdosta, GA: <http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

Bloom's Taxonomy – Cognitive Domain

Level 2: Comprehension

DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
<p>Ability to understand and state in one's own words</p> <p>Ability to grasp the meaning of material – more than rote memorization</p> <p>Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	<ul style="list-style-type: none">• Explain the purpose of Bloom's Taxonomy of the cognitive domain• State in your own words the steps for completing a procedure• How would you compare and contrast...?• Give an example	<p>Distinguish</p> <p>Explain</p> <p>Generalize</p> <p>Interpret</p> <p>Outline</p> <p>Paraphrase Summarize</p> <p>Predict</p> <p>Rearrange Extrapolate</p> <p>Translate</p>

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Bloom's Taxonomy – Cognitive Domain

Level 3: Application

DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
<p>Ability to apply what is learned in the classroom to situations in the workplace</p> <p>Ability to use new knowledge</p>	<ul style="list-style-type: none"> • Develop a learning objective for each level of Bloom's Taxonomy • Use a manual to operate a digital camera • Solve a problem 	<p>Apply Change Complete Compute Construct Demonstrate Develop Interview Modify Plan Prepare Produce Show Solve</p>

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Bloom's Taxonomy – Cognitive Domain

Level 4: Analysis

DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
<p>Ability to break down material into its component parts so that its organizational structure may be understood</p> <p>Examine and break information into parts by identifying motives or causes</p> <p>Make inferences and find evidence to support generalizations</p>	<ul style="list-style-type: none"> • Compare and contrast the cognitive and affective domains • Gather information from a department and determine training needs • Identify the relationship between parts • Analyze if the evidence supports the conclusion 	<p>Analyze Break Down Compare Contrast Debate Deconstruct Deduce Diagram Differentiate Examine Formulate Illustrate Infer Inspect Point Out Recognize Relate Search Simplify Sort Survey Take Apart</p>

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Bloom's Taxonomy – Cognitive Domain

Level 5: Synthesis

DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
<p>Ability to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions – a plan of operations; a speech; a set of abstract relations; or a scheme for classifying information</p>	<ul style="list-style-type: none"> • Prescribe organizational interventions (both training and non training) to address a performance problem • Revise a process to improve the results/outcome • Develop a model • Write a proposal • Sell an idea 	<p>Blend Build Categorize Combine Compile Create Derive Design Devise Document Generate Integrate Organize Perform Plan Prepare Prescribe Produce Propose Rearrange Revise Rewrite</p>

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Bloom's Taxonomy – Cognitive Domain

Level 6: Evaluation

DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
<p>Learning objectives in this area are in the highest level because they contain elements of all of the other categories</p> <p>Ability to judge the value of material (statement, novel, market research report, trend data) for a given purpose</p> <p>Present and defend options by making judgments about information, validity of ideas, or quality of work based on a set of criteria</p>	<ul style="list-style-type: none"> • Judge the effectiveness of writing learning objectives using Bloom's Taxonomy • Evaluate an idea • Present a rationale • Justify a decision • Give an assessment • Give a reason for or against • Appraise an option or alternative 	<p>Appraise Argue Assess Choose Compare Conclude Consider Contrast Critique Decide Defend Evaluate Interpret Judge Justify Rate Select Support Test Validate Verify</p>

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For More Information:

- ASTD Infoline: Jump-Start Your Learning Objectives; April 2008

Bloom's Taxonomy – Affective Domain

LEVEL	DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
1. Receiving Phenomena	The lowest level; the learner passively pays attention. Without this level no learning can occur.	Listens with respect to others	Asks Chooses Describes Gives Names
2. Responding to phenomena	The learner actively participates in the learning process, not only attends to a stimulus, the learner also reacts in some way.	Questions new models and concepts in order to fully understand them	Complies Conforms Discusses Practices Reports Tells Writes
3. Valuing	The learner attaches a value to an object, phenomenon, or piece of information.	Is sensitive towards individual and cultural diversity – values diversity	Demonstrates Differentiates Initiates Invites Joins Proposes
4. Organizing	Learners can put together different values, information, and ideas and accommodate them within their own schema; comparing, relating and elaborating on what has been learned.	Accepts responsibility for one's behavior	Adheres Alters Arranges Combines Formulates Generalizes Integrates Organizes Prepares Relates
5. Characterizing or Internalizing Values	The learner has held a particular value or belief that now exerts influence on their behavior so that it becomes a characteristic.	Uses an objective approach in problem solving	Acts Influences Listens Modifies Practices Proposes Questions Serves

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Bloom's Taxonomy – Psychomotor Domain

LEVEL	DEFINITION	EXAMPLES	KEY WORDS YOU CAN USE
1. Perception	Ability to use sensory cues to guide motor activity	Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet	Chooses Detects Distinguishes Identifies Selects
2. Set	Readiness to act	Knows and acts upon a sequence of steps in a manufacturing process	Begins Displays Explains Moves Proceeds Shows
3. Guided Response	Early stages of learning a motor skill – includes imitation and trial and error	Follows instructions to build a model	Copies Traces Follows Reproduce Responds
4. Mechanism	Learned responses become habitual	Repairs a leaky faucet	Assembles Calibrates Fastens Fixes Manipulates Measures
5. Complex Overt Response	Proficiency attained	Maneuvers a car into a tight parallel parking space	Builds Dismantles Displays Mends Mixes Organizes
6. Adaptation	Ability to modify well developed skills	Responds effectively to unexpected experiences	Adapts Alters Changes Rearranges Varies
7. Origination	Ability to create new movement patterns to fit a particular situation	Constructs a new theory	Arranges Builds Combines Composes Creates Designs Makes

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