

Classification of Objectives in the Three Learning Domains

Cognitive Domain	
Level	Objectives
Level I: Knowledge (recalling, remembering, and recognizing)	cite, define, identify, label, list, name, recite, reproduce, state
Level II: Comprehension (understanding and explaining)	convert, describe, explain, give examples, illustrate, interpret, paraphrase, summarize, tell in one's own words
Level III: Application (using ideas)	apply, compute, construct, demonstrate, estimate, prepare, relate, show, use
Level IV: Analysis (reasoning)	analyze, associate, determine, differentiate, discriminate, distinguish, outline, point out
Level V: Synthesis (creating)	combine, compile, compose, organize, plan, propose, create, design, develop, rearrange, reorganize, revise, devise, integrate, modify, rewrite, write
Level VI: Evaluation (making a judgment)	appraise, assess, compare, conclude, contrast, evaluate, judge, weigh

Psychomotor Domain	
Level	Objectives
Level I: Perception (recognizing and detecting sensory cues)	detect, feel, hear, listen, watch, observe, perceive, recognize, see, sense, smell, taste, view
Level II: Set (becoming ready to act)	achieve a posture, assume a body stance, stand, station, position the body, sit, establish a body position, place hands, arms, etc.
Level III: Guided response (imitating and practicing)	copy, duplicate, imitate, repeat, manipulate with guidance, operate under supervision, practice
Level IV: Mechanism (increasing efficiency)	conduct, produce, demonstrate, execute, increase speed, improve efficiency, make, complete with confidence, pace, show dexterity
Level V: Complex overt response (performing automatically)	act habitually, control, excel, maintain efficiency, master, perfect, proceed, advance with assurance, direct, manage, organize, perform automatically

Affective Domain	
Level	Objectives
Level I: Receiving (attending and becoming aware)	to accept, to acknowledge, to be alert, to tolerate, to show alertness, to be aware, to show awareness, to notice, to pay attention
Level II: Responding (doing something about the phenomenon)	accept responsibility, agree to, answer freely, assist, be interested, show interest, be willing, care for, communicate, comply, conform, consent, contribute, cooperate, follow, obey, participate willingly, read voluntarily, respond, visit, volunteer
Level III: Valuing (developing attitudes)	adopt, assume responsibility, behave according to, exhibit loyalty, use resources to, commit, desire, choose, express, initiate, prefer, seek, show concern, show continual desire to
Level IV: Organization (arranging values systematically)	adapt, adjust, disclose, group, arrange, classify, conceptualize, rank, reveal
Level V: Characterization (internalizing a set of values)	act upon, advocate, defend, display, support, devote, exemplify, exhibit, expose, influence, justify behavior, maintain, serve, show consistent devotion to

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Dimension	Examples of Cognitive Processes Involved
Remember To what extent can the participant recall or remember the information?	define, duplicate, list, memorize, recall, recognize, record, repeat, reproduce, state
Understand To what extent can the participant explain the ideas or concepts?	classify, describe, discuss, explain, exemplify, identify, interpret, locate, paraphrase, recognize, report, select, translate
Apply To what extent can the participant use the information in a new way?	choose, demonstrate, dramatize, employ, execute, illustrate, implement, operate, schedule, sketch, solve, use, write
Analyze To what extent can the participant distinguish between or among different parts?	appraise, attribute, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, organize, test
Evaluate To what extent can the participant justify a stand or position?	appraise, argue, check, critique, defend, judge, select, support, value, evaluate
Create To what extent can the participant create a new product or point of view?	assemble, build, construct, create, design, develop, formulate, generate, plan, produce

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

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