

Bloom's Taxonomy of Educational Objectives 1956

Cognitive	Description	Key Words
<p>1. Knowledge (represents lowest level of learning)</p>	<p>Ability to observe and remember previously learned information; knowledge of specific facts, terms, concepts, principles, ideas, events, places, etc.; mastery of subject material.</p>	<p>Arrange, define, describe, duplicate, enumerate, identify, indicate, know, label, list, match, memorize, name, reads, recall, recognize, record, relate, repeat, reproduce, select, state, view, underline</p>
<p>2. Comprehension (represents lowest level of understanding)</p>	<p>Ability to understand information and grasp material; translating knowledge from one form to another; interpreting, comparing and contrasting material; predicting consequences and future trends.</p>	<p>Classify, cite, convert, defend, describe, discuss, distinguish, estimate, explain, express, generalize, give examples, identify, indicate, infer, locate, paraphrase, predict, recognize, report, restate, review, rewrite, select, suggest, summarize, tell, trace, translate, understand</p>
<p>3. Application (represents higher level of understanding)</p>	<p>Ability to use information, learned material, methods, concepts, theories, principles, laws and theories in new situations; problem solving using required knowledge or skills.</p>	<p>Act, administer, apply, articulate, assess, change, chart, choose, collect, compute, construct, contribute, control, demonstrate, determine, develop, discover, dramatize, employ, establish, extend, give examples, illustrate, implement, include, inform, instruct, interpret, investigate, manipulate, operate, organize, participate, practice, predict, prepare, preserve, produce, project, provide, relate, report, schedule, shop, show, sketch, solve, teach, transfer, translate, use, utilize, write</p>
<p>4. Analysis (represents a higher intellectual level)</p>	<p>Ability to break down material and recognition of organization structure; identification of components and relationships between components; recognition of patterns and hidden meanings.</p>	<p>Analyze, appraise, breaks down, calculate, categorize, compare, contrast, correlate, criticize, debate, determine, diagram, differentiate, discriminate, distinguish, examine, experiment, focus, identify, illustrate, infer, inspect, inventory, limit, outline, point out, prioritize, question, recognize, relate, select, separate, subdivide, solve, test</p>

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<p>5. Synthesis (represents a higher intellectual level)</p>	<p>Ability to combine parts or apply prior skills and knowledge to produce a new whole; integrate ideas into a solution; generalize from given facts; propose a plan of action; formulate new classification methods.</p>	<p>Adapt, anticipate, arrange, assemble, categorize, collaborate, collect, combine, communicate, compile, compose, construct, create, design, devise, develop, explain, express, facilitate, formulate, generate, incorporate, individualize, initiate, integrate, intervene, manage, model, modify, negotiate, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reinforce, relate, reorganize, revise, set up, structure, substitute, validate, write</p>
<p>6. Evaluation (represents highest cognitive level)</p>	<p>Ability to judge and assess the value of theories and presentations, based on their value, logic or adequacy, for a given purpose; compare and make choices based on reasoned argument; verify the value of evidence; recognize subjectivity.</p>	<p>Appraise, argue, assess, attach, choose, compare, conclude, contrast, criticize, critique, decide, defend, enumerate, estimate, evaluate, grade, interpret, judge, justify, measure, predict, rate, reframe, revise, score, select, support, value</p>

(Adapted from Allen and Noel, 2002; Gronlund, 2000; Palomba and Banta, 1999; Roth, Beyer, and Gillmore, 2002; Designing Valuable Assessment Plans: Evaluating Assessment Strategies, 2003; and DLRN's Technology Resource Guide, 2003)

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Affective	Description	Key Words
1. Accepting	Willingness to participate in an activity or to attend to a stimulus; getting and holding the attention of students.	Ask, choose, describe, follow, give, hold, identify, locate, name, point to, reply, select, use
2. Responding	Actively participates; demonstrates interest in an object, activity or phenomena; seeks or pursues this object, activity or phenomena	Answer, assist, compile, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write
3. Valuing	Value or worth attached to an object, activity or phenomena; varies from simple acceptance to commitment.	Complete, describe, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read report, select, share, study, work
4. Organization	Compare and contrast and resolve conflict to build a consistent value system; emphasis on comparing and synthesizing values.	Adhere, alter, arrange, combine, compare complete, defend, explain, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize
5. Characterization by Value	Adopt a value system for a length of time that contributes to a particular "lifestyle" (i.e. directs behavior).	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, use, verify

(Adapted from Allen and Noel, 2002; and Gronlund, 2002).

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Skill	Description	Key Words
1. Perception	Uses sense organs to obtain cues to guide action; ranges from awareness of stimulus to translating cue perception into action.	Choose, describe, detect, differentiate, distinguish, identify, isolate, relate, select, separate
2. Set	Readiness to take action; includes mental, physical and emotional set (or readiness to act).	Begin, display, explain, move, proceed, react, respond, show, start, volunteer
3. Guided Response	Knowledge of the steps required to perform a task; includes imitation and trial-and-error.	Assemble, build, calibrate, construct, dismantle, display, dissect, fasten, fix, grind, heat, manipulate, measure, mend, mix, organize, sketch, work
4. Mechanism	Perform tasks in a habitual manner, with a degree of confidence and proficiency.	Assemble, build, calibrate, construct, dismantle, display, dissect, fasten, fix, grind, heat, manipulate, measure, mend, mix, organize, sketch, work
5. Complex Overt Response	Skillful performance of motor acts involving complex patterns of movement.	Assemble, build, calibrate, construct, dismantle, display, dissect, fasten, fix, grind, heat, manipulate, measure, mend, mix, organize, sketch, work
6. Adaptation	Skillful performance of motor acts involving complex patterns of movement; modifies movement patterns to account for problematic or new situations.	Adapt, alter, change, rearrange, reorganize, revise, vary
7. Origination	Creating new movement patterns to account for problematic or new situations; creates new tasks that incorporate learned ones.	Arrange, combine, compose, construct, design, originate

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