



## Taxonomy of Cognitive Objectives

Level (+ descriptor)	Sample Verbs		
<b>Knowledge</b> (Retrieving learned information: facts, terminology, concepts, principles, etc.)	Arrange Define Duplicate Identify Label List	Memorize Name Order Quote Recall Recognize	Record Relate Repeat Reproduce State Underline
<b>Comprehension</b> (Associating new information to prior knowledge in a meaningful way)	Classify Describe Discuss Distinguish Estimate Explain Express Extend	Identify Indicate Interpret Locate Provide example Recognize Report	Restate Review Rewrite Select Summarize Tell Translate
<b>Application</b> (Using stored information in appropriate contexts)	Apply Choose Complete Compute Demonstrate Dramatize Employ	Illustrate Interpret Modify Operate Practice Predict Prepare	Produce Schedule Show Sketch Solve Use Write
<b>Analysis</b> (Breaking down information into its components)	Analyze Appraise Calculate Categorize Compare Contrast Criticize Debate	Diagram Differentiate Discriminate Distinguish Examine Experiment Illustrate Infer	Inspect Inventory Outline Question Relate Separate Solve Test
<b>Synthesis</b> (Integrating elements of information into a new or larger whole)	Arrange Assemble Collect Combine Compose Construct Create	Design Develop Formulate Generalize Manage Modify Organize	Plan Prepare Propose Rewrite Set up Write
<b>Evaluation</b> (Assessing information against criteria)	Appraise Argue Assess Attach Choose Compare Conclude Criticize	Defend Estimate Evaluate Explain Grade Judge Justify Predict	Rank Rate Relate Revise Score Select Support Value

After B.S. Bloom, M.D. Engelhart, E.J. Furst, W.H. Hill, & D.R. Krathwohl (1956) *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain* (McKay, New York).



## Taxonomy of Affective Objectives

Level (+ descriptor)	Sample Verbs	
<b>Receiving</b> (Becoming receptive to a stimulus or to receiving information)	Ask Assume Attend to Choose Follow	Greet Hold Listen Locate Select
<b>Responding</b> (Reacting to a stimulus)	Answer Argue Assist Attempt Avoid Conform Discuss Engage in Help Offer	Participate in Perform Present Read Recite Reply Tell Volunteer Write
<b>Valuing</b> (Demonstrating a commitment to something of value)	Acclaim Agree Complete Defend Dispute Disagree Follow Initiate Invite	Join Justify Praise Propose Report Resist Share Study Work
<b>Organization</b> (Organizing values by relationships and hierarchies)	Adhere Alter Arrange Combine Compare Cooperate Define	Explain Identify Modify Order Prepare Relate Synthesize
<b>Characterization by Value</b> (Acting consistently according to an ethic)	Act Challenge Discriminate Display Influence Modify Perform	Practise Qualify Question Solve Use Verify

After D.R. Krathwohl, B.S. Bloom, & B.B. Masia (1964) *Taxonomy of Educational Objectives, Handbook II: Affective Domain* (McKay, New York).



## Taxonomy of Psychomotor Objectives

Level (+ descriptor)	Sample Verbs	
<b>Perception</b> (Attending to a stimulus)	Associate Compare Elect Feel Hear Identify Inspect	Listen Notice Recognize Scan Smell Taste
<b>Set</b> (Preparing for action)	Adjust Arrange Comprehend Identify	Locate Organize Recognize Select
<b>Guided Response</b> (Responding with assistance)	Correct Imitate Match Practise	Repeat Reproduce Simulate
<b>Mechanism</b> (Responding through habit)	Assemble Fasten Flex Grasp Grip Jump Manipulate Mix	Mould Reach Relax Run Set up Shape Stretch Walk
<b>Complex Response</b> (Responding with a coordinated series of actions)	Build Combine Coordinate	Dance Make Manipulate
<b>Adaptation</b> (Changing responses to fit new situations)	Adapt Conform Convert Integrate	Order Reconcile Regulate Standardize
<b>Origination</b> (Creating new actions)	Choreograph Compose Create Design	Develop Formulate Invent

After E.J. Simpson (1966-67) "The classification of educational objectives, psychomotor domain," *Illinois Teacher of Home Economics*, 10, 110-144.