

## Levels of the Cognitive Domain

1. *Knowledge*, the lowest level, asks learners to remember previously learned material or to make a factual observation. When you want learners to tell when, how many, who, or where, they are using knowledge.
2. *Comprehension* asks learners to grasp the meaning of information, to interpret ideas, and to predict using knowledge. Learners are asked to translate knowledge into their own words, When asked why, to explain, or to summarize, they are using comprehension.
3. *Application* asks learners to use previously learned knowledge in new and concrete situations, to use information, and to do something with knowledge.
4. *Analysis* requires learners to break something into its constituent parts. They are asked to organize, to clarify, to conclude, or to make inferences. The process of analysis helps learners understand “big ideas” and the relationship of parts.
5. *Evaluation* requires a judgment. Learners must give defensible opinions with criteria for their judgment. They may be judging accuracy, consistency, logic of information, or argumentation. They may also be using selected criteria.
6. *Synthesis (Create)* requires the putting together of elements and parts to form a whole. Learners arrange and combine the elements in such a way as to create a pattern or structure not clearly seen before.

Bloom et. Al. 1956

## Verb for each level of the cognitive domain

Knowledge	defines, repeats, lists, names, labels, asks, observes, memorizes, records, recalls, fills in, listens, identifies, matches, recites, selects, draws
Comprehension	restates, describes, explains, tells, identifies, discusses, recognizes, reviews, expresses, locates, reports, estimates, distinguishes, paraphrases, documents, defends, generalizes
Application	changes, computes, demonstrates, shows, operates, uses, solves, sequences, tests, classifies, translates, employs, constructs, dramatizes, illustrates, draws, interprets, manipulates, writes
Analysis	dissects, distinguishes, differentiates, calculates, tests, contrasts, debates, solves, surveys, appraises, experiments, diagrams, inventories, relates, maps, categorizes, subdivides, defends
Evaluation	compares, concludes, contracts, criticizes, justifies, supports, states, appraises, discriminates, summarizes, recommends, rates, decides, selects
Synthesis	creates, composes, proposes, formulates, sets up, assembles, constructs, manages, invents, produces, hypothesizes, plans, designs, creates, organizes, prepares, speculates

## Levels of Psychomotor Domain

1. *Imitation*, Observes skill and attempts to repeat it
2. *Manipulation*, performs skill according to instructor rather than observation
3. *Precision*, reproduces a skill with accuracy, proportion and exactness.  
Usually performed independent of original source
4. *Articulation*, combines more than one skill in sequence with harmony and consistency
5. *Naturalization*, completes one or more skills with ease and becomes automatic

## Verb for each level of the psychomotor domain

Imitation	align, balance, follow, grasp, hold, place, repeat, rest (on), step (here)
Manipulation	align, balance, follow, grasp, hold, place repeat, rest (on), step (here)
Precision	accurately, errorlessly, independently, proficiently, with balance, with control
Articulation	confidence, coordination, harmony, integration, proportion, smoothness, speed, stability, timing
Naturalization	automatically, spontaneously, effortlessly, naturally, with perfection, professionally, routinely, with ease, with poise

## Levels of the Affective Domain

1. *Receiving* requires learners simply to attend – to listen, to notice, to observe – in order to receive
2. *Responding* asks learners to discuss, argue, or agree/disagree in response to what is heard or observed
3. *Valuing* requires learners to consider what was received, to use it to make decisions about its importance, to regard it as priority, and to place a value on it
4. *Organizing* requires learners to place values in relationship to other values, to organize judgments and choices, and to be influenced by the value
5. *Characterizing*, the highest level, requires learners to organize their values to the point that they are internalized or become a part of the learner's lives

## Verb for each level of the affective domain

Receiving	attend, be aware, control, discern, hear, listen, look, notice, share
Responding	applaud, comply, discuss, follow, obey, participate, play, practice, volunteer
Valuing	act, argue, convince, debate, display, express, help, organize, prefer
Organization	abstract, balance, compare, decide, define, formulate, select, systemize, theorize
Characterization	avoid, display, exhibit, internalize, manage, require, resist, resolve, revise