

Bloom's Domains of Learning

THE AFFECTIVE DOMAIN

The affective domain contains skills that deal with emotions, feelings, and values.

| LEVEL | DEFINITION | PROCESS VERBS FOR LEARNING OBJECTIVES |
|----------------------------------|---|--|
| RECEIVING | Being aware of & willing to attend to the environment. Paying attention | Ask, follow, listen, reply, view, watch, be aware, acknowledge |
| RESPONDING | Active participation, sufficiently involved in or committed to activity to seek it out and work with it | Answer, assist, comply, contribute, cooperate, discuss, help, inquire, participate, question |
| VALUING | Sees worth or value in subject, activity, motivated by commitment to underlying value guiding the behavior. | Accept, adopt, approve, complete, choose, commit, initiate, join, propose, share, work |
| ORGANIZATION | Integrating new value into general values, resolving conflicts between values & building internally consistent value system. Rank new value among priorities. | Adapt, alter, classify, combine, generalize, integrate, modify, synthesize, rank, rate, organize, defend, explain, formulate |
| CHARACTERIZATION BY VALUE | Internalization of value for sufficient amount of time to be part of life style. Actions are consistent with new value. | Act, advocate, behave, display, perform, uphold, use, practice |

Based on Krathwohl, D., Bloom, B., & Masia, B. (1956), *Taxonomy of Educational Objective. Handbook II: Affective Domain*, New York: David McKay.

THE PSYCHOMOTOR DOMAIN

The psychomotor domain contains skills that deal with physical development, movement and muscular activity.

| LEVEL | DEFINITION | PROCESS VERBS FOR LEARNING OBJECTIVES |
|-----------------------|--|--|
| IMITATION | Early stages in learning a complex skill. Repeating what has been demonstrated or explained, trial & error | Attempt, copy, follow, duplicate, practice, reproduce, try, start |
| MANIPULATION | Continued practice until skill can be performed with some confidence and proficiency. Learner still isn't sure of him/herself. | Conduct, do, complete, assemble, make, operate, perform, produce, progress |
| PRECISION | Proficiency indicated by quick, smooth, accurate performance done without hesitation. | Achieve, accomplish, master, reach, refine, advance, succeed |
| ARTICULATION | Can modify movement patterns to fit special requirements or to meet a problem situation. | Adapt, alter, change, rearrange, reorganize, revise |
| NATURALIZATION | Response is automatic. Begins to experiment, create new ways of working with skill. | Create, design, refine, originate, compose |

Adapted from Bloom's Taxonomy: Psychomotor Domain. School of Education. 8 July 2004
http://www.olemiss.edu/depts/educ_school2/docs/stai_manual/manual10.htm

THE COGNITIVE DOMAIN

The cognitive domain contains skills that deal with information processing, critical thinking, and problem solving.

| LEVEL | DEFINITION | PROCESS VERBS FOR LEARNING OBJECTIVES |
|----------------------|--|---|
| KNOWLEDGE | Recalls or reorganizes information. Requires memory only and answers the questions – who, what, where, or when? | Define, label, list, name, recall, record, state, identify, recite, match |
| COMPREHENSION | Rephrases information or describes it in own words. Includes translating from one form to another (words or numbers), interpreting material (explaining or summarizing), and formulating the main idea. | Describe, discuss, explain, express, restate, review, summarize, report |
| APPLICATION | Applies learned material to new situations. Must recognize when principle, method, concept, etc applies and apply it with success. | Apply, demonstrate, dramatize, employ, illustrate, operate, practice, develop, manipulate, relate, transfer |
| ANALYSIS | Breaks down material into different parts and tries to see the relationship of the different parts to each other and underlying organization. Includes identification of the parts, analysis of the relationship between the parts, and recognition of the organizational principles involved. | Analyze, compare, contrast, criticize, debate, diagram, distinguish, question, solve, classify, relate |
| SYNTHESIS | Puts parts together to form a new whole. Involves problem solving where there may be a variety of creative answers. | Arrange, assemble, compose, construct, design, formulate, organize, propose, prepare, create, devise |
| EVALUATION | Makes qualitative and quantitative judgments according to definite criteria. | Assess, judge, rate, choose, justify, select, predict, value, evaluate, appraise, criticize |

Based on *Taxonomy of Educational Objectives*, Ed. Benjamin Bloom, New York: Longmans, Green, 1956.