

Bloom's Taxonomy

Cognitive Domain

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual abilities. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

Please note that the charts are intended to give examples and ideas and are not an exhaustive list.

Category	Key Verbs	Examples	Example Student Assessments
Remember: Retrieve relevant knowledge from long-term memory.	tell, list, recognize, describe, recite, locate, label, identify, memorize, define, match, name, outline, recall, reproduce, select, state	Students should be able to: <i>Locate</i> different countries on the world map. <i>Identify</i> styles of architecture in urban settings, such as downtown Calgary.	Multiple choice exam questions Fill in the blank exam questions
Comprehend: perceive meaning and grasp mentally	explain, describe, clarify, compare, generalize, summarize, extend, paraphrase, represent, exemplify, illustrate, classify, contrast, convert, distinguish, instantiate, estimate, give examples, infer, interpret, rewrite, arrange, match, paraphrase	Students should be able to: <i>Compare</i> different artistic painting styles. <i>Explain</i> the formation process of igneous rock.	Matching exam questions Definitions Graphic organizers (such as concept maps or charts)

<p>Apply: Carry out or use a procedure or process theory in a given situation</p>	<p>solve, show, classify, use, execute, carry out, implement, choose, report, apply, compute, construct, demonstrate, manipulate, modify, operate, prepare, produce</p>	<p>Students should be able to: <i>Solve</i> linear equations. <i>Use</i> rhetorical strategies to make arguments in writing.</p>	<p>Essay Research paper Case study assignment Online discussion questions Problem sets Labs</p>
<p>Analyze: Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.</p>	<p>analyze, sort, contrast, investigate, separate, differentiate, break down, compare, diagram, deconstruct, illustrate, infer, outline, relate, organize, integrate, structure, calculate, modify, solve</p>	<p>Students should be able to: <i>Differentiate</i> between plant and dwarf plant. <i>Sort</i> a given set of plants by genus or species.</p>	<p>Simulations (with write-up) Observation and analysis Written report Multiple choice exam question Written exam Matching exam questions</p>
<p>Evaluate: Make judgments based on criteria and standards</p>	<p>judge, select, decide, debate, justify, verify, argue, assess, prioritize, predict, appraise, conclude, critique, defend, evaluate, estimate, test</p>	<p>Students should be able to: <i>Debate</i> the extent to which human activities might affect climate change. <i>Critique</i> the methodology section of a research article.</p>	<p>Create and implement a survey instrument Self-evaluation Inquiry project Poster presentation Oral presentation Predictions and estimates (on an exam, perhaps)</p>
<p>Create: Put elements together; reorganize elements into a new pattern or structure.</p>	<p>create, invent, design, devise, formulate, hypothesize, produce, generate, plan, construct, compile, compose, organize, write</p>	<p>Students should be able to: <i>Generate</i> a business plan based on the clients' needs. <i>Produce</i> an Individual Program Plan (IPP) for students with a learning disability.</p>	<p>Design projects Create an action plan Portfolio of work</p>

Affective Domain

The affective domain (Krathwohl, Bloom, & Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitudes.

Category	Key Verbs	Examples	Example Student Assessments
Receive: Open to experience; willing to listen	ask, listen, focus, attend, take part, discuss, acknowledge, hear, read	Students should be able to: <i>Listen</i> to new information with neutrality.	Portfolio Student reflections Journals Minute paper Peer evaluation Infographic Position paper Persuasive argument
Respond: React and participate actively	react, respond, seek, discuss, interpret, clarify, provide additional examples, contribute, question	Students should be able to: <i>Participate</i> actively in a group by contributing to or building on new ideas.	
Value: Identify values and express personal opinions	demonstrate, differentiate, explain, justify, propose, affirm	Students should be able to: <i>Demonstrate</i> sensitivity towards individual and cultural differences.	
Conceptualize Values: Reconcile internal conflicts; develop value system	Build, develop, formulate, defend, modify, relate, prioritize, reconcile, contrast, arrange, compare, propose, verify	Students should be able to: <i>Prioritize</i> emergency responses after a disaster.	
Internalize Values: Adopt belief system and philosophy	act, display, influence, solve, practice, propose, revise, defend, organize	Students should be able to: <i>Revise</i> judgments and change behavior in light of new evidence.	

Psychomotor Domain

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor skills.

Category	Key Verbs	Examples
Imitate: Copy action of another; observe and replicate	Copy, follow, replicate, repeat, adhere	Students should be able to: <i>Observe</i> and <i>copy</i> dance steps.
Execute: Reproduce activity from instruction or memory	Re-create, build, perform, execute, implement, follow	Students should be able to: <i>Follow</i> instructions to dissect a shark.
Perform: Execute skill reliably, independent of help	Demonstrate, complete, show, perfect, calibrate, control, measure	Students should be able to: <i>Fix</i> a leaking faucet.
Adaption: Adapt and integrate expertise to satisfy a new objective	Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, illustrate	Students should be able to: <i>Drive</i> a vehicle in various weather conditions.
Naturalize: Create new movement to fit a particular situation or specific problem.	Design, specify, manage, invent, convert, create, fix, generate, plan	Students should be able to: <i>Create</i> a new gymnastic routine.