TAXONOMY OF EDUCATIONAL OBJECTIVES FOR LEARNING

The Cognitive Domain (Bloom, from Ford)

Knowledge
- cite
- count
- define
- draw
- list
- name
- record
- relate
- repeat
- underline

Comprehension
- compute
- describe
- discuss
- explain
- express
- identify
- locate
- record
- restate
- review
- tell
- translate

Application
- apply
- calculate
- demonstrate
- diagram
- employ
- examine
- illustrate
- interpret
- operate
- practice
- schedule
- sketch
- solve
- use

Analysis
- analyze
- appraise
- calculate
- categorize
- compare
- contrast
- debate
- diagram
- differentiate
- examine
- inventory
- question
- test

Synthesis
- arrange
- assemble
- compose
- construct
- create
- design
- formulate
- integrate
- manage
- organize
- plan
- prescribe
- propose

Evaluation
- appraise
- assess
- choose
- compare
- criticize
- estimate
- evaluate
- judge
- measure
- rank
- rate
- revise
- score
- select

Cognitive Domain: Classification of Behavioral Objectives

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Remembering by recognition or recall facts, ideas, material, or phenomena</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding the literal message contained in a communication by translation, interpretation, or extrapolation</td>
</tr>
<tr>
<td>Application</td>
<td>Selecting and using technical principles, ideas, or theories in a problem-solving situation</td>
</tr>
<tr>
<td>Analysis</td>
<td>Breaking down material into constituent parts and relating how the parts are organized</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Putting together elements and parts to form a whole that constitutes a new structure or pattern</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Making qualitative and quantitative judgments in terms of meeting criteria</td>
</tr>
</tbody>
</table>
TAXONOMY OF EDUCATIONAL OBJECTIVES FOR LEARNING

The Psychomotor Domain (Simpson, from Ford)

Perception
- distinguish
- hear
- see
- smell
- taste
- touch

Set
- adjust
- approach
- locate
- place
- position
- prepare

Guided Response
- copy
- determine
- discover
- duplicate
- imitate
- inject
- repeat

Mechanism
- adjust
- build
- illustrate
- indicate
- manipulate
- mix
- set up

Complex Overt Response
- calibrate
- coordinate
- demonstrate
- maintain
- operate

Adaptation
- adapt
- build
- change
- develop
- supply

Origination
- construct
- create
- design
- produce

### Psychomotor Domain: Classification of Behavioral Objectives

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>Being aware of objects, qualities, or relations through the senses: selecting relevant cues, and relating the cues to motor acts</td>
</tr>
<tr>
<td>Set</td>
<td>Being ready for response to through mental, physical, and/or emotional set</td>
</tr>
<tr>
<td>Guided Response</td>
<td>Imitating the performance of another person and/or repeating performance until correct (trial and error)</td>
</tr>
<tr>
<td>Mechanism</td>
<td>Responding to the demands of a situation with confidence and a degree of proficiency</td>
</tr>
<tr>
<td>Complex Overt Response</td>
<td>Performing without hesitating and with coordinated muscle control</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Altering basic motor responses to enact demands of new situations</td>
</tr>
<tr>
<td>Origination</td>
<td>Creating new motor acts or ways of manipulating materials</td>
</tr>
</tbody>
</table>
TAXONOMY OF EDUCATIONAL OBJECTIVES FOR LEARNING

The Affective Domain (Krathwohl, from Ford)

### Affective Domain: Classification of Behavioral Objectives

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving</td>
<td>Being aware of phenomena and stimuli and willing to control and direct attention</td>
</tr>
<tr>
<td>Responding</td>
<td>Complying with a suggestion, being willing to respond, and responding with satisfaction</td>
</tr>
<tr>
<td>Value</td>
<td>Accepting a value as a belief, preferring the value, and pursuing the value.</td>
</tr>
<tr>
<td>Organizing</td>
<td>Conceptualizing a value and organizing a value system into an ordered relationship</td>
</tr>
<tr>
<td>Characterizing an Internally Consistent Value System</td>
<td>Acting with consistency in accordance with values that are integrated into a total philosophy or world view</td>
</tr>
</tbody>
</table>