

**Appendix A: Bloom's Taxonomy**  
**Cognitive Domain**

**Learning Outcomes Related To Knowledge**

| Knowledge  | Comprehension   | Application   | Analysis  | Synthesis   | Evaluation   |
|--|---|---|---|---|--|
| Student remembers or recognizes information or specifics as communicated with little personal assimilation.                  | Student grasps the meaning behind the information and interprets, translates, or comprehends the information.   | Student uses information to relate and apply it to a new situation with minimal instructor input.   | Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.  | Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.   | Student judges or evaluates information based upon standards and criteria, values and opinions.  |
| Cite<br>Label<br>List<br>Enumerate<br>Identify<br>Imitate<br>Match<br>Name<br>Quote<br>Recall<br>Reproduce<br>State<br>Write | Convert<br>Define<br>Describe<br>Discuss<br>Estimate<br>Explain<br>Generalize<br>Identify<br>Illustrate<br>Locate<br>Paraphrase<br>Restate<br>Summarize | Apply<br>Chart<br>Compute<br>Demonstrate<br>Determine<br>Dramatize<br>Establish<br>Make<br>Manipulate<br>Prepare<br>Project<br>Solve<br>Use | Analyze<br>Compare<br>Contrast<br>Correlate<br>Diagram<br>Dissect<br>Differentiate<br>Distinguish<br>Infer<br>Investigate<br>Limit<br>Outline<br>Separate | Assemble<br>Create<br>Construct<br>Design<br>Develop<br>Formulate<br>Generate<br>Hypothesize<br>Initiate<br>Invent<br>Modify<br>Reframe<br>Synthesize | Access<br>Appraise<br>Conclude<br>Critique<br>Decide<br>Defend<br>Diagnose<br>Evaluate<br>Judge<br>Justify<br>Rank<br>Recommend<br>Support |

Basic  
Knowledge  
Level

More Sophisticated  
Higher Level Thinking  
Critical Thinking

## Psychomotor Domain

### Learning Outcomes Related To Skills

| <b>Observe</b>  | <b>Model</b>  | <b>Recognize Standards</b>   | <b>Correct</b>   | <b>Apply</b>  | <b>Coach</b>   |
|---|---|--|--|---|--|
| Students translate sensory input into physical tasks or activities.   | Students are able to replicate a fundamental skill or task.   | Students recognize standards or criteria important to perform a skill or task correctly.                     | Students use standards to evaluate their own performances and make corrections.  | Students apply this skill to real life situations.                        | Students are able to instruct or train others to perform this skill in other situations. |
| Hear<br>Identify<br>Observe<br>See<br>Smell<br>Taste<br>Touch<br>Watch<br><br>*Usually no outcomes or objectives written at this level. | Attempt<br>Copy<br>Follow<br>Imitate<br>Mimic<br>Model<br>Reenact<br>Repeat<br>Reproduce<br>Show<br>Try | Check<br>Detect<br>Discriminate<br>Differentiate<br>Distinguish<br>Notice<br>Perceive<br>Recognize<br>Select | Adapt<br>Adjust<br>Alter<br>Change<br>Correct<br>Customize<br>Develop<br>Improve<br>Manipulate<br>Modify<br>Practice<br>Revise | Build<br>Compose<br>Construct<br>Create<br>Design<br>Originate<br>Produce | Demonstrate<br>Exhibit<br>Illustrate<br>Instruct<br>Teach<br>Train                       |

Basic Knowledge  
 Basic Skills  
 Level

More Sophisticated Skills  
 Higher Level Abilities  
 Critical Understanding of Performance

## Affective Domain

### Learning Outcomes Related To Attitudes, Behaviors, and Values

| <b>Receiving</b>  | <b>Responding</b>   | <b>Valuing</b>   | <b>Organizing</b>   | <b>Characterizing</b>  |
|---|---|--|---|--|
| Students become aware of an attitude, behavior, or value.                                       | Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.               | Students recognize value and display this through involvement or commitment.   | Students determine a new value or behavior as important or a priority.  | Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character. |
| Accept<br>Attend<br>Describe<br>Explain<br>Locate<br>Observe<br>Realize<br>Receive<br>Recognize | Behave<br>Comply<br>Cooperate<br>Discuss<br>Examine<br>Follow<br>Model<br>Present<br>Respond<br>Show<br>Studies | Accept<br>Adapt<br>Balance<br>Choose<br>Differentiate<br>Defend<br>Influence<br>Prefer<br>Recognize<br>Seek<br>Value | Adapt<br>Adjust<br>Alter<br>Change<br>Customize<br>Develop<br>Improve<br>Manipulate<br>Modify<br>Practice<br>Revise | Authenticate<br>Characterize<br>Defend<br>Display<br>Embody<br>Habituate<br>Internalize<br>Produce<br>Represent<br>Validate<br>Verify                      |

Basic Knowledge  
Basic Skills  
Level

More Sophisticated Skills  
Higher Level Abilities  
Critical Understanding of Performance