

# Taxonomies of Learning Objectives

Cognitive Domain						
LEVEL	Objectives at this level require the student to . . .	<i>Verbal Expression</i>				"The student will . . ."
<b>Knowledge</b>	. . . Remember or recall information.	<i>Define</i> <i>Describe</i> <i>Identify</i>	<i>Label</i> <i>List</i> <i>Match</i>	<i>Name</i> <i>Outline</i> <i>Recall</i>	<i>Recite</i> <i>Select</i> <i>State</i>	". . . Recall the four major food groups."
<b>Comprehension</b>	. . . Demonstrate some level of understanding.	<i>Convert</i> <i>Defend</i> <i>Discriminate</i>	<i>Distinguish</i> <i>Explain</i> <i>Extend</i>	<i>Estimate</i> <i>Generalize</i> <i>Infer</i>	<i>Paraphrase</i> <i>Predict</i> <i>Summarize</i>	". . . Summarize the main events of a story."
<b>Application</b>	. . . Use previously acquired knowledge in a setting other than that in which the student learned it.	<i>Change</i> <i>Compute</i> <i>Demonstrate</i> <i>Develop</i>	<i>Employ</i> <i>Modify</i> <i>Operate</i>	<i>Organize</i> <i>Prepare</i> <i>produce</i>	<i>Relate</i> <i>Solve</i> <i>Transfer</i> <i>Use</i>	". . . Tell the class what they did over the summer related to the project."
<b>Analysis</b>	. . . Identify logical errors or differentiate among facts, opinions, assumptions, hypotheses, or conclusions.	<i>Break down</i> <i>Deduce</i> <i>Diagram</i>	<i>Differentiate</i> <i>Distinguish</i> <i>Illustrate</i>	<i>Infer</i> <i>Outline</i> <i>Point out</i>	<i>Relate</i> <i>Separate out</i> <i>Subdivide</i>	". . . Point out the positions in a speech."
<b>Synthesis</b>	. . . Produce something unique or original.	<i>Categorize</i> <i>Compile</i> <i>Compose</i>	<i>Compose</i> <i>Create</i>	<i>Design</i> <i>Devise</i>	<i>Formulate</i> <i>Rewrite</i> <i>Summarize</i>	". . . Read a story and re-write a different but plausible ending."
<b>Evaluation</b>	. . . Form judgments about the value or worth of methods, ideas, people, or products that have a specific purpose.	<i>Appraise</i> <i>Compare</i> <i>Contrast</i>	<i>Conclude</i> <i>Criticize</i>	<i>Defend</i> <i>Justify</i>	<i>Interpret</i> <i>Support</i> <i>Validate</i>	". . . Judge the value of a paragraph according to the five criteria discussed in class."

From Bloom, *et al.*, 1956, and Norman E. Gronlund, *How to Write and Use Instructional Objectives*, 5<sup>th</sup> Edition, Prentice Hall, 1995.

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Affective Domain						
LEVEL	Objectives at this level require the student to . . .	<i>Verbal Expression</i>				"The student will . . ."
<b>Receiving</b>	. . . Willingly attend.	<i>Asks</i> <i>Chooses</i> <i>Describes</i> <i>Follows</i>	<i>Gives</i> <i>Holds</i> <i>Identifies</i>	<i>Locates</i> <i>Names</i> <i>Points to</i>	<i>Replies</i> <i>Selects</i> <i>Erects</i> <i>Uses</i>	" . . . <i>Identify</i> the importance of the four major food groups."
<b>Responding</b>	. . . Actively participate.	<i>Answers</i> <i>Assists</i> <i>Complies</i> <i>Conforms</i>	<i>Discusses</i> <i>Greets</i> <i>Helps</i> <i>Labels</i>	<i>Performs</i> <i>Practices</i> <i>Presents</i> <i>Reads</i>	<i>Recites</i> <i>Reports</i> <i>Selects</i> <i>Tells</i> <i>Writes</i>	" . . . <i>Discuss</i> the main events of a story."
<b>Valuing</b>	. . . Attach worth.	<i>Completes</i> <i>Describes</i> <i>Differentiates</i> <i>Explains</i>	<i>Follows</i> <i>Forms</i> <i>Initiates</i> <i>Invites</i>	<i>Joins</i> <i>Justifies</i> <i>Proposes</i> <i>Reads Reports</i>	<i>Selects</i> <i>Shares</i> <i>Studies</i> <i>Works</i>	" . . . <i>Share with</i> the class what they did over the summer related to the project."
<b>Organization</b>	. . . Bring together different values, resolve conflicts, and build an internal value system.	<i>Adheres</i> <i>Alters</i> <i>Arranges</i> <i>Combines</i> <i>Compares</i>	<i>Completes</i> <i>Defends</i> <i>Explains</i> <i>Generalizes</i>	<i>Identifies</i> <i>Integrates</i> <i>Modifies</i> <i>Orders</i>	<i>Organizes</i> <i>Prepares</i> <i>Relates</i> <i>Synthesizes</i>	" . . . <i>Defend</i> the positions in a speech."
<b>Characterization by a Value or Value Complex</b>	. . . Develop a "life-style."	<i>Acts</i> <i>Discriminates</i> <i>Displays</i> <i>Influences</i>	<i>Listens</i> <i>Modifies</i> <i>Performs</i> <i>Practices</i>	<i>Proposes</i> <i>Qualifies</i> <i>Questions</i> <i>Revises</i>	<i>Serves</i> <i>Solves</i> <i>Uses</i> <i>Verifies</i>	" . . . Read a story and <i>proposes</i> a different but plausible ending."

From Bloom, *et al.*, 1956, and Norman E. Gronlund, *How to Write and Use Instructional Objectives*, 5<sup>th</sup> Edition, Prentice Hall, 1995.