

COGNITIVE LEVEL: BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

The cognitive domain of learning involves mental operations or thinking skills. There are six major categories in the Cognitive Domain of Bloom's Taxonomy (1956). The levels and the verbs used for stating specific behavioral learning outcomes are listed below.

KNOWLEDGE (Remembering) Recall terms, facts, and details without necessarily understanding the concept	COMPREHENSION (Understanding) Summarize and describe main ideas in own words without necessarily relating it to anything	APPLICATION (Transferring) Apply or transfer learning to own life or to a context different than one in which it was learned	ANALYSIS (Relating) Breaking material into parts, describe patterns and relationships among parts	SYNTHESIS (Creating) Creating something new by combining parts to form a unique solution to a problem	EVALUATION (Judging) Express own opinion, judge or value based on expressed criteria, ideas, methods,....
Count	Associate	Apply	Analyze	Adapt	Accept
Define	Classify	Build	Categorize	Assemble	Appraise
Draw	Convert	Calculate	Compose	Combine	Assess
Identify	Describe	Classify	Debate	Compare	Compare/Contrast
Label	Differentiate	Compare	Detect	Compose	Critique
List	Discuss	Complete	Diagram	Create	Determine
Locate	Distinguish	Contrast	Differentiate	Design	Evaluate
Name	Estimate	Construct	Distinguish	Formulate	Facilitate
Outline	Explain	Demonstrate	Group	Generalize	Grade
Point	Interpret	Illustrate	Infer	Integrate	Judge
Quote	Match	Modify	Investigate	Invent	Justify
Recite	Paraphrase	Operate	Prioritize	Organize	Measure
Record	Predict	Practice	Relate	Plan	Rank
Repeat	Recognize	Relate	Research	Prepare	Recommend
Select	Select	Report	Separate	Prescribe	Reject
State	Summarize	Solve	Sort	Revise	Select
Write	Translate	Use	Transform	Specify	Test
What is the definition of ... Can you recite ... When ... Where... Who was ... How many...	In your own words, explain... What steps are required.. Describe the kinds of...	Give an example that has affected you... If alive today, what do you think he would do about...	What factors distinguish... In what ways... How would life be different if...	How can you put these ideas into action... Predict... When these concepts are linked I see...	In your opinion, ... Choose between ... and defend your answer...