

FCEDS 306
Classification of Objectives (Revised Bloom's Taxonomy)
Cognitive, Affective, and Psychomotor Learning Domains

Cognitive Domain

Level I - Remember: recalling, remembering, and recognizing

Objectives at the knowledge level include the ability to:

| | | |
|----------|-------|-----------|
| cite | label | recite |
| define | list | reproduce |
| identify | name | state |

Level II - Understand: understanding and explaining

Objectives at the comprehension level include the ability to:

| | | |
|----------|---------------|-------------------------|
| convert | give examples | paraphrase |
| describe | illustrate | summarize |
| explain | interpret | tell in one's own words |

Level III - Apply: using ideas

Objectives at the application level include the ability to:

| | | |
|-----------|-------------|--------|
| apply | demonstrate | relate |
| compute | estimate | show |
| construct | prepare | use |

Level IV - Analysis: reasoning

Objectives at the analysis level include the ability to:

| | | |
|-----------|---------------|-----------|
| analyze | differentiate | outline |
| associate | discriminate | point out |
| determine | distinguish | |

Level V - Evaluation: making a judgment

Objectives at the evaluation level include the ability to:

| | | | |
|----------|----------|--------|----------|
| appraise | contrast | assess | conclude |
| evaluate | compare | judge | weigh |

Level VI - Create: creating

Objectives at the synthesis level include the ability to:

| | | |
|----------|------------|-----------|
| combine | create | devise |
| compile | design | integrate |
| compose | develop | modify |
| organize | rearrange | rewrite |
| plan | reorganize | write |
| propose | revise | |

Affective Domain

Level I – Receiving: attending and becoming aware

Some behavioral tasks associated with receiving are:

| | | |
|----------------|-------------------|------------------|
| to accept | to show alertness | to notice |
| to acknowledge | to be aware | to pay attention |
| to be alert | to show awareness | to perceive |
| to tolerate | | |

Level II – Responding: doing something about the phenomenon

Some words and phrases used to indicate responding are:

| | | |
|-----------------------|-------------|-----------------------|
| accept responsibility | care for | follow |
| agree to | communicate | obey |
| answer freely | comply | participate willingly |
| assist | conform | read voluntarily |
| be interested | consent | respond |
| show interest | contribute | visit |
| be willing | cooperate | volunteer |

Level III – Valuing: developing attitudes

Because valuing relates to developing attitudes, some of the following words can be used to formulate objectives at this level:

| | | |
|-----------------------|--------------------------|--------------|
| adopt | commit | initiate |
| assume responsibility | desire | prefer |
| behave according to | choose | seek |
| exhibit loyalty | express | show concern |
| use resources to | show continual desire to | |

Level IV – Organization: arranging values systematically

Since organization is arranging values in priority according to a system, some words that can be used at the level are:

| | | |
|----------|----------|---------------|
| adapt | group | conceptualize |
| adjust | arrange | rank |
| disclose | classify | reveal |

Level V – Characterization: internalizing a set of values

It is extremely difficult to measure achievement objectively at this level.

However, some behaviors that may be associated with characterization follow:

| | | |
|----------|-----------------------------|------------------|
| act upon | devote | influence |
| advocate | exemplify | justify behavior |
| defend | exhibit | maintain |
| display | expose | serve |
| support | show consistent devotion to | |

Psychomotor Domain

Level I – Perception: recognizing and detecting sensory clues

Some words that describe behaviors at this level are:

| | | |
|--------|-----------|-------|
| detect | observe | sense |
| feel | perceive | smell |
| hear | recognize | taste |
| listen | see | view |
| watch | | |

Level II – Set: becoming ready to act

Some words that describe behavior at this level are:

| | |
|----------------------|---------------------------|
| achieve a posture | position the body |
| assume a body stance | sit |
| stand | establish a body position |
| station | place hands, arms |

Level III – Guided response: imitating and practicing

Some words that describe behavior at this level are:

| | |
|-----------|---------------------------|
| copy | manipulate with guidance |
| duplicate | operate under supervision |
| imitate | practice |
| repeat | try |

Level IV – Mechanism: increasing efficiency

Behavioral tasks include the ability to:

| | |
|----------------|--------------------------|
| conduct | improve efficiency |
| produce | make |
| demonstrate | complete with confidence |
| execute | pace |
| increase speed | show dexterity |

Level V – Complex overt response: performing automatically

Some words and phrases that describe behavior at this level are:

| | |
|---------------------|------------------------|
| act habitually | advance with assurance |
| control | direct |
| excel | guide |
| maintain efficiency | manage |
| master | organize |
| perfect | perform automatically |
| proceed | |