

# Cognitive Domain

(Thinking, Knowledge)

					<b>Evaluation</b>
					<p><b>Definition:</b> Judges the value of material for a given purpose</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- assess</li> <li>- argue</li> <li>- conclude</li> <li>- defend</li> <li>- convince</li> <li>- evaluate</li> <li>- interpretj</li> <li>- justify</li> <li>- select</li> <li>- support</li> <li>- praise</li> <li>- estimate</li> <li>- grade</li> <li>- measure</li> <li>- taste</li> <li>- revise</li> <li>- value</li> <li>- recommend</li> <li>- summarize</li> </ul>
					<b>Synthesis</b>
					<p><b>Definition:</b> Formulates new structures from existing knowledge and skills</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- combine</li> <li>- construct</li> <li>- design</li> <li>- develop</li> <li>- formulate</li> <li>- generate</li> <li>- plan</li> <li>- propose</li> <li>- assemble</li> <li>- compose</li> <li>- create</li> <li>- produce</li> <li>- set-up</li> <li>- integrate</li> <li>- generalize</li> </ul>
				<b>Analysis</b>	
				<p><b>Definition:</b> Understands both the content and structure of the material</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- analyze</li> <li>- categorize</li> <li>- compare</li> <li>- contrast</li> <li>- differentiate</li> <li>- discriminate</li> <li>- distinguish</li> <li>- test</li> <li>- outline</li> <li>- categorize</li> <li>- critique</li> <li>- debate</li> <li>- solve</li> <li>- classify</li> <li>- infer</li> </ul>	
		<b>Application</b>			
		<p><b>Definition:</b> Uses learning in new and concrete situations (higher level of understanding)</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- apply</li> <li>- carry out</li> <li>- demonstrate</li> <li>- illustrate</li> <li>- prepare</li> <li>- solve</li> <li>- use</li> <li>- compute</li> <li>- dramatize</li> <li>- practice</li> <li>- sketch</li> <li>- operate</li> </ul>			
	<b>Comprehension</b>				
	<p><b>Definition:</b> Grasps the meaning of material (lowest level of understanding)</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- describe</li> <li>- discuss</li> <li>- explain</li> <li>- locate</li> <li>- paraphrase</li> <li>- give example</li> <li>- translate</li> <li>- restate</li> <li>- tell</li> <li>- interpret</li> </ul>				
<b>Knowledge</b>					
<p><b>Definition:</b> Remembers previously learned material</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- define</li> <li>- identify</li> <li>- label</li> <li>- list</li> <li>- name</li> <li>- recall</li> <li>- state</li> <li>- memorize</li> <li>- repeat</li> <li>- underline</li> </ul>					

Based on *Taxonomy of Educational Objectives*, ed. B.S. Bloom. 1956.

# Affective Domain

(Feeling, Attitudes)

<p style="text-align: center;"><b>Receiving</b></p> <p><b>Definition:</b> Selectively attends to stimuli</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- accept</li> <li>- acknowledge</li> <li>- be aware</li> <li>- notice</li> <li>- pay attention</li> <li>- tolerate</li> </ul>	<p style="text-align: center;"><b>Responding</b></p> <p><b>Definition:</b> Responds to stimuli</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- agree to</li> <li>- answer freely</li> <li>- assist</li> <li>- care for</li> <li>- communicate</li> <li>- comply</li> <li>- conform</li> <li>- consent</li> <li>- contribute</li> <li>- cooperate</li> <li>- follow</li> <li>- obey</li> <li>- practice willingly</li> <li>- read voluntarily</li> <li>- respond</li> <li>- visit</li> <li>- volunteer</li> </ul>	<p style="text-align: center;"><b>Valuing</b></p> <p><b>Definition:</b> Attaches value or worth to something</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- adopt</li> <li>- assume responsibility</li> <li>- behave according to</li> <li>- choose</li> <li>- commit</li> <li>- desire</li> <li>- exhibit loyalty</li> <li>- express</li> <li>- initiate</li> <li>- prefer</li> <li>- seek</li> <li>- show concern</li> <li>- show continual desire to</li> <li>- use resources to</li> </ul>	<p style="text-align: center;"><b>Organization</b></p> <p><b>Definition:</b> Conceptualizes the value and resolves conflict between it and other values</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- adapt</li> <li>- adjust</li> <li>- arrange</li> <li>- balance</li> <li>- classify</li> <li>- conceptualize</li> <li>- formulate</li> <li>- group</li> <li>- organize</li> <li>- rank</li> <li>- theorize</li> </ul>	<p style="text-align: center;"><b>Internalizing</b></p> <p><b>Definition:</b> Integrates the value into a value system that controls behavior</p> <p><b>Sample Verbs:</b></p> <ul style="list-style-type: none"> <li>- act upon</li> <li>- advocate</li> <li>- defend</li> <li>- exemplify</li> <li>- influence</li> <li>- justify behavior</li> <li>- maintain</li> <li>- serve</li> <li>- support</li> <li>- appreciate</li> </ul>
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# Psychomotor Domain

(Doing, Skills)

						<b>Organization</b>
						<b>Definition:</b> Creates new patterns for specific situations
						<b>Sample Verbs:</b> - design - originate - combine - compose - construct
					<b>Complete Overt Response</b>	
					<b>Definition:</b> Performs automatically	
					<b>Sample Verbs:</b> - act habitually - advance with assurance - control - direct - excel - guide - maintain efficiency - manage - master - organize - perfect - perform automatically - proceed	
				<b>Mechanism</b>		
				<b>Definition:</b> Performs acts with increasing efficiency, confidence, and proficiency		
				<b>Sample Verbs:</b> - complete with confidence - conduct - demonstrate - execute - improve efficiency - increase speed - make - pace - produce - show dexterity		
		<b>Guided Response</b>				
		<b>Definition:</b> Imitates and practices skills, often in discrete steps				
		<b>Sample Verbs:</b> - copy - duplicate - imitate - manipulate with guidance - operate under supervision - practice - repeat - try				
	<b>Set</b>					
	<b>Definition:</b> Is mentally, emotionally, and physically, ready to act					
	<b>Sample Verbs:</b> - achieve a posture - assume a body stance - establish a body position - sit - stand station					
<b>Perception</b>						
<b>Definition:</b> Senses cues that guide motor activity						
<b>Sample Verbs:</b> - detect - hear - listen - observe - perceive - recognize - see - sense - smell - taste - view - watch						