KNOWLEDGE
knowing and recalling information

acquire
describe
know
list
match
name
recall
record
reproduce
select
define
identify
label
locate
memorize
observe
recognize
repeat
review
state

• finding out •
COMPREHENSION

developing understanding through a change in form

- communicate
- describe
- estimate
- express
- fill in
- give examples
- paraphrase
- re-order
- represent
- re-write
- summarize
- transform

- convert
- distinguish
- explain
- extend
- generalize
- interpret
- rename
- rephrase
- re-state
- show
- symbolize
- translate
APPLICATION
putting information and knowledge into practice – especially in new situations

apply
assemble

calculate
change

compute
construct

demonstrate
develop

display
dramatize

estimate
graph

illustrate
infer

make
manipulate

measure
model

operate
practice

prepare
produce

show
sketch

solve
survey

• using •
ANALYSIS

recognizing parts, relationships, and organizational principles

analyze
categorize
compare
deduce
diagram
differentiate
distinguish
group
investigate
outline
relate
subdivide

break down
classify
contrast
detect
dissect
discriminate
generalize
inspect
organize
point out
separate

• seeing the parts •

23
SYNTHESIS

generating new solutions through unique communications and creative endeavors

- combine
- compose
- design
- discover
- generate
- improve
- invent
- originate
- predict
- rearrange
- reorganize
- rewrite
- synthesize

- compile
- create
- devise
- formulate
- hypothesize
- integrate
- modify
- plan
- propose
- reconstruct
- revise
- simplify
- systemize

• putting together in a new way •
EVALUATION

judging according to evidence and criteria

appraise  assess
choose  conclude
consider  criticize
critique  debate
decide  defend
determine  discriminate
dispute  document
editorialize  evaluate
grade  judge
justify  prove
rate  score
support  validate

• judging
Illustrative Descriptions of Major Categories in Bloom’s Cognitive Domain

Knowledge: Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete stories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

Comprehension: Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words, numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding.

Application: Application refers to the ability to use learned materials in new and concrete situations. This may include the application of such things as rules, methods, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

Analysis: Analysis refers to the ability to break material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationships between parts, and recognition of the organization principles involved. Learning outcomes here represent a higher intellectual understanding of both the content and the structural form of the material.

Synthesis: Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formation of new patterns or structures.

Evaluation: Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy.
Descriptions of the Major Categories in the Affective Domain

Receiving: Receiving refers to the student’s willingness to attend to particularly Phenomena or stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student’s attention. Learning outcomes in this area range from simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.

Responding: Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure & enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under “interests”; this is, those that stress the seeking out and enjoyment of particular activities.

Valuing: Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the student’s overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under “attitudes” and “appreciation” would fall into this category.

Organization: Organization is concerned with bringing together different Values, resolving conflicts between them, and beginning the building of an Internally, consistent value system. Thus the emphasis is on comparing, Relating, and synthesizing values. Learning outcomes may be concerned With the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall in this category.

Characterization by a value or value complex: At this level of the affective domain, the individual has a value system that has controlled his behavior for a sufficiently long time for him to have developed a characteristic “life style”. Thus the behavior is pervasive, consistent, & predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student’s general patterns of adjustment (personal, social, emotional) would be appropriate here.

Illustrative General Instructional Objectives

Listens attentively
Shows awareness of the importance of learning
Shows sensitivity to human needs and social problems
Accepts differences of race & culture

Completes assigned homework
Obeys school rules
Participates in class discussions
Completes laboratory work
Volunteers for special tasks
Shows interest in subject
Enjoys helping others

Demonstrates belief in the democratic process
Appreciates good literature (art or music)
Appreciates the role of science (or other subjects) in everyday life
Shows concern for the welfare of others
Demonstrates problem-solving attitude
Demonstrates commitment to social improvement

Recognizes the need for balance between freedom and responsibility in a democracy
Recognizes the role of systematic planning in solving problems
Accepts responsibility for his own behavior
Understands and accepts his own strengths and limitations
Formulates a life plan in harmony with his abilities, interests, and beliefs.

Displays safety consciousness
Demonstrates self-reliance in working independently
Practices cooperation in group activities
Uses objective approach in problem solving
Demonstrates industry, punctuality and self-discipline
Maintains good health habits
Description of the major categories in the psychomotor domain

**Perception:** The first level is concerned with the use of the sense organs to obtain cues that guide motor activity. This category ranges from sensory stimulation (awareness of a stimulus), through cue selection (selecting task-relevant cues), to translation (relating cue perception to action in a performance).

**Set:** Set refers to a readiness to take a particular type of action. This category includes mental set (mental readiness to act), physical set (physical readiness to act), and emotional set (willingness to act). Perception of cues serves as an important prerequisite for this level.

**Guided Response:** Guided response is concerned with the early stages in learning a complex skill. It includes imitation (repeating an act demonstrated by the instructor), and trial and error (using a multiple-response approach to identify an appropriate response). Adequacy of performance is judged by an instructor or by a suitable set of criteria.

**Mechanism:** Mechanism is concerned with performance acts where the learned responses have become habitual and the movements can be performed with some confidence and proficiency. Learning outcomes at this level are concerned with performance skills in various types, but the movement patterns are less complex than at the next higher level.

**Complex Overt Response:** Complex Overt Response is concerned with the skillful performance of motor acts that involve complex movement patterns. Efficiency is indicated by a quick, smooth, accurate performance, requiring a minimum of energy. This category includes resolution of uncertainty (performs without hesitation) and automatic performance (movements are made with ease and good muscle control). Learning outcomes at this level include highly coordinated motor activities.

**Adaptation:** Adaptation is concerned with skills that are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation.

**Origination:** Origination refers to the creating of new movement patterns to fit a particular situation or specific problem.

**Illustrative general Instructional Objectives**

- Recognizes malfunction by sound of machine
- Relates taste of food to need for seasoning
- Relates music to a particular dance step
- Knows sequence of steps in varnishing wood
- Demonstrates proper bodily stance for batting a ball
- Shows desire to type efficiently
- Performs a golf swing as demonstrated
- Applies a first aid bandage as demonstrated
- Determines best sequence for preparing a meal
- Writes smoothly and legibly
- Sets up laboratory equipment
- Operates a slide projector
- Demonstrates a simple dance step
- Operates a power saw skillfully
- Demonstrates correct form in swimming
- Demonstrates skill in driving an automobile
- Performs skillfully on the violin
- Repairs electronic equipment quickly and accurately
- Adjusts tennis play to counteract opponent's style
- Modifies swimming strokes to fit the roughness of the water
- Creates a new dance step
- Creates a musical composition
- Designs the set for a Shakespearian theatre
ILLUSTRATIVE VERBS FOR STATING GENERAL INSTRUCTIONAL OBJECTIVES

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Compute</th>
<th>Interpret</th>
<th>Perform</th>
<th>Translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Create</td>
<td>Know</td>
<td>Recognize</td>
<td>Understand</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Demonstrate</td>
<td>Listen</td>
<td>Speak</td>
<td>Use</td>
</tr>
<tr>
<td>Comprehend</td>
<td>Evaluate</td>
<td>Locate</td>
<td>Think</td>
<td>Write</td>
</tr>
</tbody>
</table>

ILLUSTRATIVE VERBS FOR STATING LEARNING OUTCOMES

"CREATIVE" BEHAVIORS

<table>
<thead>
<tr>
<th>Alter</th>
<th>Paraphrase</th>
<th>Reconstruct</th>
<th>Rephrase</th>
<th>Rewrite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask</td>
<td>Predict</td>
<td>Regroup</td>
<td>Restate</td>
<td>Simplify</td>
</tr>
<tr>
<td>Change</td>
<td>Question</td>
<td>Rename</td>
<td>Restructure</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Design</td>
<td>Rearrange</td>
<td>Reorganize</td>
<td>Retell</td>
<td>Systematize</td>
</tr>
<tr>
<td>Generalize</td>
<td>Recombine</td>
<td>Reorder</td>
<td>Revise</td>
<td>Vary</td>
</tr>
<tr>
<td>Modify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"COMPLEX", LOGICAL, JUDGMENTAL" BEHAVIORS

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Conclude</th>
<th>Deduce</th>
<th>Formulate</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise</td>
<td>Contrast</td>
<td>Defend</td>
<td>Generate</td>
<td>Structure</td>
</tr>
<tr>
<td>Combine</td>
<td>Criticize</td>
<td>Evaluate</td>
<td>Induce</td>
<td>substitute</td>
</tr>
<tr>
<td>Compare</td>
<td>Decide</td>
<td>Explain</td>
<td>Infer</td>
<td>judge</td>
</tr>
<tr>
<td>Choose</td>
<td>Detect</td>
<td>Identify</td>
<td>Match</td>
<td>Place</td>
</tr>
<tr>
<td>Collect</td>
<td>Differentiate</td>
<td>Indicate</td>
<td>Omit</td>
<td>Point</td>
</tr>
<tr>
<td>Define</td>
<td>Discriminate</td>
<td>Isolate</td>
<td>Order</td>
<td>Select</td>
</tr>
<tr>
<td>Describe</td>
<td>Distinguish</td>
<td>List</td>
<td>Pick</td>
<td>Separate</td>
</tr>
</tbody>
</table>

"SOCIAL" BEHAVIORS

<table>
<thead>
<tr>
<th>Accept</th>
<th>Communicate</th>
<th>Discuss</th>
<th>Invite</th>
<th>Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Compliment</td>
<td>Excuse</td>
<td>Join</td>
<td>React</td>
</tr>
<tr>
<td>Aid</td>
<td>Contribute</td>
<td>Forgive</td>
<td>Laugh</td>
<td>Smile</td>
</tr>
<tr>
<td>Allow</td>
<td>Cooperate</td>
<td>Greet</td>
<td>Meet</td>
<td>Talk</td>
</tr>
<tr>
<td>Answer</td>
<td>Dance</td>
<td>Help</td>
<td>Participate</td>
<td>Thank</td>
</tr>
<tr>
<td>Argue</td>
<td>Disagree</td>
<td>Interact</td>
<td>Permit</td>
<td>Volunteer</td>
</tr>
</tbody>
</table>

"LANGUAGE" BEHAVIORS

<table>
<thead>
<tr>
<th>Abbreviate</th>
<th>Edit</th>
<th>Punctuate</th>
<th>Speak</th>
<th>Tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accent</td>
<td>Hyphenate</td>
<td>Read</td>
<td>Spell</td>
<td>Translate</td>
</tr>
<tr>
<td>Alphabetize</td>
<td>Indent</td>
<td>Recite</td>
<td>State</td>
<td>Verbalize</td>
</tr>
<tr>
<td>Articulate</td>
<td>Outline</td>
<td>Say</td>
<td>Summarize</td>
<td>Whisper</td>
</tr>
<tr>
<td>Call</td>
<td>Print</td>
<td>Sign</td>
<td>Syllabify</td>
<td>Write</td>
</tr>
<tr>
<td>Capitalize</td>
<td>Pronounce</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### “STUDY” BEHAVIORS

<table>
<thead>
<tr>
<th>Arrange</th>
<th>Compile</th>
<th>Itemize</th>
<th>Mark</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorize</td>
<td>Copy</td>
<td>Label</td>
<td>Name</td>
<td>Reproduce</td>
</tr>
<tr>
<td>Chart</td>
<td>Diagram</td>
<td>Locate</td>
<td>Note</td>
<td>Search</td>
</tr>
<tr>
<td>Cite</td>
<td>Find</td>
<td>Look</td>
<td>Organize</td>
<td>Sort</td>
</tr>
<tr>
<td>Circle</td>
<td>Follow</td>
<td>Map</td>
<td>Quote</td>
<td>Underline</td>
</tr>
</tbody>
</table>

### “MUSIC” BEHAVIORS

<table>
<thead>
<tr>
<th>Blow</th>
<th>Compose</th>
<th>Hum</th>
<th>Pluck</th>
<th>Strum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bow</td>
<td>Finger</td>
<td>Mute</td>
<td>Practice</td>
<td>Tap</td>
</tr>
<tr>
<td>Clap</td>
<td>Harmonize</td>
<td>Play</td>
<td>Sing</td>
<td>Whistle</td>
</tr>
</tbody>
</table>

### “PHYSICAL” BEHAVIORS

<table>
<thead>
<tr>
<th>Arch</th>
<th>Bend</th>
<th>Catch</th>
<th>Climb</th>
<th>Float</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bat</td>
<td>Carry</td>
<td>Chase</td>
<td>Face</td>
<td>Grab</td>
</tr>
<tr>
<td>Grasp</td>
<td>Kid</td>
<td>Pull</td>
<td>Skip</td>
<td>Swim</td>
</tr>
<tr>
<td>Hit</td>
<td>Lift</td>
<td>Run</td>
<td>Sand</td>
<td>Throw</td>
</tr>
<tr>
<td>Hop</td>
<td>March</td>
<td>Skate</td>
<td>Step</td>
<td>Toss</td>
</tr>
<tr>
<td>Jump</td>
<td>Pitch</td>
<td>Ski</td>
<td>Stretch</td>
<td>Walk</td>
</tr>
</tbody>
</table>

### “ARTS” BEHAVIORS

<table>
<thead>
<tr>
<th>Assemble</th>
<th>Dot</th>
<th>Illustrate</th>
<th>Press</th>
<th>Stamp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blend</td>
<td>Draw</td>
<td>Melt</td>
<td>Roll</td>
<td>Stick</td>
</tr>
<tr>
<td>Brush</td>
<td>Drill</td>
<td>Mix</td>
<td>Rub</td>
<td>Stir</td>
</tr>
<tr>
<td>Build</td>
<td>Fold</td>
<td>Mold</td>
<td>Sand</td>
<td>Trace</td>
</tr>
<tr>
<td>Carve</td>
<td>Form</td>
<td>Nail</td>
<td>Saw</td>
<td>Trim</td>
</tr>
<tr>
<td>Color</td>
<td>Frame</td>
<td>Paint</td>
<td>Shake</td>
<td>Wipe</td>
</tr>
<tr>
<td>Cut</td>
<td>Handle</td>
<td>Pat</td>
<td>Sketch</td>
<td>Wrap</td>
</tr>
<tr>
<td>Dab</td>
<td>Heat</td>
<td>Pour</td>
<td>Smooth</td>
<td></td>
</tr>
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</table>

### “DRAMA” BEHAVIORS

<table>
<thead>
<tr>
<th>Act</th>
<th>Display</th>
<th>Express</th>
<th>Pass</th>
<th>Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clasp</td>
<td>Emit</td>
<td>Leave</td>
<td>Perform</td>
<td>Sit</td>
</tr>
<tr>
<td>Cross</td>
<td>Enter</td>
<td>Move</td>
<td>Proceed</td>
<td>Start</td>
</tr>
<tr>
<td>Direct</td>
<td>Exit</td>
<td>Pantomime</td>
<td>Respond</td>
<td>Turn</td>
</tr>
</tbody>
</table>

### “MATHEMATICAL” BEHAVIORS

<table>
<thead>
<tr>
<th>Add</th>
<th>Derive</th>
<th>Group</th>
<th>Number</th>
<th>Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisect</td>
<td>Divide</td>
<td>Integrate</td>
<td>Plot</td>
<td>Subtract</td>
</tr>
<tr>
<td>Calculate</td>
<td>Estimate</td>
<td>Interpolate</td>
<td>Prove</td>
<td>Tabulate</td>
</tr>
<tr>
<td>Check</td>
<td>Extrapolate</td>
<td>Measure</td>
<td>Reduce</td>
<td>Tally</td>
</tr>
<tr>
<td>Compute</td>
<td>Extract</td>
<td>Multiply</td>
<td>Solve</td>
<td>Verify</td>
</tr>
<tr>
<td>Count</td>
<td>Graph</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### “LABORATORY SCIENCE” BEHAVIORS

<table>
<thead>
<tr>
<th>Apply</th>
<th>Demonstrate</th>
<th>Keep</th>
<th>Prepare</th>
<th>Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calibrate</td>
<td>Dissect</td>
<td>Lengthen</td>
<td>Remove</td>
<td>Straighten</td>
</tr>
<tr>
<td>Conduct</td>
<td>Feed</td>
<td>Limit</td>
<td>Replace</td>
<td>Time</td>
</tr>
</tbody>
</table>
### GENERAL APPEARANCE, HEALTH AND SAFETY**” BEHAVIORS

<table>
<thead>
<tr>
<th>Button</th>
<th>Dress</th>
<th>Fasten</th>
<th>Taste</th>
<th>Unzip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean</td>
<td>Drink</td>
<td>Fill</td>
<td>Tie</td>
<td>Wait</td>
</tr>
<tr>
<td>Clear</td>
<td>Eat</td>
<td>Go</td>
<td>Unbutton</td>
<td>Wash</td>
</tr>
<tr>
<td>Close</td>
<td>Eliminate</td>
<td>Lace</td>
<td>Uncover</td>
<td>Wear</td>
</tr>
<tr>
<td>Comb</td>
<td>Empty</td>
<td>Stop</td>
<td>Untie</td>
<td>Zip</td>
</tr>
</tbody>
</table>

### "MISCELLANEOUS" BEHAVIORS

<table>
<thead>
<tr>
<th>Aim</th>
<th>Erase</th>
<th>Lead</th>
<th>Relate</th>
<th>Stake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt</td>
<td>Expand</td>
<td>Lend</td>
<td>Repeat</td>
<td>Start</td>
</tr>
<tr>
<td>Attend</td>
<td>Extend</td>
<td>Let</td>
<td>Return</td>
<td>Stock</td>
</tr>
<tr>
<td>Begin</td>
<td>Feel</td>
<td>Light</td>
<td>Ride</td>
<td>Store</td>
</tr>
<tr>
<td>Bring</td>
<td>Finish</td>
<td>Make</td>
<td>Rip</td>
<td>Strike</td>
</tr>
<tr>
<td>Buy</td>
<td>Fit</td>
<td>Mend</td>
<td>Save</td>
<td>Suggest</td>
</tr>
<tr>
<td>Come</td>
<td>Fix</td>
<td>Miss</td>
<td>Scratch</td>
<td>Supply</td>
</tr>
<tr>
<td>Complete</td>
<td>Flip</td>
<td>Offer</td>
<td>Send</td>
<td>Support</td>
</tr>
<tr>
<td>Consider</td>
<td>Get</td>
<td>Open</td>
<td>Serve</td>
<td>Switch</td>
</tr>
<tr>
<td>Correct</td>
<td>Give</td>
<td>Pack</td>
<td>Sew</td>
<td>Take</td>
</tr>
<tr>
<td>Crease</td>
<td>Grind</td>
<td>Pay</td>
<td>Share</td>
<td>Tear</td>
</tr>
<tr>
<td>Crush</td>
<td>Guide</td>
<td>Peel</td>
<td>Sharpen</td>
<td>Touch</td>
</tr>
<tr>
<td>Designate</td>
<td>Hand</td>
<td>Pin</td>
<td>Shoot</td>
<td>Try</td>
</tr>
<tr>
<td>Determine</td>
<td>Hang</td>
<td>Position</td>
<td>Shorten</td>
<td>Twist</td>
</tr>
<tr>
<td>Develop</td>
<td>Hold</td>
<td>Present</td>
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<td>Lay</td>
<td>Raise</td>
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</table>
THE **COGNITIVE DOMAIN** INCLUDES THOSE OBJECTIVES THAT EMPHASIZE INTELLECTUAL OUTCOMES, SUCH AS KNOWLEDGE, UNDERSTANDING, AND THINKING SKILLS.

THE **AFFECTIVE DOMAIN** INCLUDES THOSE OBJECTIVES THAT EMPHASIZE FEELING AND EMOTIONS, SUCH AS INTERESTS, ATTITUDES, APPRECIATION, AND METHODS OF ADJUSTMENT.

THE **PSYCHOMOTOR DOMAIN** INCLUDES THOSE OBJECTIVES THAT EMPHASIZE MOTOR SKILLS, SUCH AS HANDWRITING, TYPING, SWIMMING, & OPERATING MACHINERY
APPLICATION ONE: ASSESSMENT STATEMENTS FOR BLOOM’S COGNITIVE OBJECTIVES

READ THE FOLLOWING EXAMPLES THAT MIGHT BE USED TO ASSESS STUDENT PERFORMANCE. DETERMINE WHICH OBJECTIVE OF BLOOM’S COGNITIVE TAXONOMY IS BEING ADDRESSED.

1. Compare and contrast enrichment versus acceleration in terms of readiness, academic benefits, and social and emotional adjustment for precocious youth.

2. Explain what is meant by the melting pot philosophy.

3. What is the associative rule of multiplication?

4. Solve the geometric proofs by utilizing the appropriate theorems.

5. Read the following passage and diagram the sentences found there.

6. Generate a theory of adolescent purchasing practices from observations of mall behaviors, questionnaires, and personal interviews.