

Bloom's Taxonomy – Revised Cognitive Domain

Bloom's Taxonomy has been revised by [Anderson and Krathwohl \(2001\)](#) with new terms and emphasis. This adapted Bloom's model has *Knowledge* converted to *Remember* and the highest level of development is *Creating* rather than *Evaluate*.

| Category | Generic Skills | Sample Verbs |
|--|--|--|
| Remembering Recalling information | The learner is able to recall, restate and remember learned information. | Choose, Cite, Enumerate, Group, Label, List, Listen, Locate, Match, Memorize, Name, Outline, Quote, Read, Recall, Recite, Record, Relate, Repeat, Reproduce, Review, Select, Show, Sort, State, Underline, Write |
| Understanding Explaining ideas or concepts | The learner grasps the meaning of information by interpreting and translating what has been learned. | Account for, Annotate, Associate, Classify, Convert, Define, Describe, Discuss, Estimate, Explain, Express, Identify, Indicate, Interpret, Observe, Outline, Recognize, Reorganize, Report, Research, Restate, Retell, Review, Translate |
| Applying Using information in another familiar situation | The learner makes use of information in a new situation from the one in which it was learned. | Adapt, Apply, Calculate, Change, Collect, Compute, Construct, Demonstrate, Dramatize, Draw, Exhibit, Generalize, Illustrate, Interpret, Interview, Make, Manipulate, Operate, Paint, Practice, Sequence, Show, Sketch, Solve, Translate |
| Analyzing (Critical Thinking) Breaking information into parts to explore understandings and relationships | The learner breaks learned information into its parts to best understand that information in an attempt to identify evidence for a conclusion. | Analyze, Appraise, Arrange, Calculate, Categorize, Compare, Contrast, Criticize, Debate, Detect, Diagram, Discriminate, Dissect, Distinguish, Examine, Experiment, Group, Infer, Inquire, Inspect, Investigate, Order, Probe, Question, Relate, Research, Scrutinize, Separate, Sequence, Sift, Subdivide, Summarize, Survey, Test |
| Evaluating (Critical Thinking) Justifying a decision or course of action | The learner makes decisions based on in-depth reflection, criticism and assessment. | Appraise, Argue, Assess, Choose, Compare, Conclude, Criticize, Critique, Debate, Decide, Deduce, Defend, Determine, Differentiate, Discriminate, Evaluate, Infer, Judge, Justify, Measure, Predict, Prioritize, Probe, Rank, Rate, Recommend, Revise, Score, Select, Validate, Value |
| Creating (Critical Thinking) Generating new ideas, products, or ways of viewing things | The learner creates new ideas and information using what has been previously learned. | Act, Assemble, Blend, Combine, Compile, Compose, Concoct, Construct, Create, Design, Develop, Devise, Formulate, Forecast, Generate, Hypothesize, Imagine, Invent, Organize, Originate, Predict, Plan, Prepare, Propose, Produce, Set up |

Bloom's Taxonomy – Revised Affective Domain

These learning outcomes relate to attitudes, behaviors, and values. This is also now commonly expressed in the modern field of personal development as 'beliefs' and their retention by and affect upon the learner.

| Category | Generic Skills | Sample Verbs |
|---|--|--|
| Receiving (Awareness) | The learner becomes aware of an attitude, behavior, or value and is open to the experience. | Accept, Acknowledge, Ask, Attend, Describe, Explain, Follow, Focus, Listen, Locate, Observe, Realize, Receive, Recognize, Retain |
| Responding (React) | The learner exhibits a reaction or change as a result of exposure to an attitude, behavior, or value. | Behave, Cite, Clarify, Comply, Contribute, Cooperate, Discuss, Examine, Follow, Interpret, Model, Perform, Present, Question, React, Respond, Show, Studies |
| Valuing (Comprehend and act) | The learner recognizes value and displays this personal opinion through involvement or commitment. | Accept, Adapt, Argue, Balance, Challenge, Choose, Confront, Criticize, Debate, Differentiate, Defend, Influence, Justify, Persuade, Prefer, Recognize, Refute, Seek, Value |
| Organizing (Personal value system) | The learner reconciles internal conflicts and determines a new value or behavior as important or a priority. | Adapt, Adjust, Alter, Arrange, Build, Change, Compare, Contrast, Customize, Develop, Formulate, Improve, Manipulate, Modify, Practice, Prioritize, Reconcile, Relate, Revise |
| Internalizing (Adopt behavior) | The learner integrates consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character. | Act, Authenticate, Characterize, Defend, Display, Embody, Habituate, Influence, Internalize, Practice, Produce, Represent, Solve, Validate, Verify |

Bloom's Taxonomy – Revised Psychomotor Domain

These learning outcomes relate to the development of physical skills and manual tasks. However it also concerns and covers modern day business and social skills such as communications (public speaking) and the operation of equipment.

| Category | Generic Skills | Sample Verbs |
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| Observe (Awareness) | The learner translates sensory input into physical tasks or activities. | Hear, Identify, Notice, Observe, See, Smell, Taste, Touch, Watch |
| Model (Copy) | The learner is able to observe and replicate a fundamental skill or task. | Adhere, Attempt, Copy, Follow, Imitate, Mimic, Model, Reenact, Re-create, Repeat, Replicate, Reproduce, Show, Try |
| Recognize Standards (Follow instructions) | The learner recognizes standards or criteria important to perform a skill or task correctly. | Build, Check, Demonstrate, Detect, Discriminate, Differentiate, Distinguish, Execute, Implement, Notice, Perceive, Perform, Recognize, Select |
| Correct (Develop precision) | The learner utilizes standards to evaluate his/her own performances, make corrections and execute the skill reliably independent of assistance. | Adjust, Alter, Calibrate, Change, Complete, Construct, Correct, Customize, Improve, Integrate, Manipulate, Modify, Practice, Revise |
| Articulation (Combine & integrate related skills) | The learner applies a selected skill to real life situations. | Adapt, Build, Combine, Compose, Construct, Coordinate, Create, Develop, Formulate, Integrate, Master, Originate, Produce, Solve |
| Naturalization (Automate & master) | The learner is more automated with an unconscious mastery of an activity and related skills. | Demonstrate, Design, Exhibit, Illustrate, Invent, Instruct, Manage, Re-design, Specify, Teach, Train, Troubleshoot |

