The following pages provide graphics with sample language for describing student achievement at increasingly sophisticated levels within the cognitive, affective and psychomotor domains.

The graphics are based on Benjamin Bloom’s original “Taxonomy of Education Objectives” (1956) and the revision of this framework by Anderson, Krathwohl, et al. (2001). A taxonomy for the psychomotor domain was not published by this original group, but versions were created by Simpson (1966), Dave (1970) and Harrow (1972).

For a brief history of the development of the taxonomies, a more sophisticated explanation of the cognitive taxonomy in two dimensions (the knowledge dimension and the cognitive process dimension) and some examples of its use, see Krathwohl (2002). A revision of Bloom’s Taxonomy: An overview. Theory into Practice, 41(4), 212-218.

R. Sproat for Tacoma Community College Instructional Assessment Steering Committee
Cognitive Domain (thinking, knowledge)

**REMEMBER**
- **Definition:** Remembers previously learned material
- **Sample Verbs:**
  - define
  - identify
  - label
  - list
  - name
  - recall
  - state

**UNDERSTAND**
- **Definition:** Grasps the meaning of material (lowest level of understanding)
- **Sample Verbs:**
  - describe
  - discuss
  - explain
  - locate
  - paraphrase
  - give example
  - translate

**APPLY**
- **Definition:** Uses learning in new and concrete situations (higher level of understanding)
- **Sample Verbs:**
  - apply
  - carry out
  - demonstrate
  - illustrate
  - prepare
  - solve
  - use

**ANALYZE**
- **Definition:** Understands both the content and the structure of the material
- **Sample Verbs:**
  - analyze
  - categorize
  - compare
  - contrast
  - differentiate
  - discriminate
  - outline

**EVALUATE**
- **Definition:** Judges the value of material for a given purpose
- **Sample Verbs:**
  - assess
  - conclude
  - evaluate
  - interpret
  - justify
  - select
  - support

**CREATE**
- **Definition:** Formulates new structures from existing knowledge and skills
- **Sample Verbs:**
  - combine
  - construct
  - design
  - develop
  - generate
  - plan
  - propose

## Affective Domain (feeling, attitudes)

### RECEIVING

**Definition:** Selectively attends to stimuli

**Sample Verbs:**
- accept
- acknowledge
- be aware
- listen
- notice
- pay attention
- tolerate

### RESPONDING

**Definition:** Responds to stimuli

**Sample Verbs:**
- Agree to
- Answer freely
- assist
- communicate
- comply
- conform
- consent
- contribute
- cooperate
- follow
- obey
- participate willingly
- read voluntarily
- respond
- visit
- volunteer

### VALUING

**Definition:** Attaches value or worth to something

**Sample Verbs:**
- Adopt
- Assume responsibility
- Behave according to
- Choose
- Commit
- Desire
- Exhibit loyalty
- Express
- Initiate
- Prefer
- Seek
- Show concern
- Show continual desire to
- Use resources to

### ORGANIZATION

**Definition:** Conceptualizes the value and resolves conflict between it and other values

**Sample Verbs:**
- Adapt
- Adjust
- Arrange
- Balance
- Classify
- Conceptualize
- Formulate
- Group
- Organize
- Rank
- theorize

### INTERNALIZING

**Definition:** Integrates the value into a value system that controls behavior

**Sample Verbs:**
- Act upon
- Advocate
- Defend
- Exemplify
- Influence
- Justify behavior
- Maintain
- Serve
- Support

---

From Bloom & Krathwohl (1956). *Taxonomy of Educational Objectives.*
### Psychomotor Domain (doing, skills)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Definition</th>
<th>Sample Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERCEPTION</strong></td>
<td><em>Definition:</em> Senses cues that guide motor activity.</td>
<td>Detect, Hear, Listen, Observe, Perceive, Recognize, See, Sense, Smell, Taste, View, watch</td>
</tr>
<tr>
<td><strong>SET</strong></td>
<td><em>Definition:</em> Is mentally, emotionally and physically ready to act.</td>
<td>Achieve a posture, Assume a body stance, Place hands, arms, etc., Position the body, Sit, stand, station, establish a body position</td>
</tr>
<tr>
<td><strong>GUIDED RESPONSE</strong></td>
<td><em>Definition:</em> Initiates and practices skills, often in discrete steps)</td>
<td>Copy, Duplicate, Imitate, Manipulate with guidance, Operate under supervision, Practice, Repeat, try</td>
</tr>
<tr>
<td><strong>MECHANISM</strong></td>
<td><em>Definition:</em> Performs acts with increasing efficiency, confidence and proficiency</td>
<td>Complete with confidence, Conduct, Demonstrate, Execute, Improve efficiency, Increase speed, Make, Pace produce, Show dexterity</td>
</tr>
<tr>
<td><strong>COMPLETE OVERT RESPONSE</strong></td>
<td><em>Definition:</em> Performs automatically</td>
<td>Act habitually, Advance with assurance, Control, Direct, Excel, Guide, Maintain efficiency, Manage, Master, Organize, Perfect, Perform automatically, proceed</td>
</tr>
<tr>
<td><strong>ADAPTION</strong></td>
<td><em>Definition:</em> Adapts skill sets to meet a problem situation</td>
<td>Adapts, Reorganizes, Alters, Revises, changes</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td><em>Definition:</em> Creates new patterns for specific situations</td>
<td>Designs, Originates, Composes, constructs</td>
</tr>
</tbody>
</table>