

## Bloom's Taxonomy

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Bloom's Taxonomy refers to a classification of the different objectives (in our case, competencies and learning objectives) that educators set for students. Bloom's Taxonomy divides educational objectives into three "domains" that include the cognitive (knowing/head), affective (feeling/heart), and psychomotor (doing/hands). Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A holistic education incorporates all three domains.

Included in this handout are the WIDS recommended categorization of verbs according to the most recent version of Bloom's Taxonomy.

### The Cognitive Domain

Verbs in boldface appear in more than one area. The most simple or basic levels of the cognitive domain are presented at the bottom of this table.

#### Creating

Abstract	Correspond	Format	Model	Reconstruct
Animate	Create	Formulate	<b>Modify</b>	Refer
Arrange	Cultivate	<b>Generalize</b>	Network	<b>Relate</b>
Assemble	Debug	Generate	Organize	Reorganize
Budget	Depict	<b>Handle</b>	<b>Outline</b>	Report
Categorize	Design	Hypothesize	Overhaul	Revise
Code	Develop	Import	Plan	<b>Rewrite</b>
Combine	Devise	Improve	Portray	Schematize
Compile	Dictate	Incorporate	<b>Prepare</b>	Specify
Compare	Discuss	Integrate	<b>Prescribe</b>	<b>Summarize</b>
Compose	Enhance	Interface	<b>Produce</b>	Support
<b>Construct</b>	<b>Explain</b>	Join	Program	Write
Cope	Facilitate	Lecture	Rearrange	

#### Evaluating

Appraise	Counsel	Evaluate	Measure	<b>Select</b>
Argue	Criticize	<b>Explain</b>	<b>Predict</b>	<b>Summarize</b>
Assess	Critique	Grade	<b>Prescribe</b>	Support
Choose	<b>Defend</b>	Hire	Rank	Test
<b>Compare</b>	<b>Determine</b>	<b>Interpret</b>	Rate	Validate
Conclude	<b>Discriminate</b>	Judge	Recommend	Value
<b>Contrast</b>	<b>Estimate</b>	Justify	Release	Verify

#### Analyzing

Analyze	Blueprint	<b>Characterize</b>	<b>Compare</b>	Compare
Appraise	Breadboard	Choose	Confirm	Correlate
Audit	Break down	<b>Classify</b>	Contrast	Criticize

Deduce	Ensure	<b>Illustrate</b>	Optimize	<b>Relate</b>
Detect	<b>Examine</b>	<b>Infer</b>	Order	<b>Select</b>
Diagnose	Experiment	<b>Interrupt</b>	Organize	Separate
Diagram	<b>Explain</b>	Inventory	Outline	Size up
<b>Differentiate</b>	<b>Explore</b>	<b>Investigate</b>	Point out	Subdivide
<b>Distinguish</b>	Figure out	Lay out	Prioritize	<b>Summarize</b>
<b>Discriminate</b>	File	Manage	Proofread	Test
Dissect	Group	Maximize	Query	Train
Document	<b>Identify</b>	Minimize	Question	Transform

### Applying

Acquire	<b>Classify</b>	<b>Examine</b>	Operate	Sequence
Adapt	Complete	Exercise	Personalize	Schedule
Allocate	<b>Compute</b>	<b>Explore</b>	Plot	Show
Alphabetize	<b>Construct</b>	Expose	Practice	Simulate
Apply	Customize	<b>Express</b>	<b>Predict</b>	Sketch
Ascertain	Demonstrate	<b>Factor</b>	<b>Prepare</b>	Solve
Assign	Depreciate	Figure	Price	Subscribe
Attain	Derive	Graph	Process	<b>Tabulate</b>
Avoid	<b>Determine</b>	<b>Handle</b>	<b>Produce</b>	Transcribe
Back up	Diminish	<b>Illustrate</b>	Project	<b>Translate</b>
Calculate	Discover	Interpret	Protect	Use
Capture	Dramatize	<b>Investigate</b>	Provide	Write
Change	<b>Draw</b>	Manipulate	<b>Relate</b>	
Choose	Employ	<b>Modify</b>	Round off	

### Understanding

Add	Convert	Example	Interact	<b>Report</b>
Approximate	<b>Defend</b>	<b>Explain</b>	Interpolate	Restate
Articulate	Demonstrate	<b>Express</b>	<b>Interpret</b>	<b>Review</b>
Associate	<b>Describe</b>	Extend	Locate	<b>Rewrite</b>
Characterize	Detail	Extrapolate	Observe	Select
Clarify	<b>Differentiate</b>	<b>Factor</b>	Paraphrase	Subtract
<b>Classify</b>	Discuss	<b>Generalize</b>	Picture - graphically	<b>Summarize</b>
<b>Compare</b>	<b>Distinguish</b>	Give	<b>Predict</b>	<b>Translate</b>
<b>Compute</b>	Elaborate	<b>Identify</b>	<b>Recognize</b>	Visualize
<b>Contrast</b>	<b>Estimate</b>	<b>Infer</b>		

### Remembering

Cite	Enumerate	Match	Quote	Repeat
Count	<b>Identify</b>	Meet	Read	Reproduce
Define	Index	Memorize	Recall	<b>Review</b>
<b>Describe</b>	Indicate	Name	Recite	<b>Select</b>
<b>Draw</b>	Label	<b>Outline</b>	Recognize	Show
<b>Duplicate</b>	List	Point	Record	State

Study

**Tabulate**

Trace

**Write**

## The Psychomotor Domain Verbs

WIDS does not provide levels for the psychomotor domain; verbs are chosen by type of psychomotor action students are practicing.

activate	compose	hammer	press	saw
adjust	connect	heat	produce	sharpen
align	construct	hook	pull	set
apply	correct	identify	push	sew
arrange	create	load	remove	sketch
assemble	demonstrate	locate	repair	start
balance	design	loosen	replace	stir
break down	dismantle	make	rotate	use
build	drill	manipulate	sand	weigh
calibrate	fasten	mend	transfer	wrap
change	fix	mix	troubleshoot	
clean	follow	nail	tune	
close	grind	operate	turn on/off	
combine	grip	paint	type	

## The Affective Domain Verbs

In the affective domain chart listed below, simple or basic levels are listed on top, and more complex levels are listed on the bottom.

### Receiving

ask	follow	hold	show interest
choose	give	select	

### Responding

accept responsibility	be willing to	greet	practice	tell
answer	comply	help	present	
assist	conform	obey	report	
	enjoy	perform	select	

### Valuing

associate with	believe in	differentiate	join	select
assume responsibility	be convinced	have faith in	justify	share
	complete	initiate	participate	subscribe to
	describe	invite	propose	work

### Organization

adhere to	alter	arrange	classify	combine
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defend  
establish

form  
judgments

identify with  
integrate

organize

weigh  
alternatives

### **Internalization**

act  
change  
behavior  
develop code  
of behavior

develop  
philosophy  
influence

judge  
problems/iss  
ues  
listen  
propose

qualify  
question  
serve  
show mature  
attitude

solve  
verify