### Bloom’s Taxonomy

#### Knowledge

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Knowledge</td>
<td>More Sophisticated</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Higher Level Thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student remembers or recognizes information or specifics as communicated with little personal assimilation.</td>
<td>Student grasps the meaning behind the information and interprets, translates, or comprehends the information.</td>
<td>Student uses information to relate and apply it to a new situation with minimal instructor input.</td>
<td>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.</td>
<td>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.</td>
<td>Student judges or evaluates information based upon standards and criteria, values and opinions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cite</th>
<th>Convert</th>
<th>Apply</th>
<th>Analyze</th>
<th>Assemble</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label</td>
<td>Define</td>
<td>Chart</td>
<td>Compare</td>
<td>Create</td>
<td>Appraise</td>
</tr>
<tr>
<td>List</td>
<td>Describe</td>
<td>Compute</td>
<td>Contrast</td>
<td>Construct</td>
<td>Conclude</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Discuss</td>
<td>Demonstrate</td>
<td>Correlate</td>
<td>Design</td>
<td>Critique</td>
</tr>
<tr>
<td>Identify</td>
<td>Explain</td>
<td>Determine</td>
<td>Diagram</td>
<td>Develop</td>
<td>Decide</td>
</tr>
<tr>
<td>Imitate</td>
<td>Generalize</td>
<td>Dramatize</td>
<td>Dissect</td>
<td>Formulate</td>
<td>Defend</td>
</tr>
<tr>
<td>Match</td>
<td>Establish</td>
<td>Differentiate</td>
<td>Differentiate</td>
<td>Generate</td>
<td>Diagnose</td>
</tr>
<tr>
<td>Name</td>
<td>Make</td>
<td>Distinguish</td>
<td>Infer</td>
<td>Hypothesize</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Quote</td>
<td>Manipulate</td>
<td>Investigate</td>
<td>Investigate</td>
<td>Initiate</td>
<td>Judge</td>
</tr>
<tr>
<td>Recall</td>
<td>Prepare</td>
<td>Limit</td>
<td>Limit</td>
<td>Invent</td>
<td>Justify</td>
</tr>
<tr>
<td>Reproduce</td>
<td>Project</td>
<td>Outline</td>
<td>Outline</td>
<td>Modify</td>
<td>Rank</td>
</tr>
<tr>
<td>State</td>
<td>Solve</td>
<td>Separate</td>
<td>Separate</td>
<td>Reframe</td>
<td>Recommend</td>
</tr>
<tr>
<td>Write</td>
<td>Use</td>
<td>Use</td>
<td>Use</td>
<td>Synthesize</td>
<td>Support</td>
</tr>
</tbody>
</table>

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**Knowledge:**
- Student remembers or recognizes information or specifics as communicated with little personal assimilation.
- Student grasps the meaning behind the information and interprets, translates, or comprehends the information.
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- Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.
- Student judges or evaluates information based upon standards and criteria, values and opinions.
# Bloom’s Taxonomy

## Skills and Abilities

### Objectives
- Basic Knowledge
- Basic Skills Level

### Outcomes
- More Sophisticated Skills
- Higher Level Abilities
- Critical Understanding of Performance

<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students translate sensory input into physical tasks or activities.</td>
<td>Students are able to replicate a fundamental skill or task.</td>
<td>Students recognize standards or criteria important to perform a skill or task correctly.</td>
<td>Students use standards to evaluate their own performances and make corrections.</td>
<td>Students apply this skill to real life situations.</td>
<td>Students are able to instruct or train others to perform this skill in other situations.</td>
</tr>
</tbody>
</table>

- **Hear**
- **Identify**
- **Observe**
- **See**
- **Smell**
- **Taste**
- **Touch**
- **Watch**

   *Usually no outcomes or objectives written at this level.*

- **Attempt**
- **Copy**
- **Follow**
- **Imitate**
- **Mimic**
- **Model**
- **Reenact**
- **Repeat**
- **Reproduce**
- **Show**
- **Try**

- **Check**
- **Detect**
- **Discriminate**
- **Differentiate**
- **Distinguish**
- **Notice**
- **Perceive**
- **Recognize**
- **Select**

- **Adapt**
- **Adjust**
- **Alter**
- **Change**
- **Correct**
- **Customize**
- **Develop**
- **Improve**
- **Manipulate**
- **Modify**
- **Practice**
- **Revise**

- **Build**
- **Compose**
- **Construct**
- **Create**
- **Design**
- **Originate**
- **Produce**

- **Demonstrate**
- **Exhibit**
- **Illustrate**
- **Instruct**
- **Teach**
- **Train**