TAXONOMY FOR THE AFFECTIVE DOMAIN (KRATHWOHL, ET AL, 1956)

SOME POSSIBLE VERBS FOR USE IN STATING STATING AFFECTIVE OUTCOMES

Characterization

 Possessing a value system that has con-trolled an individual's behavior long enough for that individual to have developed a characteristic lifestyle that is consistent and predictable

Organization

- · Conceptualizing a value
- Bringing together different values
- Resolving conflicts between different values
- Building a personal and consistent value system

act demonstrate display practice

Valuing (the worth or value attached to a particular object, phenomenon or attitude)

 Recognizing, appreciating, expressing concern and exercising commitment to the value of . . .

Responding

- Complying with a request to perform a task
- Reciprocating willingly to a request to perform a task
- Volunteering to perform a task without a request
- Enjoying the performance of a task

concentrate
engage
follow
listen
observe
question
show willingness

accept
appreciate
defend
demonstrate commitment
differentiate
discern
express concern
justify
recognize

select

share

alter arrange combine compare contrast defend explain integrate modify relate organize synthesize

Adapted from: Making the Grade: Evaluating Student Progress. Scarborough, Ontario: Prentice Hall Canada Inc., 1987.

TAXONOMY FOR THE COGNITIVE DOMAIN

(BLOOM, ET AL, 1956)

SOME POSSIBLE VERBS FOR USE IN STATING COGNITIVE OUTCOMES

Analysis

· Breaking down information into its separate components so that its structure can be understood

Synthesis

· Putting components together to create a pattern or structure which could be new or different

Evaluating

appraise

stress

· Judging the value of informative material based on personal or other criteria

Application

 Using learned information in real life situations (putting knowledge and competencies to work)

Comprehension Understanding the

tell

translate

Knowledge Remembering

previously learned information define identify

label list name recall record relate repeat understand meaning of information discuss describe explain express give examples identify locate paraphrase recognize report restate review use

apply change demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict schedule shop show sketch

analyze appraise breakdown calculate categorize classify compare contrast criticize debate diagram differentiate i distinguish examine experiment inspect inventory question relate solve sub-divide test

arrange assemble collect combine compose construct create design develop devise formulate manage organize plan prepare propose rearrange set up show relationship synthesize

choose compare contrast draw conclusions estimate evaluate judge justify measure rate revise score select value

new or unexpected situation Adaptation TAXONOMY FOR THE PSYCHOMOTOR DOMAIN Modifying particular arrange motor skills or (KRATHWOHL, ET AL, 1956) combine movement patterns to SOME POSSIBLE VERBS FOR USE IN STATING PSYCHOMOTOR compose meet a new or construct unexpected situation create Complex Overt design Response adapt devise · Performing accurately, alter originate automatically. change efficiently and without modify hesitation, motor skills rearrange which involve increasingly complex revise movement patterns vary Mechanism · Performing motor skills assemble consistently with some construct confidence and dismantle proficiency display **Guided Response** dissect · Learning motor skills assemble keyboard through imitation and construct measure trial and error dismantle print Set display repair assemble · Being ready dissect sketch (mentally, physiconstruct keyboard throw cally, emotionally) to dismantle measure type take a particular type display print of action dissect repair (but at a higher Perception keyboard level of proficiency sketch proceed and confidence measure throw than Guided react print type guide motor Response and respond repair activities Mechanism) show (but at a higher level sketch readiness of proficiency and throw confidence than volunteer type differentiate **Guided Response)** distinguish identify

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Origination

 Creating new skill or permanent pattern in a

situation TAXONOMY FOR THE PSYCHOMOTOR DOMAIN Adaptation Modifying particular arrange motor skills or (KRATHWOHL, ET AL, 1956) combine movement patterns to SOME POSSIBLE VERBS FOR USE IN STATING PSYCHOMOTOR compose meet a new or construct unexpected situation create **Complex Overt** design Response adapt devise · Performing accurately, alter originate automatically, change efficiently and without modify hesitation, motor skills rearrange which involve increasingly complex revise movement patterns vary Mechanism · Performing motor skills assemble consistently with some construct confidence and dismantle proficiency display **Guided Response** dissect Learning motor skills assemble keyboard through imitation and construct measure trial and error dismantle print Set display repair Being ready assemble dissect sketch (mentally, physiconstruct keyboard throw cally, emotionally) to dismantle measure type take a particular type display print of action dissect repair (but at a higher Perception keyboard sketch level of proficiency proceed and confidence measure throw to react than Guided print type guide motor Response and respond repair activities Mechanism) show sketch (but at a higher level readiness of proficiency and throw volunteer confidence than type differentiate **Guided Response)** distinguish identify

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Origination

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Application

 Using learned information in real life situations (putting knowledge and competencies to work)

ComprehensionUnderstanding the

meaning of

information

KnowledgeRemembering previously learned

define
identify
label
list
name
recall
record
relate
repeat
understand

information

discuss
describe
explain
express
give examples
identify
locate
paraphrase
recognize
report
restate
review
tell
translate

apply change demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict schedule shop show sketch

use

analyze appraise breakdown calculate categorize classify compare contrast criticize debate diagram differentiate : distinguish examine experiment inspect inventory auestion relate solve sub-divide test

arrange assemble collect combine compose construct create design develop devise formulate manage organize plan prepare propose rearrange set up show relationship synthesize

appraise stress choose compare contrast draw conclusions estimate evaluate judge justify measure rate revise score select value