

Bloom's Taxonomy – Three Domains of Learning

- COGNITIVE – knowledge – mental skills
- AFFECTIVE – attitudes – growth and feelings or emotional areas
- PSYCHOMOTOR – skills – manual or physical skills

Cognitive Domain

- The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex.

Learning Level	Learning Terms and Examples
1. <i>Remembering:</i> Can the learner recall or remember the information?	Examples: Recite a policy. Quote prices from memory to a customer. Learning Terms: define, duplicate, list, memorize, recall, repeat, reproduce, state
2. <i>Understanding:</i> Can the learner explain ideas or concepts?	Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. Learning Terms: classify, discuss, describe, explain, identify, locate, recognize, report, select, translate, paraphrase
3. <i>Applying:</i> Can the learner use the information in a new way?	Examples: Uses a manual to calculate an employee's vacation time. Applies laws of statistics to evaluate the reliability of a written test. Learning Terms: choose, demonstrate, dramatize, employ, illustrate, apply, interpret, operate, solve, modify, relate
4. <i>Analyzing:</i> Can the learner distinguish between the different parts?	Examples: Troubleshoots a piece of equipment by using logical deduction. Recognizes logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. Learning Terms: compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
5. <i>Evaluating:</i> Can the learner justify a stand or decision?	Examples: Selects the most effective solution. Hires the most qualified candidate. Explains and justifies a new budget. Learning Terms: appraise, argue, defend, judge, select, support, value, evaluate, recommend, convince
6. <i>Creating:</i> Can the learner create new products or points of view?	Examples: Writes a company operations or process manual. Designs a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises a process to improve the outcome. Learning Terms: assemble, construct, create, design, develop, formulate, write, invent

Affective Domain

- This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed in order below, starting from the simplest behavior to the most complex.

Learning Level	Learning Terms and Examples
1. <i>Receiving</i> The learner demonstrates awareness, a willingness to hear and listen with respect.	Examples: Listen to others with respect. Listen to and remember the name of newly introduced people. Learning Terms: ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
2. <i>Responding</i> The learner actively responds and participates.	Examples: Participates in class discussion. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Learning Terms: react, respond, seek clarification, interpret, clarify, contribute, question, present, cite, become animated or excited, help team, write, perform
3. <i>Valuing</i> The learner places value on a behavior, idea, person, situation, etc. This ranges from simple acceptance to the more complex state of commitment.	Examples: Demonstrates belief in the democratic process. Is sensitive toward individual and cultural differences (values diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through on the commitment. Informs management on matters that one feels strongly about. Learning Terms: argue, challenge, debate, refute, confront, justify, persuade, criticize
4. <i>Organize or Conceptualize Values</i> The learner organizes values into priorities by contracting different values, resolving conflicts between them, and creating a unique value system.	Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes times effectively to meet the needs of the organization, family, and self. Learning Terms: build, develop, formulate, defend, modify, relate, prioritize, reconcile, contrast, arrange, compare
5. <i>Internalizing Values</i> The learner has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner.	Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. Learning Terms: act, display, influence, solve, practice

Psychomotor Domain - The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed in order below, starting from the simplest behavior to the most complex.

Learning Level	Learning Terms and Examples
<p>1. Perception The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p>Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</p> <p>Learning Terms: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
<p>2. Set Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation).</p> <p>Learning Terms: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p>3. Guided response The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds to hand-signals of instructor while learning to operate a forklift.</p> <p>Keywords: copies, traces, follows, react, reproduce, responds</p>
<p>4. Mechanism This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Examples: Uses a personal computer. Repairs a leaking faucet. Drives a car.</p> <p>Learning Terms: Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>5. Complex Overt Response The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p>Learning Terms: Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>

<p>6. <i>Adaptation</i> Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p> <p>Learning Terms: adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>
<p>7. <i>Origination</i> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p> <p>Learning Terms: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>

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