Aligning Cognitive Levels to Types of Assessment

Level	Assessment Type
Create (design, construct, plan, produce, compose, invent, devise, make, formulate)	Video, Blog, Original research, Digital story, Anthology, Product, Website, Podcast, App, Wiki, Presentation, Game, Screencast, ePub/iBook, Model, Mashup,
Evaluate (check, hypothesize, critique, experiment, judge, test, detect)	Critique, Debate, Blog, Peer-editing, Editorial, Judgments, Reporting, Summary, Hypothesize & test, Experiment, Problem-based challenge
Analyze (compare, organize, deconstruct, attribute, outline, find, structure, integrate)	Review, Survey, Mashups, Graphing, Charting, Rating, Spreadsheets, Compare/Contrast, Case studies, Storyboarding
Apply (implement, carry out, use, execute, illustrate, calculate, practice, produce, solve)	Demonstrate a skill or knowledge, Simulation, Journaling, Operate a tool, Role play, Portfolio, Problem-solving, Algorithms
Understand (interpret, summarize, infer, paraphrase, classify, compare, explain, exemplify)	Short answer or multiple choice involving new examples, Essay, Storytelling, Summary, Presentation, Flow Chart
Remember (recognize, list, describe, identify, retrieve, name, locate, find, match, quote, cite)	Multiple Choice, Fill-in-the-blank, Matching, True/False, Timelines, Bookmarking, Memory games, Flash cards

High

Low

The AFFECTIVE Domain

The affective domain deals with our attitudes, values, and emotions. It is the "valuing" domain. The table below outlines the five levels in this domain and verbs that can be used to write learning objectives.

Affective Domain Levels				
------------------Increasing Complexity------------------>				
Receiving	**Responding**	**Valuing**	**Organization**	**Characterization**
Openness to new information or experiences	Active participation in, interaction with, or response to new information or experiences	Attaching value or worth to new information or experiences	Incorporating new information or experiences into existing value system	Full integration/ internalization resulting in new and consistent attitudes, beliefs, and/or behaviors
Ask	Answer	Complete	Adhere	Act
Choose	Assist	Demonstrate	Alter	Discriminate
Describe	Aid	Differentiate	Arrange	Display
Follow	Compile	Explain	Combine	Influence
Give	Conform	Follow	Compare	Listen
Hold	Discuss	Form	Complete	Modify
Identify	Greet	Initiate	Defend	Perform
Locate	Help	Join	Formulate	Practice
Name	Label	Justify	Generalize	Propose
Select	Perform	Propose	Identify	Qualify
Reply	Practice	Read	Integrate	Question
Use	Present	Share	Modify	Revise
	Read	Study	Order	Serve
	Recite	Work	Organize	Solve
	Report		Prepare	Verify
	Select		Relate	Use
	Tell		Synthesize	
	Write			

The PSYCHOMOTOR Domain

The psychomotor domain deals with manual or physical skills. It is the "doing" domain. The table below outlines the five levels in this domain and verbs that can be used to write learning objectives.

Psychomotor Domain Levels				
-------------------Increasing Complexity------------------->				
Imitation	**Manipulation**	**Precision**	**Articulation**	**Naturalization**
Observing and copying another's action/skill	Reproducing action/skill through instruction	Accurately executing action/skill on own	Integrating multiple actions/skills and performing consistently	Naturally and automatically performing actions/skills at high level
Adhere Copy Follow Repeat Replicate	Build Execute Implement Perform Recreate	Calibrate Complete Control Demonstrate Perfect Show	Adapt Combine Construct Coordinate Develop Formulate Integrate Master Modify	Design Invent Manage Project Specify

Anderson, L.W., & Krathwohl, D.R. (eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York: Longman.

Dave, R.H. (1975). *Developing and writing behavioural objectives.* (R J Armstrong, ed.) Educational Innovators Press.

Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1964). *Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain*. New York: David McKay Co.