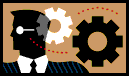
**Cognitive Domain **

# Learning Outcomes Related To Knowledge

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| **Student remembers or recognizes information or specifics as communicated with little personal assimilation.** | **Student grasps the meaning behind the information and interprets, translates,** or c**omprehends the information.** | **Student uses information to relate and apply it to a new situation with minimal instructor input.** | **Student discriminates,  organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.** | **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.** |
| **Cite**  **Label List**  **Enumerate**  **Identify**  **Imitate**  **Match**  **Name**  **Quote**  **Recall**  **Reproduce**  **State**  **Write** | **Convert**  **Define**  **Describe**  **Discuss**  **Estimate**  **Explain**  **Generalize**  **Identify**  **Illustrate**  **Locate Paraphrase**  **Restate Summarize** | **Apply**  **Chart Compute  Demonstrate**  **Determine**  **Dramatize**  **Establish**  **Make**  **Manipulate**  **Prepare**  **Project Solve  Use** | **Analyze Compare Contrast** Correlate  Diagram  Dissect  Differentiate  Distinguish  Infer  Investigate  Limit  Outline  **Separate** | **Assemble**  **Create**  **Construct Design**  **Develop**  **Formulate**  **Generate Hypothesize**  **Initiate Invent**  **Modify**  Reframe  **Synthesize** | **Access**  **Appraise**  **Conclude**  **Critique**  **Decide**  **Defend**  **Diagnose**  **Evaluate**  **Judge**  **Justify** Rank  **Recommend** Support |

Basic More Sophisticated

Knowledge Higher Level Thinking

Level Critical Thinking

**j0186164 Psychomotor Domain**

Learning Outcomes Related To Skills

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

Basic Knowledge More Sophisticated Skills

Basic Skills Higher Level Abilities

Level Critical Understanding of Performance

**j0186156 Affective Domain**

Learning Outcomes Related To Attitudes, Behaviors, and Values

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Receiving** | **Responding** | **Valuing** | **Organizing** | **Characterizing** |
| Students become aware of an attitude, behavior, or value. | Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value. | Students recognize value and display this through involvement or commitment. | Students determine a new value or behavior as important or a priority. | Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person’s character. |
| Accept  Attend  Describe  Explain  Locate  Observe  Realize  Receive  Recognize | Behave  Comply  Cooperate  Discuss  Examine  Follow  Model  Present  Respond  Show  Studies | Accept  Adapt  Balance  Choose  Differentiate  Defend  Influence  Prefer  Recognize  Seek  Value | Adapt  Adjust  Alter  Change  Customize  Develop  Improve  Manipulate  Modify  Practice  Revise | Authenticate  Characterize  Defend  Display  Embody  Habituate  Internalize  Produce  Represent  Validate  Verify |

Elementary Values and Behaviors More Highly Developed Attitudes Inherited Value System Well Thought-out Value System

Egocentric View Higher Level Abilities to Identify and

Articulate Others’ Values