**Cognitive Domain **

#  Learning Outcomes Related To Knowledge

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| **Student remembers orrecognizes information or specifics as communicated with little personal assimilation.** | **Student grasps the meaning behind the information and interprets, translates,** or c**omprehends theinformation.** | **Student uses information to relate and apply it to a new situation with minimal instructor input.** | **Student discriminates, organizes, and scrutinizesassumptions 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****LabelList****Enumerate****Identify****Imitate****Match** **Name****Quote****Recall****Reproduce** **State****Write** | **Convert****Define** **Describe****Discuss****Estimate****Explain****Generalize****Identify****Illustrate****LocateParaphrase****RestateSummarize** | **Apply****ChartCompute Demonstrate****Determine****Dramatize****Establish****Make****Manipulate****Prepare****ProjectSolve Use** | **AnalyzeCompareContrast**CorrelateDiagramDissectDifferentiateDistinguishInferInvestigateLimitOutline**Separate** | **Assemble****Create****ConstructDesign** **Develop****Formulate****GenerateHypothesize****InitiateInvent****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

** 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. |
| HearIdentifyObserveSeeSmellTasteTouchWatch\*Usually no outcomes or objectives written at this level. | AttemptCopyFollowImitateMimicModelReenactRepeatReproduceShowTry | CheckDetectDiscriminateDifferentiateDistinguishNoticePerceiveRecognizeSelect | AdaptAdjustAlter ChangeCorrectCustomize DevelopImproveManipulateModifyPracticeRevise | BuildComposeConstructCreateDesignOriginateProduce | DemonstrateExhibitIllustrateInstructTeachTrain |

Basic Knowledge More Sophisticated Skills

Basic Skills Higher Level Abilities

Level Critical Understanding of Performance

** 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. |
| AcceptAttendDescribeExplainLocateObserveRealizeReceiveRecognize | BehaveComplyCooperateDiscussExamineFollowModelPresentRespondShowStudies | AcceptAdaptBalanceChooseDifferentiateDefendInfluencePreferRecognizeSeekValue | AdaptAdjustAlter ChangeCustomize DevelopImproveManipulateModify PracticeRevise | AuthenticateCharacterizeDefendDisplayEmbodyHabituateInternalizeProduceRepresentValidateVerify |

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