**Bloom’s Taxonomy (1956)**

Bloom’s Taxonomy of Educational Objectives (published in 1956 and revised in 2001) gives a way to express learning outcomes that reflects cognitive skills, psychomotor skills and affective skills.

There are 3 domains:

* Cognitive
* Psychomotor
* Affective

There are between five and seven headings for each domain shown in each of the headings in the stepping stones diagrams below. Each of the headings represents a skill level from the lowest at the left to the highest at the right. The headings give examples of simple specific action verbs that could be used to describe the outcome and/or the success criteria/targets.

**Cognitive Domain**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **Evaluation** |
|  |  |  |  | **Synthesis** | Judge |
|  |  |  | **Analysis** | Compose | Appraise |
|  |  | **Application** | Distinguish | Plan | Evaluate |
|  | **Comprehension** | Interpret | Analyse | Propose | Rate |
| **Knowledge** | Translate | Apply | Differentiate | Design | Compare |
| Define | Restate | Employ | Appraise | Formulate | Revise |
| Repeat | Discuss | Use | Calculate | Arrange | Assess |
| Record | Describe | Demonstrate | Experiment | Assemble | Estimate |
| List | Recognise | Dramatise | Test | Collect |  |
| Recall | Explain | Practise | Compare | Construct |  |
| Name | Express | Illustrate | Contrast | Create |  |
| Relate | Identify | Operate | Criticise | Set up |  |
| Underline | Locate | Schedule | Diagram | Organise |  |
|  | Report | Sketch | Inspect | Manage |  |
|  | Review |  | Debate | Prepare |  |
|  | Tell |  | Question |  |  |
|  |  |  | Relate |  |  |
|  |  |  | Solve |  |  |
|  |  |  | Examine |  |  |
|  |  |  | Categorise |  |  |

**Psychomotor domain**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | **Organisation** |
|  |  |  |  |  | **Adaption** | Designs |
|  |  |  |  | **Complete Overt Response** | Adapts | Originates |
|  |  |  | **Mechanism** | Act habitually | Reorganises | Combines |
|  |  | **Guided Response** | Complete with confidence | Advance with assurance | Alters | Composes |
|  | **Set** | Copy | Conduct | Control | Revises | Constructs |
| **Perception** | Achieve a posture | Duplicate | Demonstrate | Direct | Changes |  |
| Detect | Assume a body stance | Imitate | Execute | Excel |  |  |
| Hear | Establish a body position | Manipulate with guidance | Improve efficiency | Guide |  |  |
| Listen | Place hands, arms, etc | Operate under supervision | Increase speed | Maintain efficiency |  |  |
| Observe | Position the body | Practice | Make | Manage |  |  |
| Perceive | Sit | Repeat | Pace | Master |  |  |
| Recognise | Stand | Try | Produce | Organise |  |  |
| See | Station |  | Show dexterity | Perfect |  |  |
| Sense |  |  |  | Perform automatically |  |  |
| Smell |  |  |  | Proceed |  |  |
| Taste |  |  |  |  |  |  |
| View |  |  |  |  |  |  |
| Watch |  |  |  |  |  |  |

**Affective Domain**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  | **Internalising** |
|  |  |  | **Organisation** | Act upon |
|  |  | **Valuing** | Adapt | Advocate |
|  | **Responding** | Adopt | Adjust | Defend |
| **Receiving** | Agree to | Assume responsibility | Arrange | Exemplify |
| Accept | Answer freely | Behave according to | Balance | Influence |
| Acknowledge | Assist | Choose | Classify | Justify behaviour |
| Be aware | Care for | Commit | Conceptualise | Maintain |
| Listen | Communicate | Desire | Formulate | Serve |
| Notice | Comply | Exhibit loyalty | Group | Support |
| Pay attention | Conform | Express | Organise |  |
| Tolerate | Consent | Initiate | Rank |  |
|  | Contribute | Prefer | Theorise |  |
|  | Cooperate | Seek |  |  |
|  | Follow | Show concern |  |  |
|  | Participate willingly | Show continual desire to |  |  |
|  | Volunteer | Use resources to |  |  |
|  | Respond |  |  |  |
|  | Visit |  |  |  |