## COGNITIVE DOMAIN
Learning Outcomes Related To Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student remembers or recognizes information or specifics as communicated with little personal assimilation.</td>
<td>Student grasps the meaning behind the information and interprets, translates, or comprehends the information.</td>
<td>Student uses information to relate and apply it to a new situation with minimal instructor input.</td>
<td>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.</td>
<td>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.</td>
<td>Student judges or evaluates information based upon standards and criteria, values and opinions.</td>
</tr>
</tbody>
</table>

- 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

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**Basic Knowledge Level**

**More Sophisticated Higher Level Thinking Critical Thinking**
# PSYCHOMOTOR DOMAIN

## Learning Outcomes Related To Skills

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

*Usually no outcomes written at this level.*

<table>
<thead>
<tr>
<th>Hear</th>
<th>Identify</th>
<th>Observe</th>
<th>See</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt</td>
<td>Copy</td>
<td>Follow</td>
<td>Imitate</td>
<td>Mimic</td>
<td>Model</td>
<td>Reenact</td>
<td>Repeat</td>
</tr>
<tr>
<td>Check</td>
<td>Detect</td>
<td>Discriminate</td>
<td>Differentiate</td>
<td>Distinguish</td>
<td>Notice</td>
<td>Perceive</td>
<td>Recognize</td>
</tr>
<tr>
<td>Adapt</td>
<td>Adjust</td>
<td>Alter</td>
<td>Change</td>
<td>Correct</td>
<td>Customize</td>
<td>Develop</td>
<td>Improve</td>
</tr>
<tr>
<td>Build</td>
<td>Compose</td>
<td>Construct</td>
<td>Create</td>
<td>Design</td>
<td>Original</td>
<td>Produce</td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Exhibit</td>
<td>Illustrate</td>
<td>Instruct</td>
<td>Teach</td>
<td>Train</td>
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</tbody>
</table>

## Basic Knowledge

**Basic Skill**

**Level**

## More Sophisticated

**Higher Level Abilities**

**Critical understanding of Performance**
# AFFECIVE DOMAIN

Learning Outcomes Related To Attitudes, Behaviors, and Value

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organizing</th>
<th>Characterizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students become aware of an attitude, behavior, or value.</td>
<td>Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.</td>
<td>Students recognize value and display this through involvement or commitment.</td>
<td>Students determine a new value or behavior as important or a priority.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accept</th>
<th>Attend</th>
<th>Describe</th>
<th>Explain</th>
<th>Locate</th>
<th>Observe</th>
<th>Realize</th>
<th>Receive</th>
<th>Recognize</th>
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<tbody>
<tr>
<td>Behave</td>
<td>Comply</td>
<td>Cooperate</td>
<td>Discuss</td>
<td>Examine</td>
<td>Follow</td>
<td>Model</td>
<td>Present</td>
<td>Respond</td>
</tr>
<tr>
<td>Accept</td>
<td>Adapt</td>
<td>Balance</td>
<td>Choose</td>
<td>Differentiate</td>
<td>Defend</td>
<td>Influence</td>
<td>Prefer</td>
<td>Recognize</td>
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**Elementary Values and Behaviors**

- Inherited Value System
- Egocentric View

**More Highly Developed Attitudes**

- Well Thought-out Value System
- Higher Level Abilities to Identify and Articulate Others’ Values

This material was adopted from: