**LEARNING TAXONOMIES: DEFINITIONS AND KEY WORDS**

**Cognitive Taxonomy**

|  |  |  |
| --- | --- | --- |
| **Levels** | **Definition** | **Key Words** |
| **Remember** | Recall data or information. | Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state |
| **Understand** | Construct meaning from instructional messages. | Interpret, exemplify, classify, summarize, infer, comparing, explain |
| **Apply** | Carry out or use a procedure in a given situation. | Execute, implement, demonstrate, show |
| **Analyze** | Break material into constituent parts and determine how parts relate to one another and to an overall structure of purpose. | Differentiate, organize, attribute |
| **Evaluate** | Make judgments based on criteria and standards. | Check, critique, appraise |
| **Create** | Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure. | generate, plan, produce |

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.

Definitions and key words from [http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/#table](http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/)

**Psychomotor Taxonomy**

|  |  |  |
| --- | --- | --- |
| **Levels** | **Definition** | **Key Words** |
| **Imitation** | Copy action of another; observe and replicate. | Copy, follow, replicate, repeat, adhere |
| **Manipulation** | Reproduce activity from instruction or memory. | Recreate, build, perform, execute, implement |
| **Precision** | Execute skill reliably, independent of help. | Demonstrate, complete, show, perfect, calibrate, control |
| **Articulation** | Adapt and integrate expertise to satisfy a non-standard objective. | Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master |
| **Naturalization** | Automated, unconscious mastery of activity and related skills at strategic level. | Design, specify, manage, invent, project-manage |

Dave, R. H. (1975). *Developing and Writing Behavioural Objectives.* (R J Armstrong, ed.) Educational Innovators Press.

Definitions and key words from [http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm#bloom's%20affective%20domain](http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm)

**Affective Taxonomy**

|  |  |  |
| --- | --- | --- |
| **Levels** | **Definition** | **Key Words** |
| **Receives phenomena** | Awareness, willingness to hear, selected attention. | Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses |
| **Responds to phenomena** | Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding. | Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes |
| **Values** | The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values while clues to these values are expressed in the learner’s overt behavior and are often identifiable. | Completes, demonstrates, differentiates, explains, follows, forms, initiates, joins, justifies, proposes, reads, reports, selects, shares, studies, works |
| **Organizes** | Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system.  The emphasis is on comparing, relating, and synthesizing values. | Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes |
| **Internalizes values** | Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional). | Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies |

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of educational objectives, the Classification of educational goals. Handbook II: Affective domain.* New York: David McKay Co., Inc.

Definitions and key words from <http://www.nwlink.com/~donclark/hrd/bloom.html>