**Level One Activities**
Recall elements and details of story structure, such as sequence of events, character, plot and setting.
Conduct basic mathematical calculations.
Label locations on a map.
Represent in words or diagrams a scientific concept or relationship.
Perform routine procedures like measuring length or using punctuation marks correctly.
Describe the features of a place or people.

**Level Two Activities**
Identify and summarize the major events in a narrative.
Use context cues to identify the meaning of unfamiliar words.
Solve routine multiple-step problems.
Describe the cause/effect of a particular event.
Identify patterns in events or behavior.
Formulate a routine problem given data and conditions.
Organize, represent and interpret data.

**Level Three Activities**
Support ideas with details and examples.
Use voice appropriate to the purpose and audience.
Identify research questions and design investigations for a scientific problem.
Develop a scientific model for a complex situation.
Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
Apply a concept in other contexts.

**Level Four Activities**
Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Apply mathematical model to illuminate a problem or situation.
Analyze and synthesize information from multiple sources.
Describe and illustrate how common themes are found across texts from different cultures.
Design a mathematical model to inform and solve a practical or abstract situation.

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Abilities and Behaviors and Illustrative Action Verbs Related to Bloom’s Taxonomy of Educational Objectives

**Knowledge** – Recognizes students’ ability to use rote memorization and recall certain facts.

cite, define, identify, label, list, match, name, recognize, reproduce, select, state

**Comprehension** – Involves students’ ability to read course content, extrapolate and interpret important information and put other’s ideas into their own words.

Classify, convert, describe, distinguish between, explain, extend, give examples, illustrate, interpret, paraphrase, summarize, translate

**Application** – Students take new concepts and apply them to another situation.

Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, use

**Analysis** – Students have the ability to take new information and break it down into parts to differentiate between them.

Analyze, associate, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide

**Synthesis** – Students are able to take various pieces of information and form a whole creating a pattern where one did not previously exist.

Combine, compile, compose, construct, create, design, develop, devise, formulate, integrate, modify, organize, plan, propose, rearrange, reorganize, revise, rewrite, tell, write
**Evaluation** – Involves students’ ability to look at someone else’s ideas or principles and see the worth of the work and the value of the conclusions.

| Appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support, weigh |

References:

The Affective Domain
(Krathwohl, Bloom, Masia, 1973)

Receiving Phenomena: Awareness, willingness to hear, selected attention.

- asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses

Responding 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 (motivation).

- answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes

Valuing: 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, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
Organization: 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.

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Analyze, associate, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide
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Internalizing values (characterization): 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).

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acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies
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http://www.nwlink.com/~donclark/hrd/bloom.html#affective