BLOOM’S TAXONOMY  
(... levels of information mastery)

**KNOWLEDGE (MEMORIZATION)**  
[Remembering]
- Facts, conventions, definitions, jargon, classifications, & criteria
- Recall of methods, procedures, abstractions, principles, & theories
- Shows the ability to define, describe, label what is taught

**COMPREHENSION (UNDERSTANDING)**  
[Understanding]
- Understand and grasp the meaning of knowledge
- Speak or write about knowledge in alternative ways (paraphrase)
- Articulate connections between different items of knowledge
- Shows the ability to explain, generalize, give examples of, paraphrase what is taught

**APPLICATION (USING)**  
[Applying]
- Use of abstract ideas in particular concrete situations
- Remembering and applying technical ideas, principles, & theories
- Shows the ability to use, compute, demonstrate what was taught

**ANALYSIS (TAKING APART)**  
[Analyzing/Recognizing]
- Breaking down a complex problem into parts
- Determining connections and interactions between parts
- Shows the ability to outline, separate, subdivide, illustrate, distinguish what is taught

**SYNTHESIS (PUTTING TOGETHER)**  
[Creating / Integrating]
- Putting many parts together to make a new whole
- A professional activity referred to as design
- An open-ended process with more than a single correct answer
- Shows the ability to formulate new classifications of objects, ideas, events; to combine, create, and design what is taught

**EVALUATION (JUDGING)**  
[Assessing / Judging]
- Making a judgment about the validity (adequacy) and reliability (consistency) of what is taught; to critically assess material, or a solution, design or report
- Shows the ability to judge the value of work by *internal* & *external* criteria; this includes the ability to conclude, appraise, contrast and interpret what is learned
  o *Internal criteria*: best models, logical, free of errors
  o *External criteria*: environmental, legal, economic, & sociological
Bloom’s Taxonomy

Affective Domain
(how you feel about the material being learned - based on attitude, how much you value the material, or are motivated to learn it)

- Active/Internally-motivated Learning
  (High value placed on learning / may show motivation to teach material or engage in research)

- Organizing / Conceptualizing
  (Prioritization/Organizing material in a way that is personally relevant - “owning” the material)

- Valuing
  (Learning considers/values multiple perspectives)

- Responding
  (Interactive)

- Receiving
  (Passive learning approach)

Cognitive Domain
(levels of knowledge acquisition; learning as an action - ‘doing’)

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

- Judging / Assessing
- Creating / Integrating
- Analyzing
- Applying
- Understanding
- Remembering

Active/Internally-motivated Learning
Organizing / Conceptualizing
Valuing
Responding
Receiving

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Judging / Assessing
Creating / Integrating
Analyzing
Applying
Understanding
Remembering