

Bloom's Taxonomy of Educational Objectives

A teacher's task is to try to continually move students to higher levels of human learning and development. Planning for this development occurs through content and activities, moving students through advancing levels once the basic steps are mastered. These various levels are defined in Benjamin Bloom's taxonomies or classification systems of educational objectives: cognitive, affective, and psychomotor.

Cognitive objectives emphasize memory and reasoning, affective objectives emphasize emotional, and psychomotor objectives emphasize physical ability. The major categories in each domain are found in the following chart that illustrates the hierarchy of levels:

Cognitive Domain Thinking Skills	Affective Domain Attitudes, feelings, and values	Psychomotor Domain Manipulative and motor skills
Knowledge Remembering terms, facts, and details without necessarily understanding the concept	Receiving Being aware of something in the environment. Beginning to have favorable feelings toward it	Reflex movements Involuntary response to stimulus (blinking)
Comprehension Summarizing and describing main ideas in own words without necessarily relating it to anything	Responding Showing belief in the values and becomes committed or involved in it	Basic movements Combination of reflex movements (walking)
Application Applying or transferring learning to own life or other situations	Valuing Showing definite commitment or involvement	Perceptual abilities Translation of stimuli received through the senses into appropriate movements (jumping rope)
Analysis Analyzing, breaking material into parts, describe patterns and relationships	Organizing Integrating a new value into one's general values	Physical abilities Basic movements prerequisite to higher skills (weight lifting)
Synthesis Creating something new by combining ideas	Internalizing of values Acting consistently with the new value. Becomes a way of life	Skilled movements Complex movements embodying efficiency (dance)
Evaluation Judging, expressing own opinion, based on criteria		Nondiscursive communication Ability to communicate through body movement (facial expressions, gestures)
Bloom (1956)	Krathwohl, Bloom, & Masia (1964)	Harrow (1977)

Teachers are able to use Bloom's taxonomy of Cognitive Objectives to create stimulating classroom discussions at any grade level and with any topic. Asking different types of questions from the lower level (knowledge and comprehension) questions to the higher level (application, analysis, synthesis, and

evaluation) questions stimulates the thinking processes. Higher level questions require students to manipulate and use information in some manner.

Major categories in the Cognitive Domain of Bloom's Taxonomy and the verbs used for stating specific behavioral learning outcomes are found in the following chart. Cognitive objectives specify what the learner will be able to do intellectually as a result of instruction.