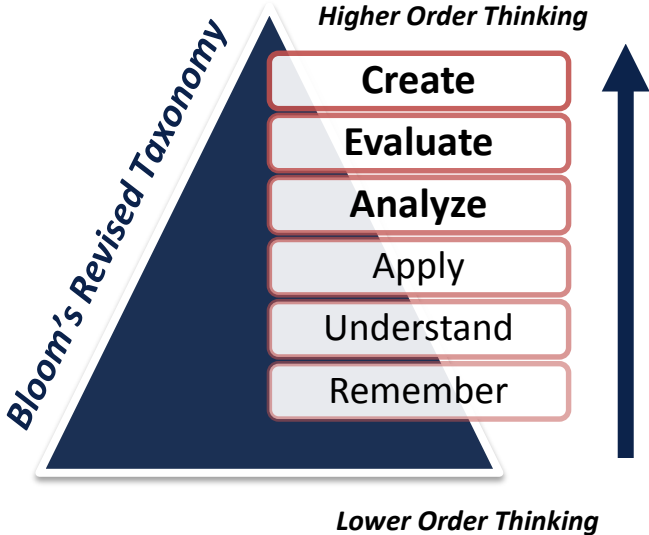# Bloom's Taxonomy Learning Domains

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Higher order thinking skills are grounded in lower order skills such as Bloom's Taxonomy domains *remember* (recognize, identify), *understand* (explain, interpret), and *apply* (implement, execute) and are linked to prior knowledge of subject matter content, or beginning experiential activities and learning.

Blooms Taxonomy verbs are used to create well-written student learning outcomes to ensure they are observable and measurable behaviors as a result of a engaged learning experience.

Higher Order Thinking

- Create
- Evaluate
- Analyze
- Apply
- Understand
- Remember

Bloom's Revised Taxonomy

Lower Order Thinking

Bloom's Revised Taxonomy Learning Domain Verbs

ANALYZE: BREAKING DOWN KNOWLEDGE INTO PARTS AND SHOWING ORGANIZATIONAL PATTERNS AND INTERRELATIONSHIPS

analyze	conclusion	divide	motive
argue	contrast	examine	relationships
categorize	discover	function	simplify
classify	dissect	inspect	survey
compare	distinguish	list	theme

EVALUATE: PRESENT AND DEFEND OPINIONS BY MAKING JUDGEMENTS ABOUT INFORMATION, VALIDITY OF IDEAS, OR QUALITY OF WORK BASED ON A SET OF CRITEREA

agree	decide	influence	prioritize
appraise	deduct	interpret	prove
assess	defend	judge	rate
award	determine	justify	recommend
choose	disprove	measure	select
conclude	evaluate	opinion	support
criteria	explain	perceive	value

CREATE: COMPILE INFORMATION TOGETHER IN A DIFFERENT WAY BY COMBINING ELEMENTS IN A NEW PATTERN OR PROPOSING ALTERNATIVE SOLUTIONS

adapt	create	formulate	plan
build	delete	happen	predict
change	design	imagine	propose
choose	develop	improve	solution
combine	discuss	invent	solve
compose	elaborate	modify	test
construct	estimate	originate	theory

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.

Main Components of a Student Learning Outcome

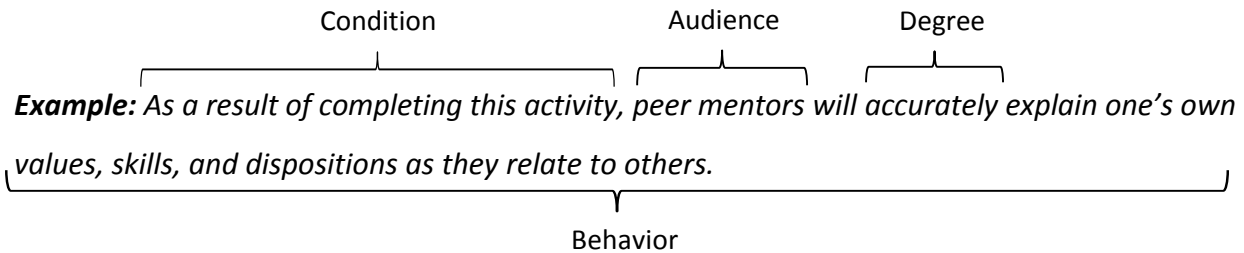| A	B	C	D
Audience	**Behavior**	**Condition**	**Degree**

Audience: Who are the student learners?
Behavior: What will the students be able to think, know, or do?
Condition: What activity will occur?
Degree: How well or how much must the behavior be performed?

Condition   Audience   Degree

Example: As a result of completing this activity, peer mentors will accurately explain one's own values, skills, and dispositions as they relate to others.

Behavior

List the main components of your Student Learning Outcome

Audience_____

Behavior _____

Condition _____

Degree _____

Write your Student Learning Outcome

Is your Student Learning Outcome S.M.A.R.T.?

Specific – Be explicit about what will happen, where, and to whom
Measurable – Establish concrete criteria for success
Achievable – Know the outcome is something your students can accomplish
Relevant – The outcome must be logically relevant to your objectives, goals, and mission
Time sensitive – The outcome should be bound to a specific time frame