

Based on Bloom's Taxonomy – Cognitive Domain

Category	Example and Key Words
Knowledge: Recall data or information.	Examples: Lists policy requirements. Key Words: defines, describes, identifies, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, interpolation, and interpretation of instructions and problems.	Examples: Explain in own words. Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned into the work place.	Examples: Apply statistics to reliably support conclusions. Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Distinguishes between facts and inferences.	Examples: Reasoning based on data. Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements to create a new meaning or structure.	Examples: Integrates information from several sources to solve a problem. Revises to improve the outcome. Key Words: categorizes, combines, compiles, composes, creates, devises, designs, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites.
Evaluation: Make judgments about the value of ideas or materials.	Examples: Select the most effective solution based on a theory and practice. Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, interprets, justifies, supports.

Based on Bloom's Taxonomy – Affective Domain

Category	Example and Key Words
Receiving Phenomena: Awareness, willingness to listen.	Examples: Listen to others with respect. Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, selects, sits, erects, responds, uses.
Responding to Phenomena: Active participation.	Examples: Questions new ideals, concepts, models, etc. in order to fully understand them. Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, performs, practices, presents, reports, selects, writes.
Valuing: Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in own overt behaviour and are often identifiable.	Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Key Words: 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.	Examples: Accepts responsibility for one's behaviour. Accepts professional ethical standards. Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behaviour. The behaviour is pervasive, consistent, predictable, and most importantly, characteristic.	Examples: Shows self-reliance yet cooperates in group activities. Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Values people for what they are, not how they look. Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

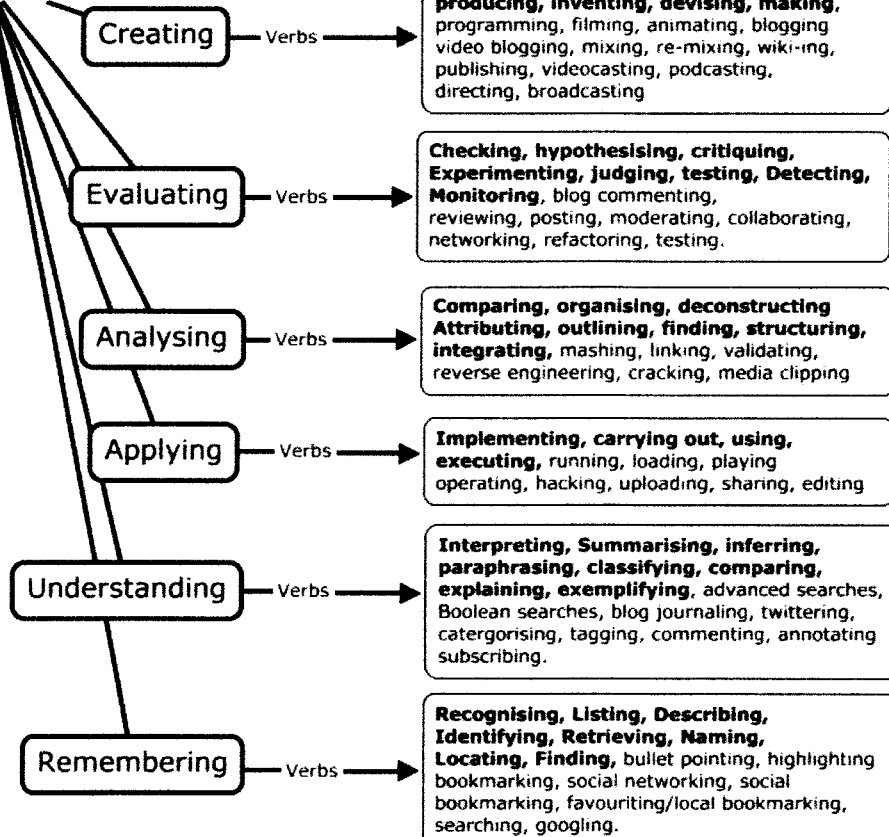
Based on Bloom's Taxonomy – Psychomotor Domain

Category	Example and Key Words
Perception: The ability to use sensory cues to guide motor activity.	Examples: Detects non-verbal communication cues. Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets.	Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Examples: Follows instructions and responds accordingly. Key Words: copies, traces, follows, react, reproduce, responds
Mechanism: This is the intermediate stage in learning a complex skill.	Examples: Use a personal computer. Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response: The skilful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance.	Examples: Manoeuvres a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano. Key Words: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The performance is quicker, better, more accurate than Mechanism.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	Examples: Responds effectively to unexpected experiences. Modifies instruction to meet needs. Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem, emphasis on creativity based upon highly developed skills.	Examples: Constructs a new strategy. Develops a new and comprehensive training programming. Creates a new policy. Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

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- 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.
- Simpson E. J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain*. Washington, DC: Gryphon House.

Bloom's Digital Taxonomy

Key Terms



HOTS Higher Order Thinking Skills

COMMUNICATION SPECTRUM

Collaborating
Moderating
Negotiating
Debating
Commenting
Net meeting
Skyping
video conferencing
Reviewing
Questioning
Replying
Posting & Blogging
Networking
Contributing
Chatting
e-mailing
Twittering/Microblogging
Instant messaging
Texting

LOTS Lower Order Thinking Skills

