

Figure 2. Bloom’s Cognitive Domain Skills (Revised by Anderson, et al.(2001)

**(1) COGNITIVE SKILLS ACTION VERBS**

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| **Remembering:** can the student recall, retrieve or remember learned materials? | define, memorize, recall, reproduce state, duplicate, list, repeat, |
| **Understanding:** can the student explain or summarize information, ideas or concepts? | Discuss, explain, identify, locate, recognize, describe, report, select, classify translate, paraphrase |
| **Applying**: can the student use what has been learned in a new way or a new situation or to extend knowledge? | Choose, interpret, operate, schedule, sketch, solve, use, write. demonstrate, dramatize, employ, illustrate, |
| **Analyzing**: can the students separate concepts into their component parts and distinguish between the different parts? | Appraise, contrast, criticize, differentiate, distinguish, examine, experiment, compare, discriminate, question, test. |
| **Evaluating**: can the student justify ideas and make value judgments’ or decisions? | defend, judge, select, appraise, argue, support, value, evaluate |
| **Creating**: can the student design and construct original ideas or new products, new pattern or put parts together to form a whole? | Construct, assemble, develop, formulate, write create, design. |

**(2) Affective Domain skills are the following and are** concerned with the development of interests, values, attitudes and emotions. It also follows a hierarchy from simple to complex as shown below

1. **Receiving:** becoming aware of a phenomenon sensorily

(b) **Responding**: possibly admiring and deciding to do something about the phenomenon.

(c) **Valuing:** placing worth on the phenomenon

(d) **Organization**: becoming very conscious about and getting involved with the organization of the phenomenon

(e) **Characterization:** Internalize the process of involvement such that it becomes part of ones life system.

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| **AFFECTIVE SKILLS** | **ACTION VERBS** |
| **Receiving:** becoming aware of a phenomenon sensorily. Becoming sensitive to the existence of a given condition, event, situation, problem | Asks, choose**s**, describes, follows, gives, holds, locates, points to, relies, uses |
| **Responding**: possibly admiring and deciding to do something about the phenomenon. Active participation. | Answers, assists, complies, conforms, greets, performs, practices, presents, recites, reports |
| **Valuing:**placing worth on the phenomenon | Completes, explains, initiates, invites, joins, justifies, proposes, shares,studies |
| **Organization**: becoming very conscious about and getting involved with the organization of the phenomenon | Adheres, alters, arranges, defends, generalizes, integrates, orders, prepares, relates |
| **Characterization:: Inte**rnalize the process of involvement such that it becomes part of one’s life system | Acts, discriminates, displays, influences, modifies, proposes, qualifies, questions, revises, serves, solves, verifies |

(3) **Psychomotor domain skill are** mental and motor skills with the three steps listed below.

1. **Observing:** You observe a process e.g. table tennis playing.
2. **Imitate** the observed behavior to develop basic skills
3. **Practice** to perfect and to establish acquired skills.

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| **PSYCHOMOTOR SKILLS** | **EXAMPLES** |
| **Reflex movements:** Learning in response to some stimuli | Flexion, extension, stretch, postural adjustment |
| **Basic fundamental movement:** Movement patterns formed by combining of reflex | Pushing, pulling, manipulating. Follow instructions as demonstrated |
| **Perceptual abilities:** interpretation of various stimuli that enables one to make adjustment to the environment | Coordinated movement such as jumping rope, punting or catching.  Select, isolate, detect, choose, describe |
| **Physical abilities:** embrace endurance, strength, flexibility and agility | Quick and precise movements: calibrate, grind, heat, fix, mix, construct, fasten |
| **Skilled movements:** acquisition of a degree of efficiency when performing a complex task | Writing and drawing, drumming, typing, playing the organ/piano. Build, assemble |
| **Non-discursive communication:** communicating through bodily movements, facial expressions | Choreography, creative facial expressions in acting a part. Create, combine, compose |