

## Bloom's Taxonomy: The Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

| Category   | Key Words  | Examples  |
|--|--|---|
| <b>Knowledge:</b><br><i>Recall data or information</i>   | cite, count, define, describe, draw, identify, know, label, list, match, name, outline, point, quote, read, recall, recite, record, recognize, repeat, reproduce, select, state, tabulate, tell, trace, underline.   | *Recite a poem.<br>*Match names with parts of the body.<br>*Know the safety rules.  |
| <b>Comprehension:</b><br><i>Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</i>               | associate, classify, compare, comprehend, compute, contrast, convert, defend, differentiate, discuss, distinguish, estimate, explain, express, extrapolate, extend, generalize, give examples, infer, interpolate, interpret, paraphrase, predict, report, restate, review, rewrite, summarize, translate. | *Rewrite the principles of test writing.<br>*Explain in one's own words the steps for performing a complex task.<br>*Translate an equation into a computer spreadsheet.                                       |
| <b>Application:</b><br><i>Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</i> | apply, calculate, change, compute, construct, demonstrate, determine, discover, dramatize, employ, examine, illustrate, interpret, locate, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use.   | *Use a manual to calculate an employee's vacation time.<br>*Apply laws of statistics to evaluate the reliability of a written test.   |
| <b>Analysis:</b><br><i>Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</i>     | analyze, appraise, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, separate.  | *Troubleshoot a piece of equipment by using logical deduction.<br>*Recognize logical fallacies in reasoning.<br>*Gather information from a department and select the required tasks for training.             |
| <b>Synthesis:</b><br><i>Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</i>             | categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write  | *Write a company operations or process manual.<br>*Design a machine to perform a specific task.<br>*Integrates training from several sources to solve a problem.<br>*Revise a process to improve the outcome. |
| <b>Evaluation:</b><br><i>Make judgments about the value of ideas or materials.</i>   | appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support  | *Select the most effective solution.<br>*Hire the most qualified candidate.<br>*Explain and justify a new budget.   |