

3.7 Cognitive Domain - Mental Skills (Knowledge)

This domain involves the acquisition of knowledge and the development of cognitive/intellectual skills.

The majority of the competencies and objectives used on Schoolcraft syllabi and learning plans will most likely be found in this domain. Applied programs may benefit by also using the psychomotor domain.

Examples:

- Create a business model for your proposed small business.
- Compare the aesthetics and technical styles of Renaissance and Rococo era paintings.
- Learning starts on the bottom step. Each step up requires a higher level of thinking.
- How high should your learners go? Tell them with precise verbs.
- Then measure their performance accordingly.
- COMPETENCIES are about DOING, not about KNOWING.
- Be sure to start all competencies with action verbs above the solid line.

CREATE

I can tell, explain, give examples, apply, evaluate, take apart and put together in new ways. I combine with other things I know to create something new of my own. I explore the impact of theories or applications. I develop and refine new ways of thinking.

EVALUATE

I can tell, explain, give examples, apply, take apart, and evaluate it. I can critique several complex ideas and choose the best one. I judge and evaluate the outcome. I pause for personal reflection on what I learned.

ANALYZE

I can tell, explain, apply, give examples, compare and take it apart and examine different aspects. I analyze the application. I can explain what happened and why.

APPLY

I can tell it back, explain, give examples and DO something with it. I apply what I know and test it out in a specific situation. I bring theory into practice.

No competencies below the line!

UNDERSTAND

I can tell it back to you and I can explain it. I can tell you why it works that way.

Learning objectives often start with verbs below the line.

REMEMBER

You tell me and I can tell it back to you. I can define basic terminology.

3.8 Cognitive Domain Verbs

Verbs in boldface appear in more than one column. 'Apply' level or higher verbs are used for writing competencies.

Cognitive Domain Verbs							
Remember	Cite	Enumerate	List	Point	Recognize	Select	Trace
	Count	Identify	Match	Quote	Record	State	Write
	Define	Index	Meet	Read	Repeat	Study	
	Describe	Indicate	Name	Recall	Reproduce	Tabulate	
	Draw	Label	Outline	Recite	Review	Tally	
Understand	Approximate	Compare	Detail	Express	Infer Interact	Picture graphically	Subtract
	Articulate	Compute	Differentiate	Extend	Interpolate		Summarize
	Associate	Contrast	Discuss	Factor	Interpret	Predict	Translate
	Characterize	Convert	Distinguish	Generalize	Observe	Review	Visualize
	Clarify	Defend	Elaborate	Give	Paraphrase	Rewrite	
	Classify	Describe	Estimate				
Apply	Acquire	Change	Deliver	Exercise	Investigate	Process	Solve
	Adapt	Chart	Demonstrate	Expand	Manipulate	Produce	Subscribe
	Allocate	Classify	Depreciate	Explore	Modify	Project	Tabulate
	Alphabetize	Communicate	Derive	Expose	Multiply	Protect	Tally
	Amend	Complete	Determine	Express	Obtain	Prove	Transcribe
	Apply	Compute	Diminish	Factor	Operate	Provide	Translate
	Ascertain	Concatenate	Discover	Figure	Perform	Relate	Use
	Assign	Conduct	Divide	Graph	Personalize	Round off	Utilize
	Attain	Construct	Draw	Guide	Plot	Sequence	
	Avoid	Consult	Employ	Handle	Practice	Show	
	Back	Convey	Engineer	Illustrate	Predict	Simplify	
	Calculate	Coordinate	Examine	Implement	Prepare	Simulate	
	Capture	Customize	Execute	Interconvert	Price	Sketch	
Analyze	Accept	Classify	Direct	Extrapolate	Lay out	Outline	Size up
	Administer	Compare	Discriminate	Figure out	Limit	Point out	Subdivide
	Allow	Confirm	Dissect	File	Link	Prioritize	Summarize
	Analyze	Contrast	Distinguish	Group	Manage	Proofread	Train
	Audit	Correlate	Document	Identify	Maximize	Prove	Transform
	Blueprint	Corroborate	Ensure	Illustrate	Minimize	Query	Troubleshoot
	Break down	Delegate	Establish	Infer	Moderate	Reconcile	
	Characterize	Detect	Examine	Interpret	Monitor	Relate	
	Chart	Diagnose	Explain	Inventory	Negotiate	Resolve	
	Check	Diagram	Explore	Investigate	Optimize	Select	
Chunk	Differentiate	Extract	Isolate	Order	Separate		
Evaluate	Evaluate	Conclude	Defend	Grade	Mediate	Rate	Summarize
	Advise	Consolidate	Determine	Hire	Motivate	Recommend	Support
	Appraise	Contrast	Discriminate	Interpret	Predict	Reconcile	Test
	Assess	Counsel	Estimate	Judge	Prescribe	Release	Uphold
	Authenticate	Criticize	Evaluate	Justify	Preserve	Resolve	Validate
	Compare	Critique	Explain	Measure	Rank	Select	Verify
Create	Animate	Combine	Depict	Forecast	Integrate	Overhaul	Relate
	Anticipate	Compile	Design	Format	Interface	Plan	Reorganize
	Arbitrate	Compose	Develop	Formulate	Join	Portray	Revise
	Arrange	Consolidate	Devise	Frame	Lecture	Prepare	Rewrite Specify
	Assemble	Construct	Dictate	Generalize	Model	Prescribe	Summarize
	Brief	Cope	Enhance	Generate	Modify	Produce	Teach
	Budget	Correspond	Exchange	Handle	Network	Program	Unify
	Categorize	Create	Expand	Import	Organize	Rearrange	Write
	Code	Cultivate	Explain	Improve	Originate	Reconstruct	
	Collect	Debug	Facilitate	Incorporate	Outline	Refer	

3.9 Psychomotor Domain - Manual or Physical Skills (Skills)

Skills in this domain are learned through repetitive practice and include the use of basic motor skills, physical movement, and coordination. They are often measured in terms of speed, precision, distance, procedures, or techniques in execution. Applied programs may benefit from using this domain.

Psychomotor Domain Verbs

Activate	Clean	Drill	Locate	Pull	Sketch
Adjust	Close	Fasten	Loosen	Push	Start
Align	Combine	Fix	Make	Remove	Stir
Apply	Compose	Follow	Manipulate	Repair	Transfer
Arrange	Connect	Grind	Mend	Replace	Troubleshoot
Assemble	Construct	Grip	Mix	Rotate	Tune
Balance	Correct	Hammer	Nail	Sand	Turn on/off
Break down	Create	Heat	Operate	Saw	Type
Build	Demonstrate	Hook	Paint	Set	Use
Calibrate	Design	Identify	Press	Sew	Weigh
Change	Dismantle	Load	Produce	Sharpen	Wrap

Examples:

Weigh a sample of chemicals using a triple- beam balance to an accuracy of 0.01 g.

Tune a cello.



Affective Domain Verbs

Receiving	Ask Choose	Follow Give	Hold Select	Show interest
Responding	Accept responsibility Answer Assist Be willing to comply	Conform Enjoy Greet Help	Obey Perform Practice Present	Report Select Tell
Valuing	Associate with Assume responsibility Believe in Be convinced Complete	Describe Differentiate Have faith in Initiate Invite	Join Justify Participate Propose Select	Share Subscribe to Work
Organizing	Adhere to Alter Arrange	Classify Combine Defend	Establish Form judgments Identify with	Integrate Organize Weigh alternatives
Internalizing	Act Change behavior Develop code of behavior Develop philosophy	Influence Judge problems/issues Listen Propose	Qualify Question Serve Show mature attitude	Solve Verify