Writing Instructonal Objectives
Implementing Higher Levels of Bloom's Taxonomy
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Bloom’s Taxonomy of Educational Objectives

- __________
- __________
- __________
- __________
- __________
- __________
- __________
Knowledge

- Knowledge is defined as _________________.

  This may involve the ______ of a wide range of material, from ______________ to complete theories, but all that is required is the ______ to ______ of the appropriate information. Knowledge represents the ______ ________ of learning outcomes in the cognitive domain.
Knowledge (____)
The student is expected to learn specific ____,
_______, _____ _______ and ________
them in ___________.

- Name
- Recall
- Identify
- Relate
- Match
- List
- Recite
- Know
- Memorize

- Label
- Quote
- Sequence
- Write
- Locate
- Define
- Group
- Repeat
- Record
Comprehension

- Comprehension is defined as _____________. This may be shown by ____________ from one form to another (words to numbers), by ____________ material (explaining or summarizing), and by ____________ (predicting consequences or effects).
Comprehension

The student is expected to

- Identify
- Review
- Demonstrate
- Explain
- Reorganize
- Restate
- Predict
- Tell
- Express
- Locate
- Conclude
- Paraphrase
- Translate
- Outline
- Discuss
- Extend
- Describe
- Recognize
- Report
Application

- Application refers to _______________ _________________.
  This may include the application of such things as _____, ______, ________
  ________, _____, and ________.
- Learning outcomes in this area require a _____ level of understanding than
  those under comprehension.
Application (___)
The student is expected to use _______ _________,
____ and ________ in _______ ____________.

- Chart
- Apply
- Try
- Use
- Produce
- Demonstrate
- Translate
- Interpret
- Employ

- Interview
- Select
- Dramatize
- Show
- Compute
- Practice
- Illustrate
- Operate
- Schedule
Analysis

- Analysis refers to ____________________
  ________________________________
  ________________________________
  ________________________________.
- This may include the ____________ of the parts, _______ of the _________
  between parts, and recognition of the
  ______________ _________ involved.
Analysis (______ ____)
The student is expected to take apart or break down a thing or idea into its parts and to ______________ ____

- Compare
- Examine
- Distinguish
- Deduce
- Contrast
- Analyze
- Sort
- Discover
- Classify
- Differentiate
- Appraise
- Calculate
- Solve
- Inventory
- Debate
- Separate
- Discriminate
- Research
- Dissect
- Divide
- Search
- Screen
- Experiment
- Test
- Diagram
- Inspect
- Criticize
Synthesis

- Synthesis is a type of __________ ________.
- Synthesis refers to the ability to __________ ___________ ____________. This may involve the production of a ______ _______ (theme or speech), a ___ ___ _______ (research proposal), or a set of ______ _______ (scheme for classifying information).
- Learning outcomes in this area stress __________ _________, with major emphasis on the _________ of new _______ or structures.
Synthesis

The student is expected to

- Create
- Formulate
- Develop
- Propose
- Make
- Construct
- Perform
- Formulate
- Plan
- Design
- Assemble

- Integrate
- Originate
- Compose
- Invent
- Pretend
- Combine
- Conceive
- Constitute
- Set up
- Organize
- Manage
Evaluation

- Evaluation is concerned with ________
  ________________________________________________________________________.

- The judgments are to be based on ________ ________.
The student may determine the criteria or be given them.

- Learning outcomes in this area are ________ in the cognitive hierarchy because they ________
  ________________________________________________________________________.


Evaluation (________________)

The student is expected to ____________________

- Appraise
- Justify
- Evaluate
- Decide
- Choose
- Prioritize
- Prove
- Predict
- Rank
- Assess
- Argue
- Appraise
- Justify
- Criticize
- Rate
Identify level of these questions:

- Define "musculoskeletal."
- Explain the relationship between frontal lobe injury and decision-making.
- Develop a rehab program for the described client.
- Evaluate and prioritize treatment options under the described circumstances.
Practice

- Write a learning outcome for your lesson using a higher level on Bloom’s Cognitive Taxonomy.
- Share and evaluate with a neighboring colleague.