

Why Should Teachers Classify Objectives?

(from a cached copy of <http://edtech2.tennessee.edu/projects/bobannon/classifications.html>.)

Teachers should classify objectives because the type of objectives attempted to dictate the selection of instructional methods, media, and evaluation used in the lesson. Objectives may be classified according to the primary learning outcomes that take place. These learning outcomes are classified into one of **three domains** (categories): **cognitive**, **psychomotor** or **affective**. Let's take a closer look at these categories to see how they differ.

Cognitive Domain

The **Cognitive Domain** receives the most attention in instructional programs and includes objectives related to information or knowledge. Benjamin Bloom and his colleagues (1956) developed a widely accepted taxonomy, referred to as **Bloom's Taxonomy** (method of classification on differing levels of higher-order thinking) for cognitive objectives. This taxonomy has been adapted by Anderson and Krathwohl (2001) for relevance in 21st-century learning and remains the most significant model used. Presented here is the revised taxonomy, known as the **Revised Bloom's Taxonomy**, as well as links for more reading. Six levels of learning are in the classification. The lowest level is **remembering**. The **remembering level** is followed by five increasingly difficult levels of mental abilities: **understanding**, **applying**, **analyzing**, **evaluating** and **creating** (the highest level). The table below displays the six levels of the revised Bloom's taxonomy, definitions of each level and verbs that would be appropriate to use when you are writing instructional objectives at each level.

Revised Bloom's Taxonomy

Remembering Objectives written on the **remembering level (the lowest cognitive level)** require the student **to recall or recognize** specific information. Below are verbs appropriate for objectives written at the remembering level.

define	fill in the blank	identify	label	list
locate	match	memorize	name	recall
spell	state	tell	underline	state

Understanding Objectives written on the **understanding level**, although a higher level of mental ability than remembering, require the **lowest level of understanding** from the student. Below are verbs appropriate for objectives written at the understanding level.

convert	describe	explain	interpret	paraphrase
put in order	restate	retell in your words	rewrite	summarize

trace translate

Applying

Objectives written on the **applying level** require the learner **to implement (use) the information**. Below are verbs appropriate for objectives written at the applying level.

apply compute conclude construct demonstrate
determine draw find out give an example illustrate
make operate show solve state a rule or principle
use

Analyzing

Objectives written on the **analyzing level** require the learner **to break the information into component parts and describe the relationship**. Below are verbs appropriate for objectives written at the analyzing level.

analyze categorize classify compare contrast
debate deduct determine the factors diagnose diagram
differentiate dissect distinguish examine infer
specify

Evaluating

Objectives written on the **evaluating level** require the student **to make a judgment about materials or methods**. Below are verbs appropriate for objectives written at the evaluating level.

appraise choose compare conclude decide
defend evaluate give your opinion judge justify
prioritize rank rate select support
value

Creating

Objectives written on the **creating level** require the student **to generate new ideas, products and ways of viewing things**. Below are verbs appropriate for objectives written at the creating level.

change combine compose construct create

design	find an unusual way	formulate	generate	invent
originate	plan	predict	pretend	produce
rearrange	reconstruct	reorganize	revise	suggest
suppose	visualize	write		

Psychomotor Domain

The **Psychomotor Domain** includes objectives that require basic motor skills and/or physical movements such as construct, kick or ski.

Affective Domain

The **Affective Domain** includes objectives pertaining to attitudes, appreciations, values, and emotions.

Sources: Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
Wong H. & Wong, R. (1998). *How to be an Effective Teacher: The First Days of School*. Harry K. Wong Publications, Inc.