

KNOWLEDGE

Can learners RECALL information?

Knowledge of:

- ⇒ specifics, information
- ⇒ ways or means of dealing with specifics
- ⇒ the universals and abstractions in a field

You are expecting learners to:

- ⇒ remember an idea, phenomenon, or a fact in somewhat the same form in which they learned it.

Examples: Activities which require the learner to:

- ◆ Write (or tell) the formula for the area of a triangle
- ◆ Spell the word “taxonomy”
- ◆ List the freedoms included in the Bill of Rights
- ◆ Label the parts of flower
- ◆ Memorize (or recite) the poem “Auto Wreck”
- ◆ Define the following words ...

arrange	match	repeat
check	memorize	reproduce
cite	name	say
define	offer	spell
find	omit	state
group	pick	tally
identify	point to	tell
label	quote	touch
list	recall	underline
locate	recite	write

COMPREHENSION

Can learners EXPLAIN information?

Comprehension includes:

- ⇒ translation
- ⇒ interpretation
- ⇒ extrapolation

You are expecting learners to:

- ⇒ communicate information or an idea in a different form (translation)
- ⇒ grasp the meaning of an idea and be able to explain it or see its relationships (interpretation)
- ⇒ project the effects of things (extrapolation)

Examples: Activities which require the learner to:

- ◆ Reword the Pledge of Allegiance (translation)
- ◆ Explain the meaning of FDR’s “Four Freedoms” (interpretation)
- ◆ Offer three ways life in prison might change if inmates were allowed to dress as they please (extrapolation).

Translate

alter
change
convert
group
moderate
paraphrase
restate
reword, tell
transform
vary

Interpret

account for
annotate
describe
explain
expound
generalize
group
infer
review
summarize

Extrapolate

advance
calculate
contemplate
contrive
offer
project
propose
scheme
submit

APPLICATION

Can learners TRANSFER information?

Application includes:

⇒ using abstractions (such as concepts, principles, rules, generalizations) in specific concrete situations.

You are expecting learners to:

⇒ apply rules, methods, concepts, principles, laws, theories to new situations.

⇒ use what they know (data) from a variety of areas to find solutions to problems

⇒ demonstrate correct usage of a method or procedure

Examples: Activities which require the learner to:

- ◆ Demonstrate how to stay afloat for several hours using only the clothes one is wearing
- ◆ Construct a graph or chart using given data
- ◆ Solve mathematical problems
- ◆ Interview students in class to determine their favorite TV show

apply
adopt
collect
construct
consume
demonstrate
devote
employ
exploit

handle
illustrate
interview
make use of
mobilize
manipulate
organize
operate
put to use

profit by
relate
show
solve
state rule
survey
try
use
utilize

ANALYSIS

Can learners SEPARATE information?

Analysis of:

⇒ elements

⇒ relationships

⇒ organizational principles

You are expecting learners to:

⇒ break things down into their component parts

⇒ determine distinguishing factors

⇒ uncover the special characteristics of something

Examples: Activities which require the learner to:

- ◆ Simplify ballet into its basic movements
- ◆ Inspect a house for poor workmanship
- ◆ Compare/contrast two presidential addresses
- ◆ Study the painting of “The Last Supper” to uncover as many principles of art as possible

analyze
audit
break down
canvass
categorize
check
classify
compare
contrast
deduce
determine
factors
diagnose

diagram
differentiate
dissect
distinguish
divide
examine
inspect
outline
reason
screen
scrutinize
search
section

separate
sift
simplify
sort
specify
study
subdivide
survey
syllogize
take apart
test for
uncover

SYNTHESIS

Can learners COMBINE information?

Synthesis includes:

- ⇒ production of unique communication
- ⇒ production of plan of operation
- ⇒ derivation of a set of abstract relations

You are expecting learners to:

- ⇒ think creatively
- ⇒ combine “givens” into a new or original creation
- ⇒ formulate new patterns or structures

Examples: Activities which require the learner to:

- ◆ Formulate a different way to teach the concepts of adjectives
- ◆ Create a new song for the opening line of “Mary Had a Little Lamb”
- ◆ Reorganize a chapter or unit from your textbook the way you think it should be
- ◆ Combine elements of drama, music, and dance into a state presentation

blend
breed
build
cause
change
combine
compile
compose
conceive
construct
create, design
develop
discover

effect
evolve
find an
unusual way
form
formulate
generate
hypothesize
imagine
invent
make (up)
modify
originate

plan
predict
product
rearrange
reconstruct
reorder
reorganize
revise
structure
suggest
suppose
visualize
write

EVALUATION

Can learners MAKE JUDGMENTS?

Evaluation includes:

- ⇒ judgments in terms of internal evidence
- ⇒ judgments in terms of external evidence

You are expecting learners to:

- ⇒ judge the value of material based on definite criteria
- ⇒ rate ideas, conditions, objects
- ⇒ accept or reject “things” based on standards

Examples: Activities which require the learner to:

- ◆ Decide which person would best fill position
- ◆ Rank the principles of “good sportsmanship” in order of importance to you
- ◆ Award the contract to the best proposal
- ◆ Judge the paintings on the basis of specified criteria

accept
adjudge
appraise
assess
arbitrate
award
censure
choose
criticize
critique
debate

decide
decree
defend
editorialize
evaluate
grade
judge
justify
prioritize
rank
rate

recommend
referee
reject
rule on
select
settle
support
umpire
weigh

Key Word Chart

Knowledge, Level I

define
find
identify
list

locate
match
memorize
name
recall

recite
relate
repeat
say

Comprehension, Level II

describe
discuss
explain
express
identify

interpret
locate
recognize
report
restate

review
reword
summarize
tell
translate

Application, Level III

apply
calculate
demonstrate
diagram
dramatize
employ

extrapolate
graph
illustrate
operate
practice
schedule

sketch
solve
transfer
try
use

Analysis, Level IV

analyze
compare
 components
debate
deduce

detect
differentiate
discover
distinguish
examine

experiment
infer
inventory
questions
reduce

compose
construct
create
design
develop

Synthesis, Level V

formulate
hypothesize
manage
organize

originate
plan
produce
propose

Evaluation, Level VI

appraise
assess
choose
compare/contrast

decide
estimate
evaluate
grade
index

rank
rate
select
value