

PRACTICAL GUIDE TO USING the REVISED BLOOM'S COGNITIVE DOMAIN FOR WRITING COMPETENCIES AND LEARNING OBJECTIVES

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 line.

CREATING

Putting elements together to form a novel, coherent whole or make an original product: I can produce something new of my own. I explore the impact of theories or application. I develop and refine new ways of thinking.

EVALUATING

Making judgments based on criteria and standards: I can analyze several complex ideas and choose the best one. I can use criteria to check and critique the outcome. I pause for personal reflection on what was learned.

ANALYZING

Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose: I can take it apart and examine different aspects. I experiment with it. I examine what happened and why.

APPLYING

Carrying out or using a procedure in a given situation: I can DO something with it. I can apply what I know to a specific situation. I can transfer what I learned to a different situation.

UNDERSTANDING

Determining the meaning of instructional messages, including oral, written, and graphic communication: I can explain it. I can tell you why it works that way. I can classify, compare, interpret, and make logical inferences.

REMEMBERING

Retrieving relevant knowledge from long-term memory: If you tell me, I can tell it back to you. I can define basic terminology.

NO COMPETENCIES BELOW THE LINE!!

(These levels are fine for LEARNING OBJECTIVES, though.)