<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Definition</th>
<th>Action Verb</th>
<th>Teacher Role</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluate</strong></td>
<td>Judging the Outcome judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria</td>
<td>accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support</td>
<td>Accepts</td>
<td>Use in real situations, on the job training, create a new product, write a new language code and write in it, persuasively present an idea, devise a way to solve a problem, compose a rhythm or put new words to a song</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Creating something new by putting parts of different ideas together to make a whole.</td>
<td>blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write</td>
<td>Reflects</td>
<td>Self-study, learning through mistakes, create criteria to judge material, conduct a debate, write a half yearly report</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Compare</td>
<td>analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide</td>
<td>Probes</td>
<td>Practice by doing, simulated job settings, write a commercial to sell a product, make a flow chart, put on a play or skit, write a biography, plan an event</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Use of Knowledge</td>
<td>apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use</td>
<td>Shows</td>
<td>Role plays, case studies, fishbowl activities, construct a model, collection of photographs</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Deeper Understanding of Knowledge</td>
<td>alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate</td>
<td>Demonstrates</td>
<td>Discussions, reflection, illustrate main idea,</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Information Gathering</td>
<td>Tell, list, describe, name, repeat, remember, recall, identify, state, select, match, know, locate, report, recognize, observe, choose, who, what, where, when, cite, define, indicate, label, memorize, outline, record, relate, reproduce, underline</td>
<td>Directs</td>
<td>Lecture, reading, audio/visual, demonstration, question and answer period, memorize and recite</td>
</tr>
</tbody>
</table>

Reference: Adapted from Blooms Taxonomy. Georgia Southern University. Retrieved from [https://academics.georgiasouthern.edu/cte/blooms-taxonomy/](https://academics.georgiasouthern.edu/cte/blooms-taxonomy/)

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CHECKLIST FOR STUDENT LEARNING OUTCOMES

☐ Are the student learning outcomes aligned with the vision, mission, values, and goals?
☐ Are the student learning outcomes measuring something useful and meaningful?
☐ Is it clear what the student learning outcomes are assessing?
☐ Can assessment of the student learning outcomes be used to identify areas to improve?
☐ Are they written using action verbs to specify clear, observable behaviors?
☐ Is it possible to collect accurate and reliable data for each student learning outcome?
☐ Are they written so that more than one measurement method can be used?
☐ Are the student learning outcomes simply stated? Are they written in "student-friendly" language?
☐ Are there a reasonable number of learning outcomes so that advisors and students aren’t overwhelmed?
☐ Are the learning outcomes listed sequentially in order of developmental achievement-least to most complex?
☐ Are the learning outcomes reasonable for advisors to facilitate and students to achieve? For example, if advisors have no strategies for teaching advisees to be better world citizens, don't list it as a learning objective.
☐ When will the students initially be told about the student learning outcomes? How often will they be referred to again?
☐ When will you plan to review and revise the student learning outcomes to ensure they reflect changes to the student body, advising program, and institution?

References:


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