

# COGNITIVE DOMAIN HIERARCHY OF LEARNING

For the recall of knowledge and the development of intellectual abilities and skills.

						<b>EVALUATION</b>	
						<b>EXTERNAL CRITERIA INTERNAL EVIDENCE</b>	
						<b>SYNTHESIS</b>	
						<b>ABSTRACTIONS DESIGN COMMUNICATION</b>	
						Develops new material from component parts	
						<b>ANALYSIS</b>	
						<b>ORGANIZATION RELATIONSHIPS ELEMENTS</b>	
						Breaks down material into its component parts	
						<b>APPLICATION</b>	
						<b>APPLICATION</b>	
						Uses abstraction in concept situations	
						Uses abstractions	
						Uses abstractions	
						<b>COMPREHENSION</b>	
						<b>EXTRAPOLATES INTERPRETS TRANSLATES</b>	
						Understands material being communicated	
						Understands material	
						Understands material	
						Understands material	
						<b>UNIVERSALS</b>	
						<b>THEORIES PRINCIPLES</b>	
						Recalls pattern structures and settings	
						Recalls patterns	
						Recalls patterns	
						Recalls patterns	
						Recalls patterns	
						<b>PROCEDURES</b>	
						<b>METHODOLOGY CRITERIA CLASSIFICATIONS TRENDS CONVENTIONS</b>	
						Recalls methods and processes	
						Recalls procedures	
						Recalls procedures	
						Recalls procedures	
						Recalls procedures	
						Recalls procedures	
						<b>SPECIFICS</b>	
						<b>FACTS TERMINOLOGY</b>	
						Recalls specific bits of information	
						Recalls specifics	
						Recalls specifics	
						Recalls specifics	
						Recalls specifics	
						Recalls specifics	
						Recalls specifics	
						Recalls specifics	
<b>KNOWLEDGE</b>				<b>INTELLECTUAL ABILITIES AND SKILLS</b>			

Source: Benjamin S. Bloom, Max D. Engelhart, Edward Furst, Walter H. Hill and David R. Krathwohl, *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain*, David McKay Company, Inc., New York, 1956