

# 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.)