Benjamin Bloom (and others) describe three broad domains of learning:

- Cognitive – the domain of knowledge and intellectual skills
- Affective – the domain of attitudes, feelings, emotions
- Psychomotor – the domain of physical skills (e.g. hand eye coordination, dexterity, etc.)

Some also propose the conative domain – the domain of intentionality, will, disposition, etc.

This classification approach is intended to take broad constructs pertaining to instructional goals and translate them into empirically observable behaviors of learners.

This allows the prescription of learning objectives in precise terms as well as the assessment of learning outcomes in parallel terms.

A fully fledge learning objective would include a description of what a learner will be expected to do under what circumstances to what level of proficiency.

<table>
<thead>
<tr>
<th>Cognitive Level</th>
<th>Goal</th>
<th>Verbs for describing in objective terms what student will be able to do..</th>
</tr>
</thead>
</table>
| Knowledge       | • observation and recall of information  
                  • knowledge of dates, events, places  
                  • knowledge of major ideas  
                  • mastery of subject matter | list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc. |
| Comprehension   | • understanding information  
                  • grasp meaning  
                  • translate knowledge into new context  
                  • interpret facts, compare, contrast  
                  • order, group, infer causes  
                  • predict consequences | summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend |
| Application     | • use information  
                  • use methods, concepts, theories in new situations  
                  • solve problems using required skills or knowledge | apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover |
| **Analysis** | • seeing patterns  
  • organization of parts  
  • recognition of hidden meanings  
  • identification of components | analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer |
| **Synthesis** | • use old ideas to create new ones  
  • generalize from given facts  
  • relate knowledge from several areas  
  • predict, draw conclusions | combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite |
| **Evaluation** | • compare and discriminate between ideas  
  • assess value of theories, presentations  
  • make choices based on reasoned argument  
  • verify value of evidence  
  • recognize subjectivity | assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize |