

Writing Learning Objectives Using Bloom's Revised Terms

Hierarchy from least complex to most complex cognitive ability:

1. Remembering

-The learner is able to recall, restate and remember learned information.

-Can you recall information?

*Do you know where to find the information?

Verbs to use in 'Remembering' Objectives

List	Outline	Match
Locate	Group	Select
Distinguish	Choose	Sort
Recall		

Questions for Remembering

What is. . . . ?

Who was it that. . . . ?

Find the definition of. . . .

Describe what happens when. . . . ?

Who said. . . . ?

Where do you find. . . . ?

Example: Judges will be able to recall the meaning of the term Contempt and will be able to locate the legal definition.

2. Understanding

-The learner grasps the meaning of information by interpreting and translating what has been learned.

-Can you explain ideas or concepts?

*What is this similar to or different from?

Verbs to use in 'Understanding' Objectives

Identify	Discuss	Research
Annotate	Give examples of	Paraphrase
Organize	Reorganize	Describe
Recognize	Observe	Outline
Account for	Interpret	Define

Questions for Understanding

Can you explain why. . . . ?

How would you explain. . . . ?

What do you think will happen next. . . . ?

What do you think could have happened if. . . . ?

Can you clarify. . . . ?

Example: Judges will be able to describe the responsibilities of the judge to inform a defendant during arraignment concerning the enhancement of an offense.

3. Applying

- The learner makes use of information in a different context from the one in which learned.
- Can you use the information in another familiar situation?
- *How does this apply to my current situation?

Verbs to use in 'Applying' Objectives

Translate	Illustrate	Calculate
Interpret	Apply	Change
Sequence	Collect	Demonstrate
Dramatize	Use	Adapt

Questions for Applying

- Do you know of other instances where. . . .?
- How would you group information by characteristics such as. . . .?
- Which factors would you change if. . . .?
- In this situation, develop a set of instructions to. . . .

Example: Judges will be able to demonstrate in roleplaying activities several courtroom control alternatives to finding a defendant guilty of direct contempt.

4. Analyzing

- The learner breaks learned information into its parts to best understand that information.
- Can you break information into parts to explore understandings and relationships?
- *What structure do you find in the information? What new structure will help you remember?

Verbs to use in 'Analyzing' Objectives

Distinguish	Question	Appraise
Examine	Probe	Separate
Arrange	Investigate	Research
Compare	Contrast	Detect
Sequence	Analyze	Diagram
Relate	Categorize	Discriminate

Questions for Analyzing

- If . . . happens what might happen if. . . .?
- How is . . . similar to. . . .?
- How is . . . different from. . . .?
- Explain what could happen if. . . .
- What distinguishes . . . from. . . .?
- What is the problem with?

Example: Judges will be able to diagram the basic flow of a jury trial.

5. Evaluating

-The learner makes decisions based on in-depth reflection, criticism, and assessment.

-Can you justify a decision or course of action?

*What is your reasoning?

Verbs to use in 'Evaluating' Objectives

Validate	Predict	Infer
Determine	Prioritize	Explain
Compare	Evaluate	Defend
Choose	Conclude	Justify
Recommend	Discriminate	Appraise
Argue	Rank	Reject

Questions for Evaluating

Is there a better solution to. . . . ?

Explain the value of. . . .

What do you think about. . . . ?

Defend your position on. . . .

How would you handle. . . . ?

How effective is. . . . ?

What are the alternatives to. . . . ?

Example: Judges will be able to recommend times when closed ended questions would be more effective than open ended questions.

6. Creating

-The learner creates new ideas and information using what has been learned.

-Can you generate new products, ideas or viewpoints?

*I'm an old dog; can I teach myself new tricks?

Verbs to use in 'Creating' Objectives

Concoct	Devise	Blend
Produce	Improve	Formulate
Generate	Imagine	Originate
Develop	Plan	Prepare
Construct	Compile	Invent
Assemble	Organize	Compose

Questions for Creating

Can you design a. . . to. . . . ?

Can to develop a solution for. . . . ?

How would you deal with. . . . ?

Can you devise your own way to. . . . ?

Can you create new and unusual uses for. . . . ?

How many ways can you. . . . ?

Example: Judges will be able to develop a notification system for their court that would ensure an advisory notice is given to each defendant for all enhanceable offenses.

From: Bloom's Revised Taxonomy, www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm

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