

Sample categories of Bloom's "taxonomy of educational objectives"

Cognitive/Knowledge: The student must recall or recognize information: facts, definitions, generalizations, values, and skills.

Acquire	Reproduce	List	Read
Record	Describe (from memory)	Match	Recall
Cluster	Sort	Name/Label	Repeat
Recount	Identify	Observe	Recognize
Define	Write	Outline/Format Given	

Examples

Objective: Participants will be able to *define* five leadership styles.

Test question: *List* the five leadership styles covered in class and provide a thorough *definition* of each.

Comprehension: The student changes information into words or symbols of his/her own, such as, pictures, graphs, charts, maps, models, poems, outlines, summaries, detailed statements, technical statements, or lay language. The student also is able to discover relationships among facts, generalizations, definitions, values, and skills. The relationships may be cause-effect, comparative, or a theory and the supporting evidence. A value, skill, or definition may be related to an example of its use.

Associate	Discuss	Explain	Paraphrase
Extend	Give Examples	Infer	Rearrange
Conclude	Document	Express	Restate
Generalize	Give In Own Words	Interpret	Summarize

Examples

Objective: Participants will be able to *summarize, in their own words*, and *give examples*, indicating the importance of worldview in leadership development.

Test question: The worldview(s) of both leaders and followers has an effect on leadership. *Explain* this effect, and *give examples* that support your rationale.

Application: The student solves a lifelike problem that requires the identification of the issue and the selection and use of appropriate generalizations and skills. It provides for the transfer of training into real life.

Apply	Imitate	Organize	Relate
Hypothesize	Classify	Discover	Restructure
Produce	Manipulate	Predict	Sequence
Change	Demonstrate	Dramatize	Select
Illustrate	Modify	Prepare	Show
Choose	Develop	Use	Solve

Examples

Objective: Participants will be able to *discover* the leadership development needs of organizations *develop* appropriate programs to address those needs, and *apply* them in real life situations.

Test question: Based on the following scenario, relate the leadership development needs you *detect*. *Develop* a program to meet those needs. *Illustrate* how you would implement the program.

Analyze: The student is involved in the breakdown of the communication into parts so the parts and the relationship between the parts or ideas is made explicit. It should clarify the communication or problem and indicate how it is organized so the student can solve the problem in the light of conscious knowledge of the parts.

Analyze	Diagram	Relate To	Contrast
Depict	Point Out	Compare	Map
Outline	Categorize	Distinguish	Separate
Break Down	Discriminate	Research	

Examples

Objective: Participants will be able to *distinguish* between various leadership styles.

Test question: Given the following descriptions of how Mary, Joseph, and Otieno conduct themselves as leaders within their organizations, *categorize* them according to leadership style. *Compare* their styles, and *point out* strengths and weaknesses in each.

Synthesis: The student solves a problem that requires original creative thinking (at least new to him/her). It represents the combining of elements and parts so that they form a whole. Analysis is a prerequisite since this operation involves the process of working *with* pieces, parts, and elements. They are arranged *so* as to constitute a solution, pattern, or structure not clearly present before he *began*. Some book reports and summaries reflect the use of synthetic skills as well *as* research papers, lesson plans, and sermons.

Adapt	Integrate	Design	Reverse
Dramatize	Conjecture	Plan	Revise
Combine	Invent	Devise	Speculate
Generate	Construct	Produce	Synthesize
Compile	Modify	Propose	Transform
Imagine	Create	Rearrange	Transmit
Compose	Originate	Reconstruct	

Examples

Objective: Participants will be able to *construct* leadership development proposals for Christian organizations.

Test question: *Imagine* yourself the Vice Chancellor of Daystar University. From your understanding of leadership development, *generate* a specific plan to *modify* the institution's leadership to enhance its goal of producing servant leaders.

Evaluation: A student makes a judgment of good or bad, right or wrong, or useful or useless according to standards he designates. There are two steps required: *set* up appropriate standards or values and determine how closely the idea or object meets the standards. Competent evaluation *will* require good analysis.

Appraise	Select	Convince	Grade
Discriminate	Assess	Value	Judge
Recommend	Support	Decide	Persuade
Argue	Compare	Verify	Prioritize/Rank
Evaluate	Test	Determine	Rate

Examples

Objective: Participants will be able to *evaluate* the effectiveness of leaders.

Test question: Based on your knowledge of Rev. Desmond Tutu, *evaluate* him as a Church leader. *Assess* his strengths and weaknesses, and make *recommendations* concerning how he might improve his leadership.