

**Sample key descriptors for the major categories of Bloom's taxonomy of educational objectives**

**Knowledge:** The student must recall or recognise information: facts, definitions, generalisations, values, and skills.

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

**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.

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**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, generalisations, 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	Extend	Paraphrase
Conclude	Generalise	Rearrange
Discuss	Give Examples	Restate
Document	Give In Own Words	Summarise
Explain	Infer	
Express	Interpret	

**Examples:**

**Objective:** Participants will be able to *summarise, 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.

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

Apply	Hypothesise	Produce
Change	Illustrate	Relate
Choose	Imitate	Restructure
Classify	Manipulate	Sequence
Demonstrate	Modify	Select
Develop	Organise	Show
Discover	Predict	Solve
Dramatise	Prepare	Use

**Examples:**

**Objective:** Participants will be able to *discover* the leadership development needs of organisations *develop* appropriate programmes 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 programme to meet those needs. *Illustrate* how you would implement the programme.

**Analysis:** 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 organised, so the student can solve the problem in the light of conscious knowledge of the parts.

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

**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 organisations, *categorise* them according to leadership style. *Compare* their styles, and *point out* strengths and weaknesses in each.

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

**Examples:**

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

**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.

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**Evaluation:** A student makes a judgement 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	Discriminate	Recommend
Argue	Evaluate	Select
Assess	Grade	Support
Compare	Judge	Test
Convince	Persuade	Value
Decide	Prioritise/Rank	Verify
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.

*Source: Chip Kingsbury - Centre for Excellence in Teaching and Learning  
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