Dave's Psychomotor Taxonomy

Naturalization Articulation Precision Manipulation **Imitation**

Key Verbs and Examples

| Taxonomy Level | Key Verbs | Examples |
|---|---|--|
| Naturalization: Automatic mastery of skills at high strategic level. | Arrange, Combine, Create, Design, Invent, & Specify. | Create your own dance routine. |
| Articulation: Two or more skills combined and performed consistently. | Adapt, Combine, Coordinate, Master, Modify, Solve, & Teach. | Combine inline skating stride 2 and a wrist shot. |
| Precision: Execute a skill reliably without help. | Complete, Control, Demonstrate, Perfect, Proficient, & Show. | Demonstrate the backhand throw to another student. |
| Manipulation: Reproduce activity from instruction or memory. | Balance, Execute, Implement, Perform, Re-create, & Repeat. | Perform the backhand throw using the cues listed. |
| Imitation: Copying the action of another. | Copy, Follow, Repeat, & Replicate. | Watch the teacher and copy her movements. |

Bloom's Cognitive Taxonomy

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Key Verbs and Examples

Examples

in Volleyball.

Key Verbs

Name, Recall, Record, & Write.

Taxonomy Level

| Creating | Construct, Create, Design, Develop, Film, Invent, Make, Modify, Plan, & Program. | Invent a new dance move for the Waltz. Be creative! |
|---------------|--|--|
| Evaluating | Assess, Collaborate, Critique, Detect, Evaluate, Hypothesize, Judge, Justify, Reflect, Review, Support, &Summarize. | Justify why you chose that offensive play against their defense. |
| Analyzing | Analyze, Attribute, Break Down, Compare, Contrast, Diagram, Identify, Illustrate, Integrate, Link, Outline, & Structure. | Film yourself throwing a baseball. Break down your throw into key parts and identify the cues you did and did not perform. |
| Applying | Apply, Calculate, Change, Demonstrate, Execute, Implement, Modify, Predict, Solve, Transfer, & Use. | Using the given information on diet and exercise for Person A, predict their change in body mass composition over a 2 week period. |
| Understanding | Classify, Compare, Describe, Explain, Give Examples Of, Predict, Summarize, & Tell in Your Own Words. | Tell me in your own words the importance of Hammer Throw in Ultimate. |
| Remembering | Define, Describe, Identify, Label, List, Match, | List 3 cues for the overhand serve |

Bloom's Affective Taxonomy

Internalize Organize Value Respond Receive

Key Verbs and Examples

| Taxonomy Level | Key Verbs | Examples |
|--|--|---|
| Internalize: To act consistently according to one's personal beliefs and values. | Act, Avoid, Believe, Carry Out, Continue to, Display, Influence, Practice, Manage, Practice, Resist, Resolve, Revise, & Solve. | Meet all of the criteria listed on the rubric for being an active role model. |
| Organize: To express personal views, beliefs, or opinions. | Arrange, Build, Decide, Defend, Develop, Discuss, Examine, Identify With, Judge, Relate, Prioritize, Reconcile, & Theorize. | Defend why your favorite activity is a great activity. |
| Value: Attaching value to something and expressing personal opinions. | Argue, Attain, Challenge, Confront, Criticize, Debate, Justify, Participate, Persuade, & Support. | Express why you think physical activity is important to you. |
| Respond: Actively responding to an activity. | Answer, Become Excited, Clarify, Contribute, Follow Along, Help Team, Perform, Question, React, Reply, Seek Clarification, & Write. | Contribute in a group discussion after a team building activity. |
| Receive: | Acknowledge, Ask, Be Open | Listen to the teacher's points |

To, Discuss, Feel, Focus, Follow,

Listen to, Perceive, & Show Tolerance

about the value of corporate

fitness programs.

Willing to listen and open to new

experiences.