

# Taxonomy Of Educational Objectives The Classification Of Educational Goals

Thoroughly field-tested and used in a wide variety of educational environments, Marzano's Taxonomy reflects the most current research and today's movement to standards-based education.

This volume classifies learning behaviors and provides concrete measures for identifying different levels of learning. The cognitive domain consists of 6 levels: knowledge, comprehension, application, analysis, synthesis and evaluation. Each level is associated with specific learning behaviors and descriptive verbs for use in writing instructional objectives.

This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. Cognitive psychologists, curriculum specialists, teacher educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. It explores curriculums from three unique perspectives-cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C & I emphasis), and measurement and assessment experts (assessment emphasis).

## Access Free Taxonomy Of Educational Objectives The Classification Of Educational Goals

This revisited framework allows you to connect learning in all areas of curriculum. Educators, or others interested in educational psychology or educational methods for grades K-12.

Taxonomy of Educational Objectives The Classification of Educational Goals A Taxonomy for Learning, Teaching, and Assessing A Revision of Bloom's Taxonomy of Educational Objectives Prentice Hall

Embodying advances in cognitive psychology since the publication of Bloom's taxonomy, this revision of that framework is designed to help teachers understand and implement standards-based curriculums as well as facilitate constructing and analyzing their own. A revision only in the sense that it builds on the original framework, it is a completely new manuscript in both text and organization. Its two-dimensional framework interrelates knowledge with the cognitive processes students use to gain and work with knowledge. Together, these define the goals, curriculum standards, and objectives students are expected to learn. The framework facilitates the exploration of curriculums from four perspectives-what is intended to be taught, how it is to be taught, how learning is to be assessed, and how well the intended aims, instruction and assessments are aligned for effective education. This revisited framework allows you to connect learning from all these perspectives.

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