

Verbs for Writing Learning Outcomes and Determining Appropriate Level of Assessment

Psychomotor Domain

*Perception	*Readiness	Imitation/ Practice	Independant Performance	Automatic Performance	Problem Solving	Origination
Sense cues that guide motor activity	Ready to Act	Imitate and practice skills	Perform skills with increasing proficiency	Perform skills automatically	Adapt skill sets to solve a problem	Create new pat- terns for specific situations
Detect Hear Listen Observe Perceive Recognize See Sense Smell Taste View Watch	Assume a stance Achieve a posture Clasp Hold Sit Stand Station	Copy Duplicate Imitate Manipulate Repeat Try	Align Assemble Build Calibrate Complete Conduct Construct (build) Demonstrate Dismantle Execute Grind Make Operate Perform Produce Repair Sand Sharpen Sketch Type Use	Control Direct Guide Manage Master Organize Perfect Perform Proceed	Adapt Alter Apply Change Correct Design Reorganize Revise Test Troubleshoot	Arrange Combine Compose Construct Create Design Devise Interpret Map (out) Originate Plan

***these are trivial levels and most psychomotor learning outcomes require assessment at a higher level**