Skill Mastery Assessment

Determining the required level of mastery helps identify performance objectives and overall scope of the training. Due to the hierarchical nature of the Taxonomy (*creating* encompasses *evaluating*, which encompasses *analyzing*, and so on) it is helpful to consider the distinction between terminal and enabling objectives.

> Bloom's Revised Taxonomy (Cognitive Domain) categorizes six levels of skill mastery:
>
> 1. Remembering
> 2. Understanding
> 3. Applying
> 4. Analyzing
> 5. Evaluating
> 6. Creating

- **Terminal objectives** describe what the learner will be able to do at the end of the training program.
- **Enabling objectives** describe what learners need to know, do, or feel in order to achieve the terminal objectives.

Also bear in mind the importance of the gap analysis. While it may be true that one must understand something in order to apply it, that does not mean the learners need to be *taught* to understand. What is the gap between what learners can do now, and what you want them to be able to do?

Describe what learners need to be able to do as a result of the training; how will you know the training was successful?

_____
_____
_____

Based on the above description and your gap analysis, do learners need to be taught to:

☐ **Create** a piece of work or solve a problem
Includes verbs such as design, plan, write, organize, devise, manage, and assemble.

☐ **Evaluate** information or performance
Includes verbs such as criticize, judge, compare, rank, appraise, decide, choose, and recommend.

☐ **Analyze** information and do something with it
Includes verbs such as contrast, differentiate, classify, prioritize, calculate, deduce, and estimate.

☐ **Apply** knowledge to perform a task or procedure
Includes verbs such as manipulate, teach, administer, determine, operate, demonstrate, and modify.

☐ **Understand** something well enough to describe or explain it
Includes verbs such as explain, summarize, identify, select, illustrate, order, review, and interpret.

☐ **Remember** something so it can be recalled when needed
Includes verbs such as name, enumerate, recite, define, describe, name, recognize, and locate.

Use your thinking from this activity to design objectives for the training.