

The Psychomotor Domain uses verbs to measure physical skills, movement, coordination, precision, speed, procedures, and techniques.

This chart shows the progressive levels from observation to mastery.



Verbs to Use

These sample verbs are used to write learning outcomes that are measurable.
(list not exhaustive)

OBSERVING

Students use sensory info to guide motor activity.

Level 1 is very basic and is tied to Level 3, at which point students use their senses in order to make a judgment.

- Hear
- Identify
- See
- Smell
- Taste
- Touch
- Watch

MODELING

Students are able to imitate a skill or task.

- Attempt
- Copy
- Follow
- Imitate
- Mimic
- Re-enact
- Repeat
- Reproduce
- Show
- Try

RECOGNIZING STANDARDS

Students recognize criteria that are important to the correct performance of a task or skill.

- Act habitually
- Check
- Control
- Detect
- Discriminate
- Differentiate
- Distinguish
- Notice
- Perceive
- Perform automatically
- Select

CORRECTING

Students use standards to evaluate and correct their own performances.

- Adapt
- Adjust
- Alter
- Change
- Customize
- Develop
- Improve
- Manipulate
- Modify
- Practice
- Reorganize
- Revise

APPLYING

Produce
Students apply the skill in a real life situation.

- Build
- Combine
- Compose
- Construct
- Create
- Design
- Originate

COACHING

Students are able to instruct or train others to perform skills (e.g. journeymen with apprentices).

- Demonstrate
- Exhibit
- Instruct
- Teach
- Train



Verbs to Avoid

Some verbs and phrases are not measurable or are vague. Avoid using the following verbs in outcomes:
(list not exhaustive)

- If you encounter verbs that you think are vague or not measurable, please let us know!