# COMPETENCY LEVELS

In the PA Keys to Professional Development's Core Knowledge Competencies, there are three levels of competency that instructors will select from to identify the purpose of each training offering. The competency levels are based on Bloom's Cognitive Taxonomy.

**Level C1:** Session primarily designed to provide participants with information, knowledge and comprehension of the topic.

**Level C2:** Session designed so that participants spend most of the time applying knowledge of the topic.

**Level C3:** Session designed so that participants spend most of the time using information to practice skills of analysis, evaluation and synthesizing to create something new.

| Category | Definition | Related Behaviors |
|---|---|---|
| **Remembering** | Recalling or remembering something without necessarily understanding, using or changing it. Can the student recall or remember the information? | Define, describe, identify, label, list, match, memorize, point to, recall, select, state. |
| **Understanding** | Understanding something that has been communicated without necessarily relating it to anything else. Can the student explain ideas or concepts presented? | Alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate. |
| **Applying** | Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations. Can the student use the information in a new way? | Apply, adopt, collect, construct, demonstrate, discover, illustrate, infer, outline, point out, select, separate, sort, subdivide. |
| **Analyzing** | Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organization principles. Can the student distinguish between the different parts or principles? | Analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide. |
| **Evaluating** | Judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria. Can the student justify a stand or decision? | Accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support. |
| **Creating** | Creating something new by putting parts of different ideas together to make a whole. Can the student create new product or point of view? | Blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write. |

**Level C1** — Remembering, Understanding

**Level C2** — Applying

**Level C3** — Analyzing, Evaluating, Creating

Source: Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.