

## DOMAIN TABLES (Compiled by Carter Education)

### SENSORI-MOTOR

<b>MENTOR</b> Proficiency (Creative)	Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	<b>design, formulate, modify, re-design, trouble-shoot</b> arranges, builds, combines, composes,	Develops a new and comprehensive training programming. Modifies instruction to meet the needs of the learners.
ADAPTABLE Proficiency	<b>alter response to reliably meet varying challenges</b> Skills are well developed and the individual can modify movement patterns to fit special requirements.	<b>adjust, integrate, solve</b> adapts, alters, changes, rearranges, reorganizes, revises, varies.	Responds effectively to unexpected experiences. . Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).
EXPERT Proficiency	<b>execute a complex process with expertise</b> The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.	<b>coordinate, fix, demonstrate</b> assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. <i>NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</i>	Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.
BASIC Proficiency	<b>competently respond to stimulus for action</b> This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	<b>make, perform, shape, complete</b> assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.	Use a personal computer. Repair a leaking faucet. Drive a car.
ATTEMPT	<b>imitate or follow instruction, trial and error</b> The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	<b>imitate, copy, follow, try</b> traces, react, reproduce, responds	Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds to hand-signals of instructor while learning to operate a forklift.
READINESS	<b>mental, physical or emotional preparation before experience or task</b> Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	<b>arrange, prepare, get set</b> begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.	Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation).

Brown = from <http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>

Green = from <http://www.nwlink.com/~donclark/hrd/bloom.html>

## AFFECTIVE DOMAIN

BE CHARACTERIZED	Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Exemplify, maintain, advocate, verify	Shows self reliance when working independently, displays a commitment to professional ethics on a daily basis,
INTEGRATE	New or newly perceived values are compared with former ones, and they attain a respective priority in the value system of the student.	defend, solve, act upon, modify, verify, displays, qualifies, questions, revise,	Values people for what they are, not how they look or what they do (title), revises judgments and changes behaviors in light of new evidence.
ORGANIZE	Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.	Balance, combine, group, classify, relate, organize, arrange, alters, arranges, modifies, formulates, orders, synthesize	Accept responsibility for ones actions, explains role of systemic planning to solve problems, accepts professional ethical standards, prioritizes time effectively, to meet the needs of the organization, family, and self.
VALUE	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Exhibit loyalty, initiate, commit, express attitude, invite, choose, assume responsibility, adopt attitude, seek, prefer, competes, differentiates, joins, proposes, shares,	Sensitive to cultural differences, solves problems, propose a plan for social improvement and follow through. Informs managers about issues feel strong about.
RESPOND	Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Perform, answer, cooperate, communicate, participate, discuss, practice, assist, contribute, greets, helps, labels, reads,	Questions new ideals, concepts, models to fully understand them
RECEIVE	Students willingness to take an interest in something, Consciously receives information, listens willingly and attentively. Is not indifferent to the environment and directs focus regarding the importance of the information.	Interest in, listen, ask, pay attention, choose, notice, accept, acknowledge, follow, tolerates, selects, replies	Listen to others with respect,

Purple = from Savickiene, 2010

Green = from <http://www.nwlink.com/~donclark/hrd/bloom.html>

## COGNITIVE DOMAIN

CREATE	Put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure CREATIVE THINKER	Create something new, combine discrete parts into a whole, compose, construct, formulate, design, plan Hypothesize, imagine, find an unusual way, transform	Programming, filming, animating, blogging, vlogging, mixing, remixing, videocast, broadcast Story, poem, recipe, present, podcasting, rap, magazine, news article, art expression
EVALUATE	Make judgments based on criteria and standards REFLECTIVE LEARNER	Make judgments & value decisions, resolve controversies, appraise, assess, predict, support, justify, defend, speculate, validate, critique, rate, select, rank Compare, debate, defend	Blog comment, reviewing, posting, moderating, collaborating, networking, testing Report, trial, self-evaluation, summary, recommendation, opinion paper
ANALYZE	Break material into constituent parts and determine how parts relate to one another and to an over all purpose INDEPENDENT ENQUIRY	Discover structures and patterns, show relationships, categorize, differentiate, compare & contrast, distinguish, experiment, infer, prioritize, correlate, schematize, conceptualize, categorize, dissect, appraise Deduce, determine, classify	Reverse engineering, cracking, media clipping Graph, survey, spreadsheet, summary, advertisement, diagram, chart
APPLY	Carry out or use a procedure in a given situation SELF MANAGER	Solve, illustrate, demonstrate, modify, dramatize, administer, employ, practice, simulate, transfer, manage, illustrate, conclude Construct, simulate, record	Running, loading, playing, operating, hacking, uploading, sharing, editing Collecting, scrap book, model, interview, diary, role play, map, photograph, peer tutor
UNDERSTAND	Construct meaning from instructional methods EFFECTIVE PARTICIPANT	Understand, interpret, explain, discuss, extrapolate, arrange, sort, classify, generalize, summarize, interpret, estimate, compute, report, restate, review Research, discuss, report	Search, blog journal, twittering, tagging, annotating, subscribing Paraphrase,
REMEMBER	Review relevant information from long term memory TEAM WORKER	Remember, memorize, define, recognize, select, describe, recall, list. Label, cite, identify, quote, reproduce, tabulate, duplicate, recite, tell, locate, trace Reproduce, match,	Highlighting, bookmarking, social networking, searching, googling Fact sheet, worksheet, define

Black = from Anderson & Krathwohl, 2001

Red = from NETA p, 24

Blue = from Sormunen, 1992

Slate = from HOTS image

Brown = from color wheel

Factual knowledge	Basic elements learner must know to be acquainted with a discipline or solve a problem in it
Conceptual knowledge	Interrelationships among the basic elements within a larger structure that enables them to function together
Procedural knowledge	How to do something, methods of inquiry, criteria for using skills, techniques, methods
Meta-cognitive knowledge	Awareness of one's own knowledge cognition