

**Cognitive, Affective, Conative Taxonomies**

Level	Cognitive Domain (Bloom, 1956)	Affective Domain (Krathwohl, Bloom, & Masia, 1964)	Conative Domain (Riggs & Gholar, 2009)
Tier One: Essential Introductory Proficiency	<b>Knowledge:</b> the fund of knowledge – whether from the students’ lived experience or as specific subject area content – that students can recall or recognize.	<b>Receiving:</b> the awareness of or sensitive to the existence of certain ideas, material, or phenomena.	<b>Personal Discovery:</b> the development and recognition of the value of learning and the appreciation of self as a learner.
Tier Two: (Technologies of production and sign systems) Communication and utilization of the introductory proficiency with direction	<b>Comprehension:</b> the students’ ability to summarize or paraphrase a new set of experiences as knowledge or content. <b>Application:</b> the students’ ability to follow directions as they implement a new skill set while expressing new or existing knowledge.	<b>Responding:</b> commitment in some small measure to the ideas, materials, or phenomena involved by actively responding to them by participating.	<b>Transition:</b> the willingness to engage in leaning, to be open to change, and to produce quality work.
Tier Three: (Technologies of power) Self-directed utilization of the technologies being developed.	<b>Analysis:</b> the ability to develop criteria or factors that help group distinct items or events. <b>Synthesis:</b> the ability to create new categories based upon multiple criteria developed through distinct analyses.	<b>Valuing:</b> willingness to be perceived by others as valuing certain ideas, materials, or phenomena by voluntarily utilizing the technology. <b>Organization:</b> relating the technology to those already held within the fund of knowledge and bring it into a harmonious and internally consistent philosophy	<b>Transformation:</b> the willingness to commit to becoming one’s personal best, engage in positive learning experiences, recognize the intrinsic value of learning, and to act on and through new learning.
Tier Four: (Technologies of the self) effect by the students’ own means a certain number of operations so as to transform themselves in order to attain a certain state of happiness, purity, wisdom, perfection, or immortality	<b>Evaluation:</b> the ability to use analysis and synthesis to prioritize and express preferences based upon evidence and logical arguments.	<b>Characterization by Value:</b> to act consistently and in accordance with the values which have been internalized.	<b>Transcendancy:</b> the ability to express ideas and issues that matter most, transition through and utilize alternative funds of knowledge, assert an ethical position, and encourage others to engage in positive learning experiences.

### Using Bloom's Taxonomy of Cognitive Behavior and Krathwohl's Taxonomy of Affective Behavior to Create Respondent Typologies



Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

Bloom's Taxonomy of Cognitive Behaviors

Bloom's Level of Educational Objectives	Behavioral Verbs Representing Intellectual Activity
Knowledge	Who, what, when, where, define, describe, memorize, label, list, recognize, name, repeat, draw, state, identify, select, write, locate, recite.
Comprehension	Summarize, restate, paraphrase, illustrate, match, explain, defend, relate, infer, compare, contrast, generalize, clarify, show, review, tell.
Application	Apply, change, put together, construct, discover, produce, make, report, sketch, solve, show, collect, prepare, interpret, relate, design
Analysis	Examine, classify, categorize, research, contrast, compare, disassemble, differentiate, separate, investigate, subdivide, diagram, analyze, conclude.
Synthesis	Combine, hypothesize, construct, originate, create, design, formulate, role play, develop, suppose, organize, compile, compose, generate.
Evaluation	Compare, recommend, assess, value, apprise, solve, criticize, weigh, consider, debate, defend, conclude, predict, evaluate.



Krathwohl's affective domain taxonomy is perhaps the best known of any of the affective taxonomies. "The taxonomy is ordered according to the principle of internalization. Internalization refers to the process whereby a person's affect toward an object passes from a general awareness level to a point where the affect is 'internalized' and consistently guides or controls the person's behavior (Seels & Glasgow, 1990, p. 28)."

Affective Domain		
Level	Definition	Behavioral Verbs
<b>Receiving</b>	Being aware of or attending to something in the environment	Acknowledge, Ask, Attend, Be Aware, Choose, Describe, Follow, Give, Hold, Identify, Listen, Locate, Name, Receive, Reply, Select, Show, Alertness, Tolerate, Use, View, Watch
<b>Responding</b>	Showing some new behaviors as a result of experience	Agree, Answer, Ask, Assist, Communicate, Comply, Consent, Conform, Contribute, Cooperate, Discuss, Follow-up, Greet, Help, Indicate, Inquire, Label, Obey, Participate, Pursue, Question, React, Read, Reply, Report, Request, Respond, Seek, Select, Visit, Volunteer, Write
<b>Valuing</b>	Showing some definite involvement or commitment	Accept, Adopt, Approve, Complete, Choose, Commit, Describe, Desire, Differentiate, Display, Endorse, Exhibit, Explain, Express, Form, Initiate, Invite, Join, Justify, Prefer, Propose, Read, Report, Sanction, Select, Share, Study, Work
<b>Organization</b>	Integrating a new value into one's general set of values, giving it some ranking among one's general priorities	Adapt, Adhere, Alter, Arrange, Categorize, Classify, Combine, Compare, Complete, Defend, Explain, Establish, Formulate, Generalize, Group, Identify, Integrate, Modify, Order, Organize, Prepare, Rank, Rate, Relate, Synthesize, Systemize
<b>Characterization by Value</b>	Acting consistently with the new value	Act, Advocate, Behave, Characterize, Conform, Continue, Defend, Devote, Disclose, Discriminate, Display, Encourage, Endure, Exemplify, Function, Incorporate, Influence, Justify, Listen, Maintain, Modify, Patter, Practice, Preserve, Perform, Question, Revise, Retain, Support, Uphold, Use

A combination of Bloom's Cognitive Behaviors and Krathwohl's Affective Behavior generate what most educators understand by Critical Thinking.

**Learning Path Design Template**

Desired Student Learning			
<u>Indicator:</u>	<u>Source of Learning Experience or Data</u>	<u>Learning Extension or Research</u>	<u>Assessment Plan Indicators</u>
1.			
2.			

**Ethical Obligation Rubric**

Learning Tier/ Criteria	Preliminary Understanding	Applicable Understanding	Analytic Understanding	Evaluative Understanding
Understanding of Ethical Obligation to Others	<i>Students will recall the existence of certain ideas, material, or examples of ethical obligations to others and perspectives on the common good.</i>	<i>Students will summarize or paraphrase received theories of criteria or factors that help group distinct ethical obligations to others and that define perspectives on the common good.</i>	<i>Students will develop criteria or factors that help group distinct ethical obligations to others and their responsibility to contribute to the common good.</i>	<i>Students will prioritize and express preferences for their ethical obligations to others and their responsibility to contribute to the common good.</i>

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