

AFFECTIVE DOMAIN

Development of behaviors indicating attitudes of awareness. Adapted from <http://assessment.uconn.edu/primer/taxonomies1.html>

Verbs are categorized hierarchically from the most basic to the most advanced.

RECEIVING LEVEL: Students have a willingness to attend to specific activities. They have a simple awareness that a thing exists and use selective attention to recognize it.

asks	holds	selects
chooses	identifies	sits erect
describes	locates	replies
follows	names	uses
gives	points to	

RESPONDING LEVEL: Students actively participate. They attend to particular phenomenon and react to it. Students exhibit acquiescence in responding (reads assigned material), a willingness to respond (voluntarily reads beyond assigned material) and satisfaction in responding (reads for pleasure or enjoyment),

answers	helps	recites
assists	labels	reports
complies	performs	selects
conforms	practices	tells
discusses	presents	writes
greet	reads	

VALUING LEVEL: Students attach worth or value to a particular object, phenomenon, or behavior. Student response can range in degree from simple acceptance of a value (desires to improve group skills) to commitment (assumes responsibility for effective functioning of the group). While valuing is an internal action, but we can see clues to what is valued by students through their behavior.

completes	initiates	selects
describes	invites	shares
differentiates	joins	studies
explains	justifies	works
follows	proposes	
forms	reads	
	reports	

ORGANIZATION LEVEL: Students can bring together different values, resolving conflicts between them, and begin building a consistent value system. They can conceptualize a value and the organization of its system. Students may develop personal philosophies.

adheres	defends	orders
alters	explains	organizes
arranges	generalizes	prepares
combines	identifies	relates
compares	integrates	synthesizes
completes	modifies	

CHARACTERIZATION LEVEL: Students have a value system that controls their behavior and aids in the development of a characteristic “lifestyle.” Their behaviors are pervasive, consistent, and predictable. Students develop general patterns of adjustment (personal, social, emotional).

acts
discriminates
displays
influences
listens
modifies

performs
practices
proposes
qualifies
questions
revises

serves
solves
uses
verifies