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
- chooses
- describes
- follows
- gives

- holds
- identifies
- locates
- names
- points to

- sits erect
- replies
- uses

**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
- assists
- complies
- conforms
- discusses
- greets

- helps
- labels
- performs
- practices
- presents
- reads

- recites
- reports
- selects
- tells
- writes

**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
- describes
- differentiates
- explains
- follows
- forms

- initiates
- invites
- joins
- justifies
- proposes
- reads

- selects
- shares
- studies
- works
- 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
- alters
- arranges
- combines
- compares
- completes

- defends
- explains
- generalizes
- identifies
- integrates
- modifies

- orders
- organizes
- prepares
- relates
- synthesizes
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

Affective Domain