Assessment of learning outcomes of the affective Domain

Prof Chandradasa Wannigama

Faculty of Education

Three Domains of Educational Objectives

1. Cognitive Domain: Knowledge and intellectual abilities

2. Affective Domain: growth in feelings and emotions such attitudes, values, interests, opinions,

3. Psychomotor domain: ability to physically manipulate things.

Some Important Affective Characteristics

- **Attitudes**: predispositions to respond favorably or unfavorably to specific situations, concepts, objects, institutions, or persons.

- **Interests**: personnel preference for certain kind of activities.

- **Values**: importance, worth or usefulness of modes or conduct and end states of existence.

- **Opinions**: beliefs about specific occurrence situations.

- **Self esteem**: attitudes towards oneself: degree of self respects, worthiness or desirability of self concept.

Difficulty with Assessing Affective Characteristics

- Low motivation of students to take part in affective characteristic assessment activities.

- Affective characteristics are not so stable when compared with cognitive characteristics. they change times to times.

- No clear definitions for most of the affective characteristics

- No write or wrong answers to questions in affective assessment instruments.

Things to be considered when assessing affective characteristics

- Conduct not one assessment but several assessments, over a substantial length of time (to assess a good sample of behavior).

- Use several methods of assessments instead of one method.

- Based on the purpose of the assessment use individual assessments or group assessments.

Methods of Assessing Affective Characteristics

- **Observation:** actions listed down in the operational definition as the behaviors that can be used to infer the relevant characteristic are observed.
  - Structural observation.
  - Unstructured observation.
- **Self report method:** students' written responses about their actions and feelings are used.
  - Unstructured self reports.
  - Structured self reports (Check lists, Rating scales).
- **Interviews:** students oral responses are collected by conducting interviews.

Methods of Assessing Affective Characteristics(continued)

- **structured observation**: first behaviors to be observed are listed down. then using a check list frequency of each behavior is recorded or using a rating scale frequency of behavior is rated(always, often, sometimes, rarely, never).

- **Unstructured observation**: any behavior that is related to the relevant characteristic being measured is recorded. No check list or rating scale is used. Interpretation is done only after the observation.

Steps in Observation Method

- Define the characteristic to be assessed

- List the behaviors and actions that correspond to positive and negative directions of the relevant characteristic.

- Brainstorming with relevant people(teachers) or studying some other relevant assessment instruments will be helpful for this.

- eg: to assess attitude towards learning some behaviors

positive	negative
Rarely misses classes	Is frequently absent classes
Rarely late to classes	Late to classes
Complete homework	Careless about homework
Try hard to do well	Not hard working for learning

Structured Observation

- :first behaviors to be observed are listed down then using a check list frequency of each behavior is recorded or using a rating scale frequency of behavior is recorded(always, often, sometimes,rarely,never).

- preschool reading attitudes observation check list/Rating scale

Behavior	Check list		Rating scale		
	yes	no	always	sometimes	never
Gets books to look at or to read					
Shares books with friends.					
Requests to go to the library					

Unstructured Observation:

- Any behavior that is related to the relevant characteristic being measured is recorded.

- No check list or rating scale is used.

- Interpretation is done only after the observation

Interview

- Individual or group interviews can be conducted to get oral descriptions about students' behavior or feelings related to the affective characteristic.

- A trust with the students should be established to get true responses. Warm communication, care and respect are needed for this.

- During the interview briefly note down the responses.

- After the interview do interpretations and conclusions.

Self report method - Unstructured Responses

- Students are asked to give written responses to given questions or to complete given incomplete sentences.
- Example for incomplete sentences
    - I think mathematics is …………………………………………
    - The subject I most like is …………………………………….
- Example for essay type question
    - Write a paragraph on the subject you like most

Self Report Method - Structured Responses

- Statements concerning the relevant affective characteristic are given to students and students are asked to record their agreement or disagreement in a check list or a rating scale format.

- Example : measurement of attitude towards mathematics

	Check list		Rating scale				
1.Mathematics is boring.	yes	No	SA	A	U	DA	SDA
2.I enjoy mathematics. 3. Mathematic class is not interesting.							
3.I like working with mathematics problems.							

- SA=Strongly Agree, A= Agree, U=Undesided, DA=Disagree,SDA=Strongly Disagree

Constructing a rating scale

- Define the construct to be assessed.
- List the different aspects of the construct.
- Write a set of statements which state the different feelings or thoughts about the different aspect of the relevant characteristic
- Eg I find <u>mathematics</u> is <u>enjoyable</u>, I <u>like</u> <u>solving equations</u>
- Select a suitable scale for rating the relevancy of each sentence to the person who respond.
- Widely used format is likert scale where the agreement is rated in a five point scale Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

Constructing a rating scale(continued)

- This is basically used to assess attitude but other affective traits also can be assessed using likert scale.

- Scores are usually assigned from 1 to 5. 5 for the positive end and 1 for the negative end.

- Some other rating scales that can be used.
  - Always/frequently/sometime/rarely/never(to rate the frequency)
  - Very true/somewhat true/not at all true(to rate the relevancy)
  - Extremely important/very important/somewhat important/not important(to rate the important of something).