

A young boy with dark hair, wearing a light-colored striped shirt, is sitting at a table in a library, reading a book. He is looking down at the pages with a focused expression. In the background, another child is visible, also reading, and bookshelves filled with books are in the distance. The entire image has a teal tint.

Assessing Affective Characteristics in the Schools

Second Edition

Lorin W. Anderson
Sid F. Bourke

Assessing Affective Characteristics In The Schools

W. James Popham



Assessing Affective Characteristics In The Schools:

Assessing Affective Characteristics in the Schools Lorin W. Anderson, Sid F. Bourke, 2013-05-13 The affective realm is a critical but often forgotten aspect of schooling The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students Even when the focus is on cognitive achievement affect has a role to play Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like Despite the importance of affect educators rarely make an effort to systematically collect and use information about students affective characteristics to better understand students and to substantially improve the quality of education they receive This book's purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students affective characteristics Once valid and reliable information has been gathered it can be used to aid in understanding and to improve educational quality The second edition features an updated list of affective characteristics i e attitudes values interests self esteem self efficacy locus of control a dual emphasis on selecting and designing affective assessment instruments an emphasis on multi scale instruments i e a single instrument with multiple affective scales the use of a single small data set to illustrate and foster understanding of key concepts and procedures a dual emphasis on data about individual students and groups of students a dual focus on the instrumental value of affective data and the inherent value of affective data i e affect is valuable in and of itself

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Citizens Endah Retnowati, Anik Ghufro, Marzuki, Kasiyan, Adi Pierawan, Ashadi, 2018-09-25 Character Education for 21st Century Global Citizens contains the papers presented at the 2nd International Conference on Teacher Education and Professional Development InCoTEPD 2017 Yogyakarta Indonesia 20-21 October 2017. The book covers 7 topics: Values for 21st century global citizens, Preparing teachers for integrative values education, Teacher professional development for enhanced character education, Curriculum syllabus lesson plan learning materials development for integrated values education, Developing learning activities tasks strategies for character education, Assessing student's character development values acquisition assessment, Creating managing conducive school culture to character education. **Instrument**

Development in the Affective Domain D. Betsy McCoach, Robert K. Gable, John P. Madura, 2013-05-09 Whether the concept being studied is job satisfaction, self-efficacy, or student motivation, values and attitudes affective characteristics provide crucial keys to how individuals think, learn, and behave. And not surprisingly, as measurement of these traits gains importance in the academic and corporate worlds, there is an ongoing need for valid, scientifically sound instruments. For those involved in creating self-report measures, the completely updated Third Edition of *Instrument Development in the Affective Domain* balances the art and science of instrument development and evaluation, covering both its conceptual and technical aspects. The book is written to be accessible with the minimum of statistical background and reviews affective constructs from a measurement standpoint. Examples are drawn from academic and business settings for insights into design, as well as the relevance of affective measures to educational and corporate testing. This systematic analysis of all phases of the design process includes measurement scaling and item writing techniques, validity issues, collecting evidence based on instrument content, testing the internal structure of an instrument, exploratory and confirmatory factor analyses, measurement invariance, and other advanced methods for examining internal structure. Strengthening the validity argument, relationships to external variables, addressing reliability issues. As a graduate course between covers and an invaluable professional tool, the Third Edition of *Instrument Design in the Affective Domain* will be hailed as a bedrock resource by researchers and students in psychology, education, and the social sciences, as well as human resource professionals in the corporate world. Classroom Assessment Dr. Craig Mertler, 2016-09-13 Provides detailed information on the functions of assessment, how to construct, administer, and interpret the results of teacher-developed assessment techniques, and how to interpret the results of externally developed instruments such as standardized tests. Both traditional and newer alternative assessment techniques are covered. Advantages and disadvantages of each assessment technique are discussed. A companion website helps both instructors and students obtain additional information on topics of special interest to them. Numerous examples of the principles and procedures make it easy for students to understand the material. The highly practical nature of this book stems from the focus on how assessment intertwines with other everyday activities in classrooms. Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de-emphasized, producing a

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Table of Contents Assessing Affective Characteristics In The Schools

1. Understanding the eBook Assessing Affective Characteristics In The Schools
 - The Rise of Digital Reading Assessing Affective Characteristics In The Schools
 - Advantages of eBooks Over Traditional Books
2. Identifying Assessing Affective Characteristics In The Schools
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Assessing Affective Characteristics In The Schools
 - User-Friendly Interface
4. Exploring eBook Recommendations from Assessing Affective Characteristics In The Schools
 - Personalized Recommendations
 - Assessing Affective Characteristics In The Schools User Reviews and Ratings
 - Assessing Affective Characteristics In The Schools and Bestseller Lists
5. Accessing Assessing Affective Characteristics In The Schools Free and Paid eBooks
 - Assessing Affective Characteristics In The Schools Public Domain eBooks
 - Assessing Affective Characteristics In The Schools eBook Subscription Services
 - Assessing Affective Characteristics In The Schools Budget-Friendly Options
6. Navigating Assessing Affective Characteristics In The Schools eBook Formats
 - ePub, PDF, MOBI, and More
 - Assessing Affective Characteristics In The Schools Compatibility with Devices
 - Assessing Affective Characteristics In The Schools Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Assessing Affective Characteristics In The Schools
 - Highlighting and Note-Taking Assessing Affective Characteristics In The Schools
 - Interactive Elements Assessing Affective Characteristics In The Schools
8. Staying Engaged with Assessing Affective Characteristics In The Schools

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Assessing Affective Characteristics In The Schools
- 9. Balancing eBooks and Physical Books Assessing Affective Characteristics In The Schools
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Assessing Affective Characteristics In The Schools
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Assessing Affective Characteristics In The Schools
 - Setting Reading Goals Assessing Affective Characteristics In The Schools
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Assessing Affective Characteristics In The Schools
 - Fact-Checking eBook Content of Assessing Affective Characteristics In The Schools
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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