E-3, Assessing Learner Attitudes
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Activity
If your course plans include objectives in the affective domain, you will need to assess students’ achievement of those objectives. For information on the rationale for assessing student achievement of affective performance objectives and the techniques for doing so, read the following information.

ASSESSING STUDENT AFFECTIVE PERFORMANCE

There is more to learning than simply acquiring a fund of knowledge. Students in vocational-technical education, of course, need to know facts, data, and procedures. They must also be able to perform the skills of their occupation. But a good program of occupational training should also aid students in developing a set of attitudes and a system of values about themselves and their work that will help them become competent and satisfied workers.

Vocational teachers need to plan for student attitude change (i.e., develop objectives that concern attitudes, feelings, and values), and then they must determine whether those objectives have indeed been achieved.

When we speak of attitudes, we refer to a person’s system of beliefs, values, and tendencies to act in certain ways. If students believe that their occupational area is a good one, with opportunity for growth and advancement, they will tend to come to your class on time, complete their assignments conscientiously, and look for additional things to do.

Networks or groups of related attitudes, beliefs, and feelings form a person’s values. Values are ideas of worth, of what is “good” and “bad.” If your students value cleanliness and order, for example, they will help keep the laboratory clean and orderly.

Attitudes, feelings, and values are an important part of learning. This part is often called the affective domain of learning. Instructional objectives dealing with the learning of attitudes and values are called affective objectives. Objectives in the affective domain “emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.”

Affective objectives are not all of the same order, or level, however. Some aspects of attitudes and values may be described as weak, slight, or superficial. Persons also may hold some attitudes and values that are deep-seated, strong, and personal. Krathwohl et al. classify these degrees of feelings into the categories shown in sample 1.

As a vocational teacher, you will probably want to develop objectives at all the levels of the affective domain. Some objectives may simply be at the awareness level (The student demonstrates awareness that dental auxiliaries should be courteous to patients). Others may be much higher (The student goes out of his/her way to assist other students in the class with their work).

Notice that attitudes and feelings cannot be observed directly—nobody has ever actually seen or photographed an attitude. The only indication of an attitude or feeling is some form of behavior—what the person does or says. Therefore, when you are writing affective objectives, you should use action verbs that describe the kind of student behavior you are looking for—evidence of the desired attitude or value.

You can select such action verbs as those in the list that follows. These verbs cover
affective behaviors in the lower, intermediate, and higher levels of the affective area of learning.

Accept  Criticize  Practice
Argue    Defend    Promote
Ask      Differentiate  Recommend
Assist   Discuss    Reject
Associate Evaluate  Seek
with  Help  Select
Attempt Join  Share
Attend Listen  Submit
Challenge Object  Suggest
Choose Organize  Support
Compare Participate  Try
Comply Persist  Visit
Conform Praise  Volunteer

The actions, such as the ones listed above, should be organized and used at the appropriate level for the students involved.


**SAMPLE 1**

### MAJOR CATEGORIES IN THE AFFECTIVE DOMAIN

**Characterizing**
Total behavior is consistent with values internalized

**Organizing**
Committed to set of values as displayed by behavior

**Valuing**
Displays behavior consistent with single belief or attitude in situations where he/she is not forced to comply or obey

**Responding**
Complies to given expectations by attending or reacting to stimuli or phenomena, i.e., interests

**Receiving**
Aware of; passively attending to certain phenomena and stimuli, i.e., listening

For example, you can't expect students to become enthusiastic about a particular computer program until they understand what it can do in terms of solving complex problems and saving time and effort. First, they must be moved to the stage of awareness. Then, they will be ready to accept and, perhaps, value this new idea.

As another example, using the action verbs above, students who are committed to a certain occupational specialty usually (1) join The vocational student organization, (2) **participate** at meetings and other functions, (3) **volunteer** for committee assignments, and (4) generally **promote** the activities of the organization. These behaviors are all evidence of achievement of objectives in the affective area of learning.

There is much controversy in education over the issue of evaluating achievement of affective objectives, especially if a grade is involved. There are really three positions being taken. One position is that the school has no right to teach attitudes or values and to judge a student on how he or she feels about something—that this is the responsibility of the home and religious groups.

Another position is that it is all right to judge students on how they feel, providing you judge students as a group (a class) and not as individuals within the group. The third position is that affective objectives are a legitimate part of the instructional program. Therefore, student progress in achieving these objectives should be reported. In many schools, administrative policies control this issue.

It is very important in assessing affective behavior that the privacy and personal concerns of students be safeguarded. You are asking persons to reveal themselves to you, and you must take care to respect their feelings. The students' responses to assessment procedures must be held confidential, and your knowledge of their feelings and emotions must not be used against them.

In the cognitive (or knowledge) domain, you can give paper-and-pencil tests to assess student achievement of learning, and you can ask oral questions. In the psychomotor (or skill) domain, you can ask students to perform a skill, and you can observe them as they perform.

But, how can you truly know what a student is feeling or not feeling? The assessment of student achievement of affective performance objectives is a very difficult task because people tend to hide their feelings or express only socially acceptable ones.

Assume, for example, that one objective is for the student to exhibit enthusiasm for the course. If the student is aware of the objective, it would be relatively easy for him/her to appear enthusiastic—whether this feeling is genuine or not.

For that reason, some teachers do not make their affective objectives public. However, this is not recommended practice. Teachers should not have a “hidden agenda” by which they are judging students. Some suggestions for items and devices that can be used for assessing achievement of affective objectives follow.

**Assessment Items and Techniques**

Among the items and techniques that are well suited for assessing affective achievement are essay items, case studies or problem-solving items, structured or unstructured interviews, oral examinations, attitude scales, and checklists.

**An essay** item can be constructed so that it requires a student to describe feelings or beliefs or commitment toward something. If an objective is that students will **become committed to action** (valuing level) regarding the advantages of obtaining a technical education, an essay item may be appropriate, provided it requires students
to respond beyond the knowledge level—beyond simply knowing the advantages. An example of such an essay item follows:

A month ago, we studied the advantages of enrolling in a technical education program after completing this course. What steps, if any, have you taken toward enrolling in or applying for admission to a technical school?

If a student can't describe a single action taken (e.g., talked with my parents, wrote for admissions information, am earning money), you can infer that he or she has not gone beyond the receiving or awareness level.

**A case study or problem-solving item** can also be used to evaluate achievement of affective objectives. Let’s say that one objective involves **sharing the responsibility of keeping the laboratory clean**. This objective could be stated at an affective level by requiring students to respond positively to—and perhaps even to value—a clean, orderly, and safe laboratory. You, as the teacher, want some assurance that the students are committed to the objective before they actually participate in laboratory activities. You could give students the following problem-solving item:

You are using a blow torch in the welding area of the shop. You look up and see that class will end in five minutes. What are you going to do during the last five minutes? If the student mentions only turning off the blow torch and picking up his/her books for the next class, you could question whether he/she values a clean, orderly, and safe laboratory.

Another assessment technique for obtaining insights into a student’s achievement in the affective domain is **the structured interview**. The structured interview is held on a one-to-one basis in private. It is carefully organized to be sure that the student has an opportunity to express his/her attitudes and feelings on predetermined questions.

For example, if you and your students decide that an objective they want to achieve is to **contribute to the community**, then a structured interview may be appropriate. The structured interview would be conducted with one student at a time and could be recorded. (Some teachers use a tape recorder for this purpose.)

In preparation for the interview, you would need to construct a set of questions or problems to which you want the students to respond. The following are some of the items that might appear on your question sheet for the structured interview for the previous affective objective:

- Did you contribute any of your time, money, and talents for a community project?
- Did you help any of your neighbors?
- Did you use any of your work skills to help someone in need? Did you charge for your services?

The unstructured interview is another technique that can be used to evaluate achievement of affective objectives. In effect, this is simply a conversation between you and the student in which you bring up the topics that you want the student to talk about. This technique could also be used to evaluate the previous objective. You would not have a written list of questions to follow during the interview, but you could still record the interview.
In an unstructured interview, you want the student to know the purpose of the interview, and you assist the student in expressing his/her feelings. If a student is unable to express his/her feelings during this type of interview, you may want to try another type of evaluation technique.

An oral examination could be used to evaluate student achievement of affective objectives within the classroom or laboratory setting. You need to be very careful, however, in your choice of questions because expressions of feelings can become uncontrollable. If you have an affective objective in which students learn to evaluate on-the-job progress, an oral examination would be an effective means of judging student achievement, providing the students have been on the job long enough to realize their progress.

Many teachers ask questions during their teaching, but this use of questioning is not an oral examination. Rather, it is a teaching technique. When an oral examination is used for evaluation purposes, you should write out the questions beforehand and record, in writing or on tape, the responses made by students.

There are many types of attitude scales that can be developed to assess student achievement of affective performance objectives. One type is a rating scale in which students are asked to rate how strongly they feel about a statement, from strongly agree to strongly disagree. If you are trying to teach the concept that the customer is always right, for example, you may want to construct an attitude scale such as that in sample 2.

Another form of attitude scale that could be used to assess achievement of student affective objectives is called a semantic differential scale. Students are asked to rate, according to their feelings, two opposing words or ideas. If a student objective is to appreciate the value of listening to the livestock market report, then a scale such as that shown in sample 3 could be used.

A checklist for recording observations of students while at school and on the job is an excellent evaluation technique for assessing student affective performance. You may need to locate or develop several checklists, because each checklist should focus upon a specific objective. If one of the objectives is for students to value being on time, then the
SAMPLE 2

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neural</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I'd smile even though I didn't like what a customer said to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I'd tell a customer he or she was wrong even though I might not make a sale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SAMPLE 3

<table>
<thead>
<tr>
<th>Semantic Differential Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worthwhile - - - - - - - Useless</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Timely - - - - - - - Dated</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

use of a checklist such as that shown in sample 4 could assist you in assessing the student’s performance.

The approach and techniques you use will depend largely upon the particular objectives and behavior you wish to evaluate. You may want to give an attitudinal pretest. You may want to plan to use more than one type of evaluation device for each objective. Or you may decide to use the same attitudinal checklist at various times throughout the year.

For example, assume that an instructor is interested in how students’ attitudes toward being typists changed between the beginning and the end of a typing course. She or he would probably use a specially designed attitudinal test on a pretest and post-test basis.

In another situation, you might want to assess students’ progress toward acquiring positive work habits while they are employed in a cooperative education work setting. In this instance, you could (1) develop an attitudinal checklist covering such items as employer-employee relations, punctuality, grooming, and dress and (2) ask the on-the-job instructors to rate the students periodically using this checklist.

Many affective objectives can be assessed through more informal means, such as observation of work habits, analysis of comments made by the students, and so on. The main point to remember is that you should select the most appropriate technique to assess achievement of the particular objective.
SAMPLE 4

CHECKLIST

<table>
<thead>
<tr>
<th>Behaviors for week of:</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In seat when bell rings</td>
<td></td>
</tr>
<tr>
<td>2. Has materials needed for class</td>
<td></td>
</tr>
<tr>
<td>3. Polite to other students</td>
<td></td>
</tr>
</tbody>
</table>
The following items check your comprehension of the material in the information sheet so far.

SELF-CHECK

I. Matching:
In the left-hand column are five descriptions of evaluation devices or items. In the right-hand column are the names of seven evaluation devices or items. On the line to the left of each description in Column A, write the letter of the term in Column B that best matches the description.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Used for recording observed affective behaviors</td>
<td>A. Rating Scale</td>
</tr>
<tr>
<td>2. Students indicate how strongly they feel about a statement</td>
<td>B. Structured Interview</td>
</tr>
<tr>
<td>3. Students state in writing how they would respond or react to a particular situation</td>
<td>C. Oral Examination</td>
</tr>
<tr>
<td>4. Student is asked a planned series of questions in private</td>
<td>D. Essay Item</td>
</tr>
<tr>
<td>5. Students indicate how they feel about two opposing words or ideas</td>
<td>E. Problem-Solving Item</td>
</tr>
<tr>
<td></td>
<td>F. Checklist</td>
</tr>
<tr>
<td></td>
<td>G. Semantic Differential Scale</td>
</tr>
</tbody>
</table>

II. Essay:

Each of the following two items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

1. You have just been introduced to the concept of affective performance objectives. Do you believe that they have a place in vocational education? Is it possible to “measure” feelings? Explain your position in writing, including at least two justifications for your position.
2. Write an affective student performance objective appropriate for your occupational specialty, and indicate the level of the affective domain to which this objective belongs.
activity

You can construct a variety of evaluation devices and items to assess affective performance. For information on these devices and items and on the procedures for constructing them, read the following information sheet.

CONSTRUCTING EVALUATION DEVICES AND ITEMS

Achievement in the affective area of learning is frequently evaluated by the use of such devices as attitude scales, performance checklists, structured and unstructured interviews, oral tests, and essay and problem-solving test items.

Generally, the first step in the process of evaluating student achievement of affective objectives is to examine your unit and lesson objectives to see whether performance in the affective domain is involved, either directly or indirectly. Most vocational-technical objectives cannot be classified in just one learning domain. For example, typing teachers don’t teach learners just how to type so many words a minute—they teach them how to be typists.

The affective aspect of this basically psychomotor objective requires a commitment by the learner to “try harder” and is, therefore, classified as partially in the affective domain of learning. Thus, you need to look for words in your objectives that imply standards and values.

The second step is to determine what evaluation techniques to use to measure student progress toward achieving the objectives. The third step is to construct the devices and items you have selected.

Types and Construction of Devices and Items

**Essay** items may be used to assess student achievement of affective objectives in the upper levels of the affective domain—valuing, organizing, characterizing by a value or value complex (see sample 1, p. 7).

For example, if some of your students have not regulated their lives to get a balance between school hours, working hours, and rest hours, one of your objectives might be for students to *accept the value of regulating hours to meet the demands of all their activities.* The following essay item will evaluate (in part) students’ achievement of this affective objective:

John Combs is enrolled in the automobile transmission rebuilding program at Suburban Technical Center. He drives to school, where he spends four hours in class. Plan a daily activities time schedule for John, following the criteria developed in class, and using your own experience in following the personal plan that you developed in class. Ten points will be awarded for a completed plan that involves all the criteria.

Students’ responses to this essay item could give some evidence of their progress toward achievement of the affective objective—one can infer that, if students write realistic plans for John Combs that attempt to balance his activities, they probably are at least beginning to value the need for living a balanced life.

As you can see, this essay item states the situation in the first three sentences. The
fourth sentence tells the students what they are to do—plan a daily activities time schedule. The essay item then specifies the guides to follow—criteria and own experience. Last, the details for evaluating are stated—10 points for applying all the criteria.

If you have a number of essay items in a test, you will need a set of general directions in which you tell students (1) the length of time for completing the test, (2) the total value of all items and grade weighting (for example, if the total points on the test are 80, then A = 76—80, B = 70—75, and so on), and (3) any other information that is needed (e.g., to write their responses on a separate piece of paper or to write in pencil).

What we have said about the use of essay items and the rules for constructing them also applies to problem-solving items or case studies. Like the essay items, problem-solving items can assess the achievement of objectives in the upper levels of the affective domain—valuing, organizing, characterizing by a value or value complex.

Problem-solving items and case studies call upon students to place themselves in or react to a situation in which their prior experience is required to solve the problem or evaluate the situation. The item should describe the situation, what the student is to do, and the end expectations.

The essay item discussed earlier could be worded as follows to make it a problem-solving item:

John Combs is enrolled in the automobile transmission rebuilding program at Suburban Technical Center. He drives to school, where he spends four hours in class. He then drives to work, where he spends four hours. John has been late to work three times this week. What would you suggest to help John solve this problem? Ten points will be awarded for a well-conceived plan.

Oral examinations can also be used to assess achievement of affective objectives. Oral test items can be developed for all levels of the affective domain—from receiving (attending) through characterizing by a value or value complex.

In using this type of evaluation technique, special care must be taken to avoid embarrassing a student, especially since the student’s response will normally be made in front of the entire class. For example, if one of the objectives is to get along with the on-the-job instructor, you could give the test in private, asking a question such as “How are you getting along with Ms. Ames?” You might follow this question with another, such as “Why do you feel this way?” or “What has happened to make you feel this way?”

Again, the oral questions should be planned and written down before the test begins, and possible student responses should be recorded. Since the question in the example just given could have either a positive response (e.g., “We’re really getting along fine”) or a negative response (e.g., “I can’t stand her”), follow-up questions should be planned for both types of responses.

Attitude scales are another way of getting an accounting of students’ interests and feelings at all levels of the affective domain (see samples 2 and 3, p. 11). The results of an attitude scale will give you some indication of how students feel. However, a disadvantage of any teacher-made attitude scale is that it is so easy for students to fake their feelings.

One form of attitude scale is the rating scale. In the affective domain, these scales usually have five ratings for each statement, from strongly agree to strongly disagree. Most
authorities indicate that a rating scale should include not less than three, or more than seven, ratings for each statement.

Since students need to value an object (or job, or friend, or teacher, or other subject being rated) before they can strongly agree or strongly disagree, rating scales are probably best for the upper levels of objectives classified in the affective domain, although this is not a hard-and-fast rule.

In constructing a rating scale, you should provide general directions for the group of attitudinal statements you want students to rate. All the ratings should be located in a horizontal row either before or after each of the statements, as shown in the partial rating scale in sample 5. Some authorities suggest that the sequence of the statements should be scrambled so that students do not establish a pattern in their ratings. If you decide to do this, be sure this information is in the directions.

Another type of attitude scale is the **semantic differential** scale. To construct this type of scale, you place two opposing words or ideas at either end of a line. It is important that you select words or phrases that are (1) directly related to the attitudes you are attempting to measure and (2) truly opposite to each other, not just somewhat different.

If you had a group of students who wanted to learn to be more cooperative with people in authority positions, you might use this technique to see what progress or achievement they were making. Again, you should provide a general set of directions at the beginning of the rating scale (see sample 6).

From the examples given, you can probably see how difficult it would be to translate the results of attitude scales into grades. However, you can assign a point value to each space on the line, with the **most desirable attitude worth six and the least desirable attitude worth zero**. Adding all the points in the test and dividing by the number of items will give you an average score for each student. By giving a pretest and posttest and computing the class average on each, you can determine the amount of attitude change that has resulted from a unit of work.

In some schools, teachers must provide written comments about the progress students are making. You will find that attitude scales can be a valuable tool to serve this purpose.

An excellent way to develop an attitude scale is to (1) listen to the words and statements of your students that reveal or relate to their attitudes and values; (2) write them down on index cards; and (3) build the scales using some of these items. A scale developed in this way will be much more realistic to the students.
SAMPLE 5

RATING SCALE

Directions: You are to circle how you feel about the following aspects of your on-the-job training. If you strongly agree with the statement, circle the SA; if you agree with the statement, circle the A; if you are undecided circle the U, if you disagree with the statement, circle the D; and if you strongly disagree with the statement circle the SD.

You have 15 minutes to react to the 50 statements.

Example: I wish I had more time for my on-the-job training.  

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

I wish my on-the-job training had started during my second year.  

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

I wish my on-the-job instructor would explain more things to me.  

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
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</tbody>
</table>

SAMPLE 6

SEMANTIC DIFFERENTIAL SCALE—DIRECTIONS

Directions: You have been practicing being more cooperative with your teachers and your on-the-job instructor. A list of opposing words appears below You can rate how you feel about each of the opposing words by placing a check ( ) at a point on one of the seven spaces between each pair of words.

If one of the terms describes somewhat how you feel, place a in the blank three spaces from the term.

Sleepy __ __ __ __ __ Rested

If one of the terms describes rather adequately how you feel, place a in the blank two spaces from the term.

Hungry __ __ __ __ __ Full

If you are undecided or have no feelings related to the terms, place a in the middle space.

Healthy __ __ __ __ __ Sick

You have 15 minutes to respond to the following set of 50 opposite terms.
Checklists are another useful type of evaluation device. A checklist can be used to record observed student behavior in the affective domain. This method of observing and recording affective behavior patterns over a period of time is one of the best techniques for evaluating student achievement. You can record all levels and kinds of affective behavior, such as participation in class discussion, cooperation with others, or increased attention to personal appearance.

There are many forms the checklist could take. In sample 4, specific behaviors are stated in the left-hand column and the names of the students would appear in the columns to the right. The date when the behavior is observed would also be recorded. In another type of checklist, an individual checklist is developed for each student to keep a record of his/her own actions, as in the partial checklist shown in sample 7.

You will find that students like to keep a record of their own behavior, especially when they have helped to develop the checklist. These checklists can be useful as a topic of discussion when you have conferences with students.

There are also standardized attitude tests you could use for determining likes and dislikes of students. You can check with the counselors in your school to see whether such tests have been given to the students. If so, you could discuss the results with the counselor.

Constructing and Administering a Test

All the elements that make a good evaluation test or technique apply to assessing the achievement of affective objectives. The test must be valid—do what it is supposed to do. It must be reliable—do consistently what it is supposed to do. It must be discriminating—reveal true progress of students. It must be comprehensive—cover the objectives. It must be easy to score.

If your assessment of student affective performance is to be valid, reliable, and fair, you must be sure that (1) the device or item you select truly evaluates the learning specified in the objectives, (2) the rules for constructing the device or item are followed, (3) a scoring key is developed prior to administration of the essay, oral, and problem-solving test items, and (4) the environment for taking the test or filling in the evaluation device is controlled.

In the administration and scoring of the test, the objective is to emphasize fairness to each student. Here are a few practices that can aid in conducting a fair written test. Prepare the test far enough in advance so that (1) time estimates can be made for completing each section and this information can be added to the test; (2) directions for completing the different types of items can be tried out and modified as needed; (3) copies of the test can be made for each student; and (4) the key for scoring can be made out.

When the test is administered, you need to create an atmosphere that allows students to concentrate on taking the test. See that the room is reasonably quiet and free from distractions. that the temperature is comfortable, and that the lighting is adequate.

Give any instructions prior to handing out the tests. Explain the purpose of the test, how it will be scored, and any instructions not included in the written directions. You may want to have students raise their hands when help is needed, and then move in response to their request rather than having the students come to you.

Some of the evaluation devices, such as the attitude checklist, will not be completed within a class period. Rather, these devices will be completed gradually, over a period of time.
However, you should select specific class time to discuss with students the purpose of the device and how to use it. If the students are to check their own performance, you should check with them periodically to be sure they are using the device satisfactorily.

**SAMPLE 7**

<table>
<thead>
<tr>
<th>INDIVIDUAL CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Directions:</strong> Record the date and time when behavior occurs in school in the columns to the right of the behavior statement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joined in class discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had assignment done on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteered to do something</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>