Student Name: _____ **Evaluator:** _____ **Date:** _____

Please indicate (underline): Teacher, Student or Parent

STUDENT NONCOGNITIVE FACTOR DEVELOPMENT EVALUATION

NONCOGNITIVE FACTORS	Student is aware of the factor's importance (Y/N)	Student consistently puts forth required effort to improve (Y/N)	Current Level of Competency			
			Emerging	Developing	Gaining Consistency	Effectively Sustained
Academic Mindset						
I belong in this academic community.						
My ability and competence grow with my effort.						
I can succeed at this.						
This work has value for me.						
Academic Perseverance						
Grit and Tenacity						
Delayed Gratification						
Self-Discipline						
Self-Control						
Academic Behaviors						
Attendance						
Doing Homework						
Organizing Materials						
Participating, Studying						
Learning Strategies						
Study Skills						
Metacognitive Strategies						
Self-Regulated Learning						
Time Management						
Goal-setting						
Social Skills						
Interpersonal Skills						
Empathy and Cooperation						
Assertion						
Responsibility						

Evaluation developed based on UChicago CCSP: Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review, June 2012.

NONCOGNITIVE FACTORS	DEFINITION AND/OR IMPORTANCE OF FACTOR
Academic Mindset	Academic mindsets are beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work that support academic performance.
I belong in this academic community.	The first mindset involves a sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.
My ability and competence grow with my effort.	The second mindset rests on the belief that one's academic ability can improve in response to one's efforts, rather than being fixed at a given level and outside of one's control.
I can succeed at this.	A third mindset that impacts the degree to which students persevere in academic work and exhibit strong academic behaviors relates to beliefs about their abilities to succeed at a given task.
This work has value for me.	A fourth mindset involves a student's sense that the subject matter he or she is studying is interesting and holds value.
Academic Perseverance	Academic perseverance refers to a student's tendency to complete school assignments in a timely and thorough manner, to the best of one's ability, despite distractions, obstacles, or level of challenge. Academic perseverance is the difference between doing the minimal amount of work to pass a class and putting in long hours to truly master course material and excel in one's studies.
Grit and Tenacity	Academic tenacity is defined as the "mindsets and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and to withstand challenges and setbacks to persevere toward these goals". Grit— the degree to which students stay focused on a long-term goal despite obstacles; and self-control—whether students forego short-term temptations to prioritize higher pursuits (related to delayed gratification and self-discipline).
Delayed Gratification	Resisting temptations to veer from one's course and being able to put off treats or rewards until one meets a goal or finishes a task
Self-Discipline	Students who struggle with self-discipline or productivity in high school will likely find the challenges of college overwhelming, regardless of their intellectual ability or content knowledge.
Self-Control	Student might exhibit self-control in school-related situations by engaging in behaviors such as "reading test instructions before proceeding to the questions, paying attention to a teacher rather than daydreaming…choosing homework over TV, and persisting on long-term assignments despite boredom and frustration."
Academic Behaviors	Academic behaviors have the most immediate effect on students' course grades. Academic Behaviors are those behaviors commonly associated with being a "good student." These include regularly attending class, arriving ready to work (with necessary supplies and materials), paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying and completing homework.
Attendance	Students who are not in class do not benefit from lesson activities or instruction that they miss; this could create potential "holes" in their understanding that might impact subsequent course grades.

Doing Homework	Time spent on homework has a positive effect on learning as measured by both grades and achievement test scores.
Organizing Materials	The more a learning strategy involves manipulating or organizing material rather than just reviewing it, the more likely it is to result in deep understanding.
Participating, Studying	Academic behaviors such as completing class assignments and participating in classroom activities are how students develop and demonstrate their content knowledge and academic skills. In the Chicago study, attendance and studying not only strongly predicted course failures but also were the strongest predictors for getting high grades—more so than test scores or student background characteristics.
Learning Strategies	Utilizing appropriate learning strategies can make students' academic behaviors more productive and effective, contributing to improved academic performance. Students learn more effectively when they monitor their own learning processes, determine when they are having difficulty, and adjust their behavior and/or strategies to tackle the task at hand.
Study Skills	…"deep processing" as the application of studying tactics such as "retrieving concepts and ideas relevant to material currently being studied, monitoring relationships between new information and prior knowledge, assembling propositions into elaborated structures, rehearsing and transforming information into meaningful schemata, and metacognitively monitoring and adapting learning tactics according to the requirements of a task"
Metacognitive Strategies	The most effective metacognitive strategies were awareness of textual inconsistency and self-questioning to monitor and regulate comprehension. Students benefit when they learn subject-specific metacognitive strategies in the context of subject-area learning.
Self-Regulated Learning	Self-regulated learning refers to students' intentional use of metacognitive strategies to achieve learning outcomes. Students self-regulate their learning by focusing awareness on their thinking and selecting strategies and environments that will be most conducive to learning. Researchers have also found that if students visualize completing their homework and intentionally think about ways to make it more challenging, it increases the likelihood that they will finish their work and be more deeply engaged in it.
Time Management	For instance, planning and time management are improved when students keep a detailed log of their use of time for one week and use the log to plan their future use of study time.
Goal-setting	Learning strategies may also include goal-setting and time management, both of which help students manage the process of learning.
Social Skills	Social skills are acceptable behaviors that improve social interactions, such as those between peers or between student and teacher. Social skills repeatedly appear in the literature as important for future work and life outcomes, although their direct relationship to academic performance is more tenuous.
Interpersonal Skills	Interpersonal Capacities in the Partnership for 21st Century Skills Framework. Develop, implement, and communicate new ideas to others effectively Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Source: https://www.ncbi.nlm.nih.gov/books/NBK84226/

Empathy and Cooperation	The empathy subscale includes behaviors such as tries to comfort others and feels bad when others are sad. The cooperation subscale includes behaviors such as following rules and completing tasks without bothering others.
Assertion	The assertion subscale includes behaviors such as asks for help when needed and says when there's a problem.
Responsibility	The responsibility subscale includes behaviors such as respects the property of others and is well behaved when unsupervised.

NONCOGNITIVE FACTOR RELATIONSHIP

There is also a reciprocal relationship among mindsets, perseverance, behaviors, and performance. Strong academic performance "validates" positive mindsets, increases perseverance, and reinforces strong academic behaviors. Note that this reciprocal, self-perpetuating system also works in a negative loop. Negative mindsets stifle perseverance and undermine academic behaviors, which results in poor academic performance. Poor performance in turn reinforces negative mindsets, perpetuating a self-defeating cycle.

SOURCES

- Noncognitive factor *Definition and/or Importance of Factor* content is taken directly from UChicago CCSP **Teaching Adolescents to Become Learners** - The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review
- The definition of empathy, cooperation, assertion and responsibility originate from **Defining Social Skills** – Springer