

## Answers to Exercise 4.3

**Designing Noncognitive Scales**

1. *Target (score 3.0) goal: The student discusses the consequences for breaking home and classroom rules.*

This might be considered a self-awareness/self-control goal. Though this goal may seem to involve analysis because it asks students to determine what would happen given a particular situation (breaking the rules), it is actually just asking for recall (retrieval of information). Most classroom and home rules are explicitly stated, as are the consequences for breaking those rules, so students have only to recall what they have been told in order to accomplish the goal. A simpler goal would require students to recognize accurate statements about class and home rules and the consequences for breaking them. A more complex goal might ask students to create a generalization, based on their knowledge of class and home rules, about what kinds of behaviors might be appropriate and inappropriate in outside situations such as restaurants, churches, or libraries.

2. *Target (score 3.0) goal: The student picks up on and utilizes appropriate nonverbal language.*

This might be considered a social awareness and response goal. It requires an awareness of a student's own emotions and the emotions of others as they are revealed through nonverbal language. It asks students to demonstrate integration in that they must be able to determine which actions constitute nonverbal language and which do not, and it requires execution in that it asks students to not only understand relevant nonverbal language, but to use it. A simpler goal (score 2.0) might ask students to use a retrieval process such as: *The student recognizes or recalls accurate statements about or isolated examples of nonverbal language.* A more complex goal might involve a discussion of possible misunderstandings that can arise based on misreading nonverbal language, which would be an error analysis process.

3. *Target (score 3.0) goal: The student includes others in class assignments or games.*

This goal might fall under the topic of empathy/respect. It asks students to have enough awareness of and concern for others to include them in group activities. This effort would be classified as execution. A simpler goal (score 2.0) might involve retrieval of information about the process of including others, such as: *The student recognizes or recalls accurate statements about the value of including others.* A more complex goal (score 4.0) might involve a higher level of execution, which could be something like: *The student stands up for fellow students who are being picked on or bullied.* A score 4.0 goal could also ask students for some kind of analysis: *The student discusses a time when he or she failed to include someone and what he or she could have done differently.*