1. What is the relationship of each factor to student academic performance?

2. Is the factor malleable?

3. What is the role of classroom context in shaping the factor?

4. Are there clear, actionable strategies for developing the factor as part of classroom practice?

5. Is there evidence that attention to the noncognitive factor would address racial/ethnic or gender gaps in student achievement?
CCSR: Noncognitive Skills

ACADEMIC BEHAVIORS
- Going to Class
- Doing Homework
- Organizing Materials
- Participating, Studying

ACADEMIC PERSEVERANCE
- Grit, Tenacity
- Delayed Gratification
- Self-Discipline
- Self-Control

LEARNING STRATEGIES
- Study Skills
- Metacognitive Strategies
- Self-Regulated Learning
- Goal-Setting

ACADEMIC MINDSETS
- 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.

SOCIAL SKILLS
- Interpersonal Skills
- Empathy, Cooperation, Assertion, and Responsibility
Academic Success

Academic Behaviors

Academic Perseverance

Academic Mindsets

Learning Strategies

Social Skills
Malleability and Strategies

- Academic Mindsets
- Learning Strategies
- Academic Behaviors
- Social Skills
- Academic Perseverance