

CI 171 ECE  
**THE MORAL JUDGMENT ASSESSMENT:**  
Assignment and Interpretation Issues

Give the Moral Judgment Test to at least two children. One of the children should be Kindergarten-1st and the other should be 3rd-5th grade. Evaluate their responses based on the criteria below and write up your reactions as follows:

1. Name of children tested and grades/ages
2. Setting and procedure for the testing
3. Questions asked
4. Responses given (including any follow up questioning by you)
5. Your interpretation (using criteria below and the Slavin text, pp. 49-50)

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Evaluation Criteria: **HETERONOMOUS OR AUTONOMOUS MORALITY?**

**Heteronomous morality (H):** Rules emanating from others; inviolate; Morality is based on unilateral respect for authorities and the rules they prescribe. Fairness is understood as obedience to authorities and conformity to their sacred rules; consequences are understood as for concrete objective damage (moral realism) that is more relevant than intentions (moral subjectivity). Reciprocal punishment (eye-for-an-eye) is the favored way of making things right.

**Autonomous morality (A):** rules emanate from ourselves and are alterable by mutual consent. From the autonomous perspective, morality is based on mutual respect, reciprocity and equality among peers. Fairness is understood as mutually agreed upon cooperation and reciprocal exchange. Intentionality is understood as relevant; both intentions and consequences can be kept in mind concurrently; punishment by expiation (making things right) is favored.

Question 1a and 1b – Moral Realism or Moral Subjectivity. Does the child assign responsibility on the basis of consequence (moral realism) or intention (moral subjectivity)?

Questions 2a and 2b -- Lying. Does the child understand that a plausible *intentional* deception is worse than a harmless but implausible exaggeration?

Questions 3a and 3b -- Utility of Punishment. Does the child consider the use of reciprocal (eye for eye) punishment more effective than expiatory (to make amends or reparation for) punishment.

Question 4 -- Equality. Does the child consider equality of treatment to be more important than obedience to authority?

(Note: It's more fun to ask all the questions. However, if you get into a time bind, be sure to ask at least one question from each of the sets above. That is, at least five questions. You might, as possible, ask girls a girl-related question and a boy a boy-related one.)