Habits of Mind
Rubric for Student Self-Assessment

Self-Regulation

A. I am aware of my own thinking.

4  I describe in detail the steps of my thinking when I am solving a problem or doing other kinds of mental tasks. I explain in detail how thinking about my thinking helps me improve my work and how it helps me be a better learner.

3  I describe how I am thinking when I am solving a problem or doing other kinds of mental tasks. I explain how thinking about my thinking helps me learn and helps me improve my work.

2  I don't include very much information when I try to describe how I am thinking when I am solving a problem or doing other kinds of mental tasks. I explain only small benefits that can be gained from thinking about my own thinking.

1  I describe my thinking when I am solving a problem or doing other kinds of mental tasks, but my description is confusing. I do not describe how thinking about my thinking affects how I learn or do tasks.

B. I plan carefully before I begin to work.

4  I set clear goals and describe each step I must take to achieve them. I make a detailed schedule for each step and closely follow the schedule.

3  I set clear goals and describe some steps I must take to achieve them. I make and use a schedule.

2  I begin working with only unclear goals. I describe few of the steps I must take to achieve my goals, and I make an incomplete schedule.

1  I begin working and just let things happen as they happen. I do not describe the steps I must take and I do not make a schedule.

C. I am aware of available resources that could help me complete a task.

4  I describe in detail all the resources I think I might need before I start working on a task. I search for the resources available to me and, if something I need is not available, I describe other places I might get this help or information. I also predict what parts of the task will require the use of the most resources.

3  I list the most important resources I might need before I start working on a task. I review the resources that are available and describe other resources that I may have to find.
2. I begin working on a task and look for resources when I need them. This slows my work because I have to keep stopping to find the resources. When a resource is not available, I do not find other resources that might help.

1. As I am working on a task, I use resources only if they happen to be readily available. I do not use many resources that are available.

D. I listen to and evaluate feedback to decide if I need to change my approach to a task.

4. I find and listen to information about how I am doing on a task. I change my approach when the feedback convinces me that what I'm doing isn't working. I seek advice from sources I know will give me good information about how my task is going. I study the information, no matter where it came from, and decide whether it is useful.

3. I listen to important information about how I am doing and decide if it will help me with my task. I change my approach to the task when the feedback convinces me that what I'm doing isn't working. I listen to advice and decide whether it is useful.

2. I listen to information about how I am doing only if the information is easy to get. If I don't like the source of the information, I don't listen. I don't like listening to advice from others.

1. I don't listen to most information that tells me how I am doing on a task. I refuse to accept information that tells me I should change my approach to the task.

E. I evaluate how well I am doing.

4. I evaluate, in detail, how well I am doing by looking at my performance from my own point of view and by making sure I find out how others would evaluate my work. I describe the effect my work has right now and what effect it might have later. I explain how I can learn from my successes and my failures.

3. I evaluate how well I am doing and describe the effect my work has right now. I try to find out how others would evaluate my work. I explain how I can learn from what I do well on the task.

2. I evaluate how well I am doing, but I use only my own opinion. I don't describe the effects of my work and don't explain how I can learn from what I am doing.

1. I don't try to evaluate how well I am doing.

Reference: McREL Copyright @ 1993 McREL Institute 130