

Rubrics for Habits of Mind Standards

These are from Robert Marzano's *Assessing Student Learning*, part of the *Dimensions of Learning* model. The '4' is the highest performance on a 4-point rubric, which is where we ought to expect these students to perform.

A. Is aware of own thinking.

- 4 Explains in detail the sequence of thoughts he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her own thinking has enhanced performance.

B. Makes effective plans.

- 4 Sets a precise goal. Considers and carries out all necessary subgoals. Creates and adheres to a detailed time line.

C. Is aware of and uses necessary resources.

- 4 Performs a careful, detailed assessment of resource needs before beginning a task. Reviews available resources and considers alternatives. Anticipates steps in the process that might require additional demands on resources.

D. Evaluates the effectiveness of own actions.

- 4 Is sensitive to a wide variety of feedback. Responds promptly when the current approach is clearly not working. Seeks out advice and responses from knowledgeable sources.

E. Is sensitive to feedback.

- 4 Reviews actions thoroughly and from as many points of view as is useful. Reviews actions for both immediate and long-term effects. Finds value in lessons learned from both success and failure.

F. Is accurate and seeks accuracy.

- 4 Pays close attention to detail when appropriate. Checks against all important sources. Recognizes inaccuracies quickly and makes corrections that not only clear up the identified errors, but add greater clarity to the whole.

G. Is clear and seeks clarity.

- 4 The student's entire work is free of confusing parts or elements.

H. Is open-minded.

- 4 Seeks out different and opposing points of view. Considers alternative views impartially and rationally.

I. Restrains impulsivity.

4 Carefully considers a situation to determine if more study is required before acting. When further study is required, investigates thoroughly before acting.

J. Takes a position when the situation warrants it.

4 Takes a position that is appropriate for the circumstances and introduces a valuable and unrepresented perspective. Provides strong supporting evidence for the position.

K. Is sensitive to the feelings and level of knowledge of others.

4 Demonstrates insight concerning the feelings and levels of knowledge of others and exhibits this insight while communicating. Encourages respect for individual differences and sensitivities.

L. Engages intensely in tasks even when answers or solutions are not immediately apparent

4 Demonstrates strong determination in the pursuit of a solution. Monitors his or her level of involvement and develops and uses a number of strategies to keep self on task.

M. Pushes the limits of own knowledge and ability.

4 Seeks out a highly challenging task and works on the task until it is completed or until attaining significant understandings from the task.

N. Generates, trusts, and maintains own standards of evaluation.

4 Generates personal standards for completion of the task that significantly raise the quality level of the task. Incorporates those standards into the final product.

O. Generates new ways of viewing a situation outside the boundaries of standard convention.

4 Explores as many alternatives as time and resources will allow and analyzes how alternatives will affect the outcome of the task. The alternatives examined illustrate extremely diverse but highly useful ways of looking at the situation.