

Assessing Habits of Mind: Rubrics and Checklists

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WHAT IS IT ABOUT YOUR STUDENTS THAT
SUGGESTS THEY NEED TO BECOME SELF-
DIRECTED LEARNERS?

What do you see them doing?
What do you hear them saying?
How are they feeling?
How would you like them to be?

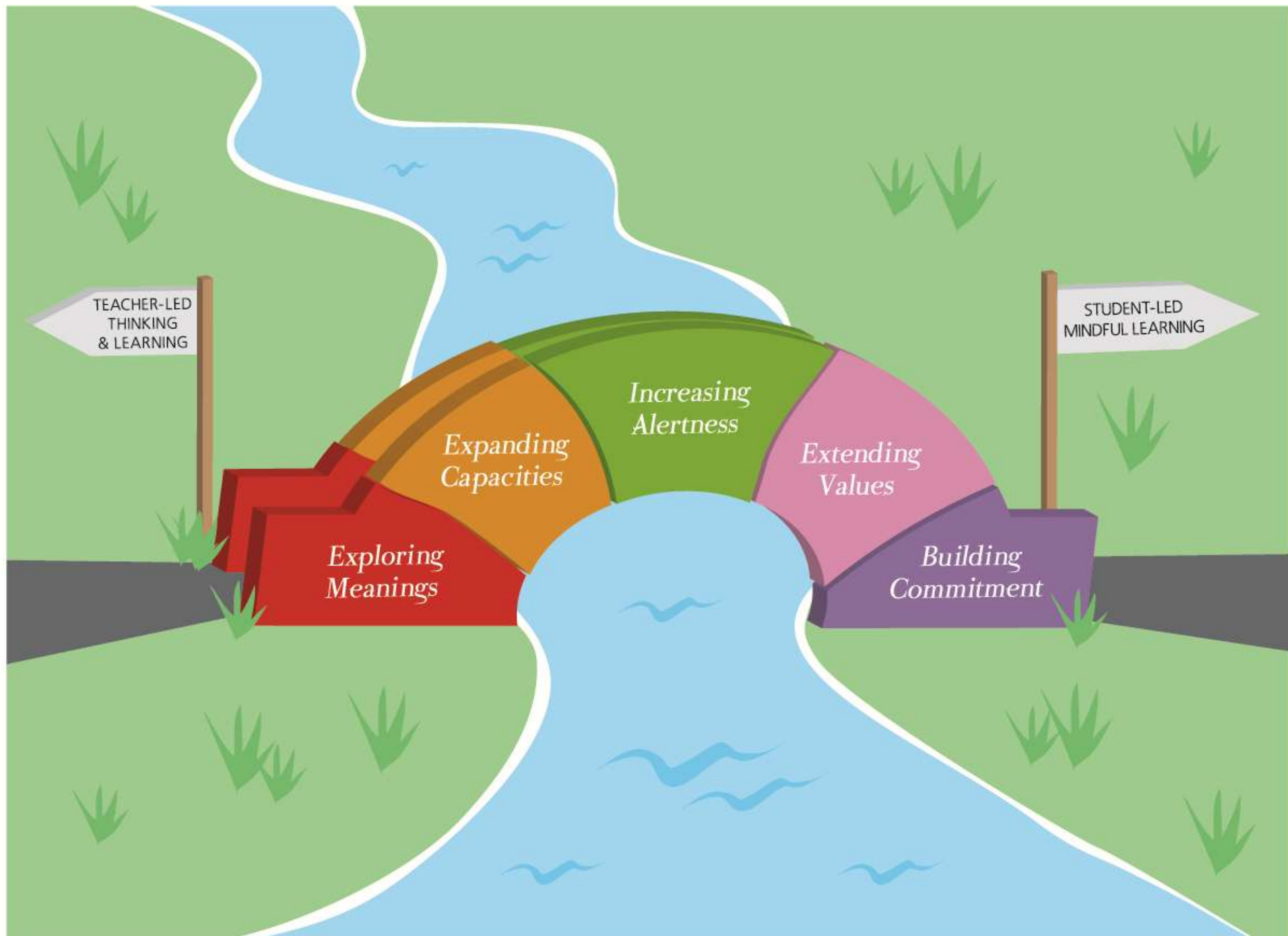
How You Would Like Them To Be

- Willing to take risks
- Thinking Outside the Box: Independent Thought and unique
- Understand what and why they are learning: Provide reasons that value the learning
- Intrinsic motivation (Drive)
- Persevering
- Confident, Engaged
- Participate, volunteer
- Feeling safe to engage
- Transfer of knowledge
- Ownership- Demonstrating pride in the work
- Setting goals and self assess- Seeing results
- Pride comes from past knowledge

ON A CHART:

- Title**
- Create a simile: “.... (name of disposition) is like a..... Because.....”**
- Create a logo or symbol for the disposition.**
- Compose a brief statement or slogan that summarizes the disposition.**

- How does the definition of self-directed learning connect to what you wanted to see students become?
- What might be some implications for your system if you were to make self directed learning a goal for all members of the school community?







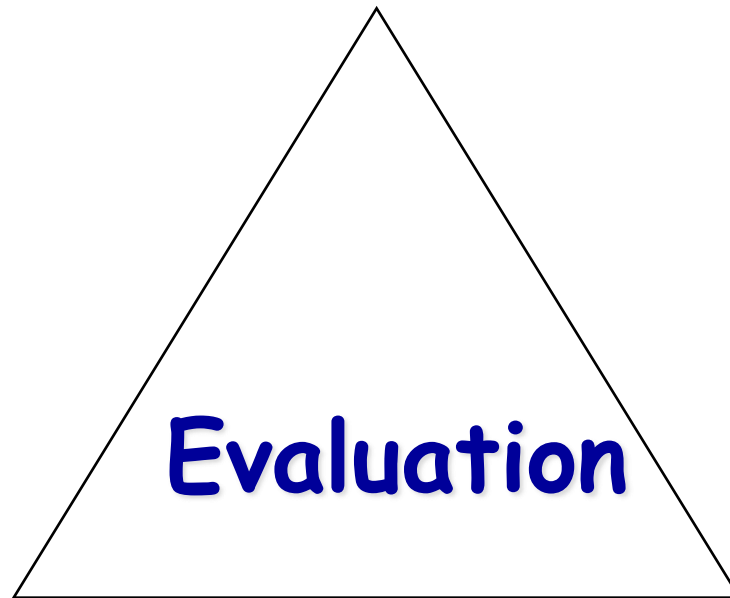
ASSESSMENT STRATEGIES

Towards A Balanced System

TRIANGULATION

Mastery Understanding
E.g. Standardized Tests,
Criterion Referenced Tests

Applied
Understandings:
E.g. Exhibitions,
Performances



Growth Over
Time:
E.g. Portfolios,
Journals

COLLECTING EVIDENCE: A PLANNING MATRIX

ASSESSMENTS	Checklist	Portfolio	Rubric	Interview	Anecdotal	Performance	Exhibition	Journals	Writing Samples	
HOW WE WOULD LIKE THEM TO BE:										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

PERSISTING

Persevering on a task
even though the resolution
is not immediately apparent.

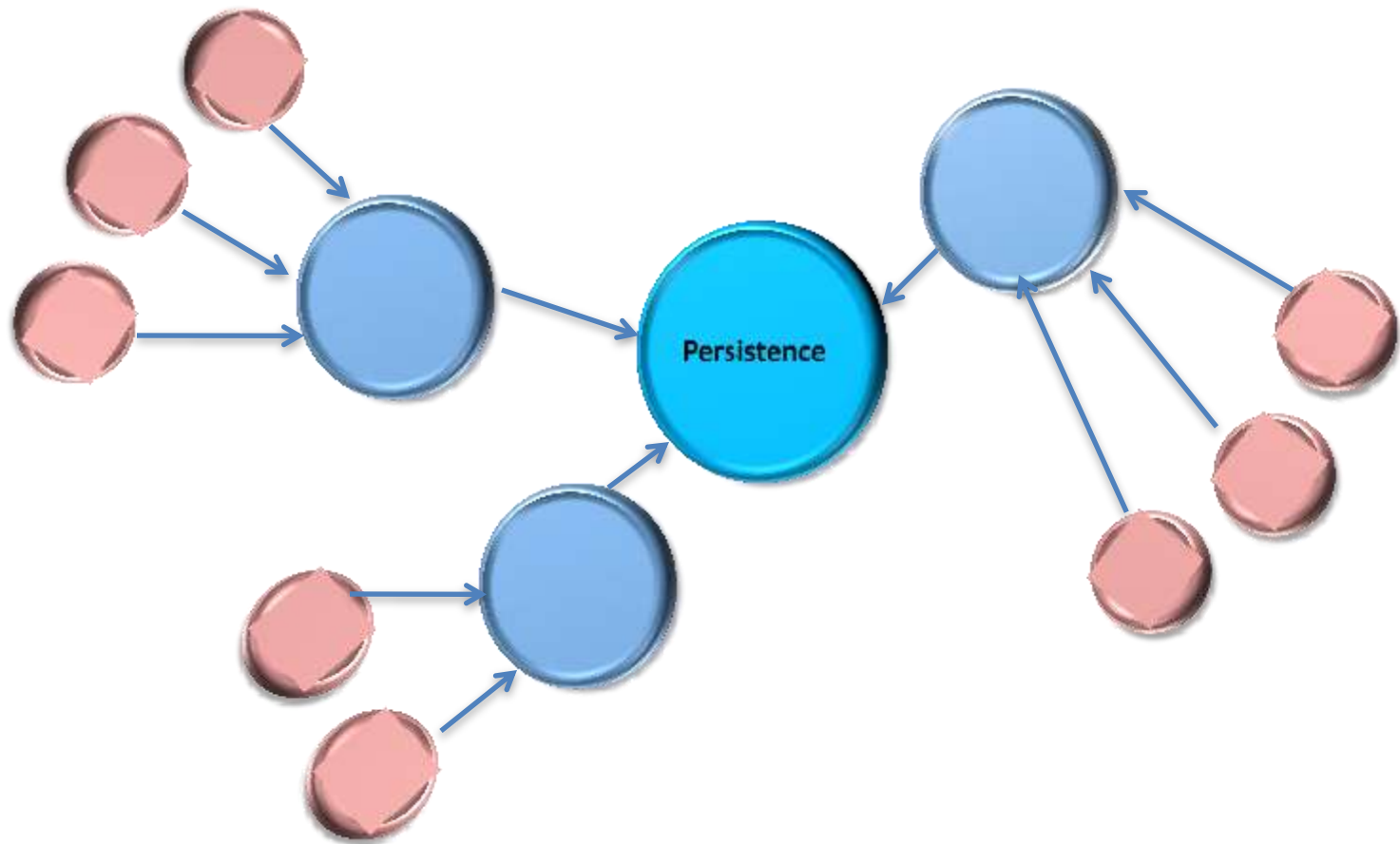


Stick to it!

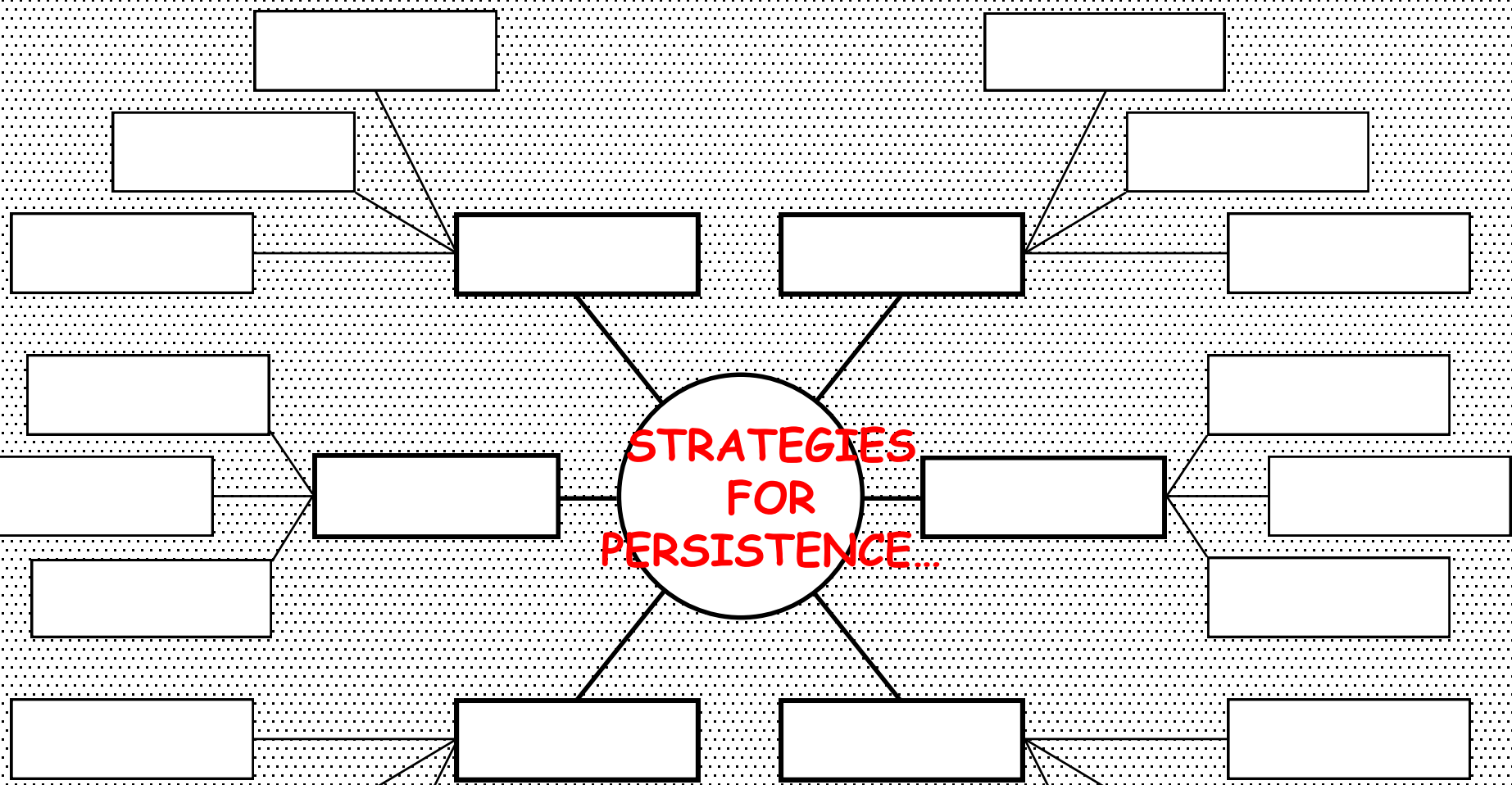
PERSISTING

- Share an experience in your life in which persistence paid off.
- What skills and strategies did you employ?

Strategies for Persistence



WEBBING DIAGRAM



In table groups, create a mind-map for "what to do when I get stuck".



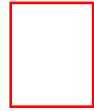
ADD TO YOUR WEB ANY IDEAS
YOU OBSERVED FROM THE
FILM THAT YOU DID NOT
ALREADY HAVE

“When I was doing this work, I was thinking about how hard the kids at Furr had to work and what they had to overcome in order to succeed. The body is the body of a student and the head represents our mascot, the bull. The uplifted hand stands for persistence.”

Juan,
Furr High School
Houston, Texas



ASSESSMENT STRATEGIES:



CHECKLISTS

DEFINING OPERATIONALLY



**Dear God,
Please save me
from the sin of
intellectual
arrogance.....**


**Oh, and God,
intellectual
arrogance is
defined as.....**

Persisting

Looks Like

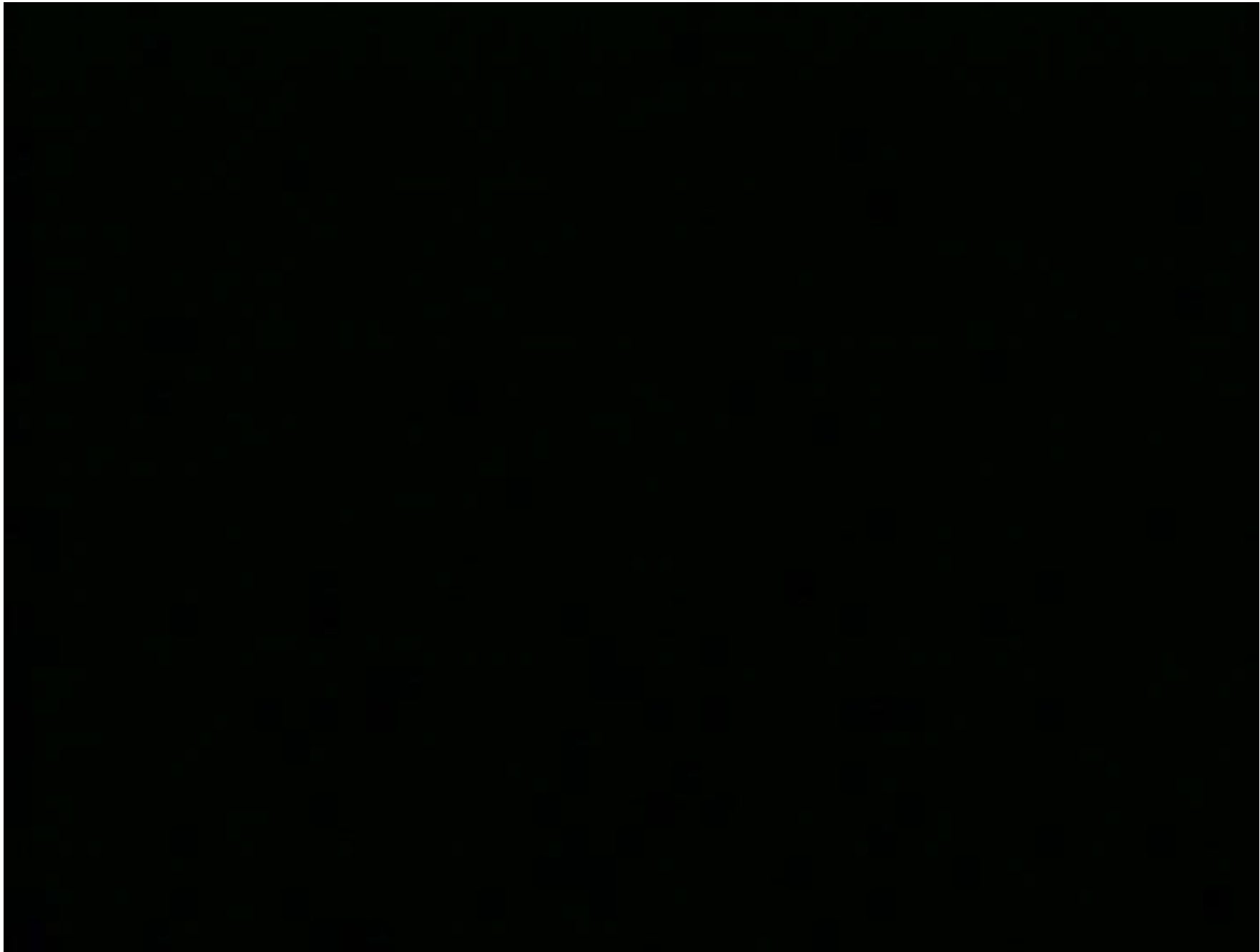
Sounds Like

HOW ARE WE DOING CHECKLIST

HABIT OF MIND: <i>Listening with Understanding and Empathy</i>	OFTEN	SOME-TIMES	NOT YET
 <i>See</i>			

HOW AM I DOING CHECKLIST

HABIT OF MIND: <i>Listening with Understanding and Empathy</i>	OFTEN	SOME-TIMES	NOT YET
HEAR 			



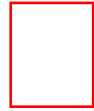
Construct a checklist

- What would you see students doing?
- What would you hear them saying?

16 Habits of Mind

- Persisting
- Managing Impulsivity
- Listening with understanding & empathy
- Thinking flexibly
- Thinking about thinking
- Striving for accuracy
- Questioning & posing problems
- Applying past knowledge to new situations
- Thinking & communicating with clarity and precision
- Gathering data through all senses
- Creating, imagining, innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

ASSESSMENT STRATEGIES:



RUBRICS

STUDENT DEVELOPED RUBRIC FOR CLASSROOM BEHAVIOR

4 Don't talk. Sits on chair and lissens to teacher. Works hard. Good.

3 Talks a little. Sits on chair and mostly lissens to teacher. Works. Pretty good.

2 Talks a lot. Sits on knees and maybe lissens. Works a little bit. Bad.

**1 They talk loud and never lissens. Walk all around. Don't write a thang.
Bad to the bone!**

Taking Responsible Risks

- Recognizes the distinction between a risk and an educated risk
- Uses strategies to consider the risk, the reward, and the consequences
- Reflects on risks taken and evaluates benefits, need for change, and plans for future use.

Persisting

- ✓ Stays on task a reasonable length of time
- ✓ Looks for multiple ways to accomplish a task
- ✓ Analyzes and evaluates task by seeking new knowledge while verifying results
- ✓ Demonstrates diligence despite obstacles

Creating, Imagining, and Innovating

- ✓ Explores educational resources
- ✓ Tries to complete tasks in imaginative ways
- ✓ Analyzes ideas in new ways using fluency and flexibility
- ✓ Reflects on products and ideas by analyzing and evaluating

SAMPLE RUBRIC FOR PERSISTING

<u>EXPERT:</u>	Stays on task no matter how difficult it is to find the answers to solutions. Evaluates the use of a variety of strategies to solve the problem. Searches for and draws on wide range of resources.
<u>PRACTITIONER:</u>	Stays on task when trying to find answers or solutions to problems. Draws on available resources
<u>APPRENTICE:</u>	Tries to complete tasks when the answers or solutions are not readily available, but gives up when task is too difficult. Gets off task easily. Draws on limited range of resources.
<u>NOVICE:</u>	Gives up easily and quickly on difficult tasks. Is unaware of resources.

COMPOSE A RUBRIC FOR
"STRIVING FOR ACCURACY AND PRECISION"

	Indicators	
EXPERT		
PRACTITIONER		
APPRENTICE		
NOVICE		

DISPLAYED METACOGNITION

What questions would you want students to ask of themselves?

- **1. What is this question asking me to do?**
(statement about the situation, problem, focus, or understanding of the task)
- **2. What is this question testing?**
(label the concept, content ,or process)
- **3. How will I know my answer makes sense?**
(use words, pictures or numbers to justify your answer)

Glenora School

MODEL *for* **METACOGNITION**

1 Identify Task

What do I have to do?

2 Review Options

What choices or strategies might I use?

3 Select an Option

Which choice or strategy will I use? Why?

4 Reflect on Choice

How will it work?
What will I keep or change for next time?

Think Back...Look Ahead!

MODELING:

“ What you are speaks so loudly, they can't hear what you say.”

Ralph Waldo Emerson