

Habits of The Mind Rubric –Third Grade

	1	2	3	4
Accuracy and Precision	<p>I need to reflect more on my own work.</p> <p>I need to make more pride in my work.</p> <p>I need to check over my work before handing it in, my teacher has to remind me to check work.</p> <p>I need to ask others for feedback and corrections.</p>	<p>I occasionally check my work.</p> <p>I take some pride in my work</p> <p>I sometimes check my work independently.</p> <p>I sometimes ask others for feedback and corrections.</p>	<p>I usually check my work beforehanding it in.</p> <p>I usually take pride in my work.</p> <p>I usually check on my own, teacher rarely has to remind.</p> <p>I frequently ask others for feedback and corrections.</p>	<p>I take great care and double check my work.</p> <p>I always take pride in my work.</p> <p>I always check my work without reminders.</p> <p>I always ask others for feedback and corrections.</p>
Seek Clarity in Language and Thought	<p>I use general, unspecific language, I use vague phrases and slang too often (“este”, “ummmm”, “things”, “nice”, “stuff”).</p> <p>I use Spanish to complete English thoughts, sentences.</p> <p>I do not accept/seek feedback from peers and teacher.</p> <p>When I speak, my sentences are incomplete.</p>	<p>I sometimes stop to felect on word choice to express my ideas.</p> <p>I occasionally use Spanish to complete English thoughts, sentences.</p> <p>I sometimes accept/seek feedback from peers and teacher.</p> <p>When I speak, my sentences are sometimes complete.</p>	<p>I generally use appropriate words to express my ideas.</p> <p>I sometimes use Spanish to complete English thoughts, sentences.</p> <p>I usually accept/seek feedback from peers and teachers.</p> <p>When I speak, my sentences are understandable.</p>	<p>I often use correct words to express my ideas.</p> <p>I rarely use Spanish to complete English thoughts, sentences.</p> <p>I always except/seek feedback from peers and teachers.</p> <p>When I speak, my sentences are mostly complete and understood.</p>
Metacognition	<p>They rarely articulate their reasoning processes when asked to explain their answer to a problem; they have difficulty describing how they come to a conclusion.</p>	<p>They sometimes articulate their reasoning processes.</p> <p>When asked to explain their answer to a problem, they give a solution and sometimes describe what brought them to that conclusion.</p>	<p>They usually articulate their reasoning processes.</p> <p>When asked to explain their answer to a problem.</p> <p>They give a solution and then describe the reasoning what brought them to that conclusion clearly.</p>	<p>They are articulate about their reasoning processes.</p> <p>When asked to explain their answer to a problem, they give the solution and then describe the reasoning process that brought them to that conclusion.</p> <p>They use the proper cognitvve terminology to describe the mental processes (e.g., I have a theory, I’m conducting and experiment).</p>

				Very clearly.
Plan Appropriately	<p>I don't refer to my agenda to remember assignments.</p> <p>I need to complete.</p> <p>I need to be better organized.</p> <p>I find it hard to follow a list of oral/written directions and I always need help to complete tasks.</p>	<p>I sometimes refer to my agenda to remember my assignments and complete most of them on time.</p> <p>I can sometimes follow a list of oral/written directions that require help to complete some tasks.</p>	<p>I usually refer to my agenda to remember my assignments and complete them on time.</p> <p>I can usually follow a list of oral/written directions independently to complete many tasks.</p>	<p>I always refer to my agenda to remember my assignments and complete them on time.</p> <p>I can always follow a list of oral/written directions independently to complete many tasks.</p>