

Observational Checklist for *Regulate, Reflect, and Monitor*

Categories of <i>regulate, reflect, and monitor</i>	Notes
The student does not exhibit the following traits.	
Metacognitive practices (knowledge and beliefs about thinking): <ul style="list-style-type: none"> • Applies school and skills to everyday life • Makes connections between new and old learning • Relates topics from one subject area to another • Rehearses learning with oneself and others • Identifies the skills he or she needs to make meaning of new learning 	
Self-concept (seeing oneself as smart): <ul style="list-style-type: none"> • Believes in his or her ability to be successful in school • Attributes success on a test to effort • Confidently answers all test questions to the best of his or her ability • Believes that success is due to internal forces that are controllable, not external forces that cannot be affected; learned helplessness is absent • Believes that others will judge him or her as competent and confident due to effort 	
Self-monitoring (ability to plan and prepare): <ul style="list-style-type: none"> • Arranges and initiates steps for completing tasks • Assesses performance and progress toward goal • Establishes and adjusts work rate so that the goal is met by the established time • Quizzes him- or herself periodically to summarize and process learning 	
Engagement (ability to maintain interest), for example: <ul style="list-style-type: none"> • Loves being in school • Studies all subjects with the same enthusiasm • Perseveres when work is difficult • Sets short-term goals • Spends time with friends and socializes only when he or she finishes work • Is driven to succeed, not to avoid failure • Pursues learning to grow and explore, not to earn points • Embraces mistakes as opportunities to learn 	
Use of learning strategies (techniques for organization and memorization, including rehearsal and elaboration): <ul style="list-style-type: none"> • Makes drawings to help understand • Learns new words or ideas by thinking about a situation in which they occur • Translates new ideas into own words • Employs multiple strategies to learn new material • Prepares for tests with focus 	

Categories of <i>regulate, reflect, and monitor</i> The student does not exhibit the following traits.	Notes
<p>Volition (efforts he or she needs to stay motivated):</p> <ul style="list-style-type: none"> • Keeps studying until finished even when the work seems less than exciting • Completes tasks with a plan and on time, not waiting until the last minute • Concentrates fully when studying, setting aside a length of time and sticking to it • Modifies learning environments to facilitate success and decrease distractions • Obtains and maintains the necessary materials and aids to complete the sequence and achieve the goal • Stops oneself from responding to distractors and delays gratification until achieving a goal 	
<p>Emotional control (techniques for regulating response to situations):</p> <ul style="list-style-type: none"> • Views challenges and mistakes as normal and exercises strategies to manage stress • Seeks out trusted friends and adults to process stressors • Reasons through the relative significance of negative external influences • Attempts to identify the trigger for negative feelings • Considers other factors that may contribute to reactions to situations • Views tasks as opportunities to grow, instead of tests of self-worth • Adopts a task-involving orientation, with a goal of mastering tasks, instead of an ego-involving orientation, with a goal of performing better than others 	