

Figure 3.5: Essential Academic and Social Behavior Rubric

| Skills Connected to Each Standard (Hattie, 2019, effect sizes) | Internalized Mastery Student independently demonstrates (2) | Emergent Mastery Student demonstrates with prompt or cue (1) | Minimal to No Mastery Student inconsistently demonstrates or does not demonstrate (0) |
|--|--|---|--|
| Academic behavior standard 1.1: Metacognition—knowledge and beliefs about thinking | | | |
| Transfer strategies = 0.86 Elaboration and organization = 0.75 Evaluation and reflection = 0.75 Help seeking = 0.72 Metacognitive strategies = 0.55 Strategy monitoring = 0.58 Self-verbalization and self-questioning = 0.59 Self-regulation strategies = 0.52 | | | |
| Academic behavior standard 1.2: Self-concept—a student’s belief in his or her abilities | | | |
| Self-efficacy = 0.71 Positive self-concept = 0.47 | | | |
| Academic behavior standard 1.3: Self-monitoring—the ability to plan and prepare for learning | | | |
| Planning and prediction = 0.76 Effort management = 0.77 Strategy monitoring = 0.58 | | | |
| Academic behavior standard 1.4: Motivation—the ability to initiate and maintain interest in tasks | | | |
| Effort = 0.77 Deep motivation = 0.57 Student expectations = 0.68 | | | |

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| Academic behavior standard 1.5: Strategy—techniques for organizing and memorizing knowledge | | | |
| Elaboration and organization = 0.75 | | | |
| Cognitive task analysis = 1.29 | | | |
| Academic behavior standard 1.6: Volition—the efforts and techniques needed to stay motivated and engaged in learning; also known as <i>grit</i> | | | |
| Rehearsal and memorization = 0.73 | | | |
| Concentration, persistence, and engagement = 0.54 | | | |
| Deliberate practice = 0.79 | | | |
| Social behavior standard 2.1: Responsible verbal and physical interactions with peers and adults—social responsibility, honesty, compassion, respect, self-regulation, and self-control | | | |
| Self-regulation strategies = 0.52 | | | |
| Self-verbalization and self-questioning = 0.59 | | | |
| Strategy monitoring = 0.58 | | | |
| Social behavior standard 2.2: Appropriate language—skills that demonstrate self-awareness, communication, civility, and character | | | |
| Strategy monitoring = 0.58 | | | |
| Self-regulation strategies = 0.52 | | | |
| Social behavior standard 2.3: Respect for property and materials—skills that demonstrate empathy and respect | | | |
| Strategy monitoring = 0.58 | | | |
| Social behavior standard 2.4: Independently staying on a required task—skills that demonstrate on-task behavior and self-monitoring | | | |
| Time on task = 0.44 | | | |
| Concentration, persistence, and Strategy monitoring = 0.58 | | | |
| Social behavior standard 2.5: Regular attendance—skills that demonstrate punctuality, time management, and accountability | | | |
| Strategy monitoring = 0.58 | | | |

Hattie, J. (2019). Visible learning: 250+ influences on student achievement. Accessed at https://us.corwin.com/sites/default/files/250_influences_chart_june_2019.pdf on March 19, 2020.