**SRL Knowledge and Application Rubric**

**OVERALL STEPS:**

Knowledge

*Step 1:* Frequency count within each SRL subprocess

*Step 2:* Rubric for Breadth, Depth, and Iterative Cycle

*Step 3:* Classification (No Basis, Beginning, Developing, Proficient)

Application

*Step 1:* Frequency count for unique number of SRL strategies mentioned

*Step 2:* Rubric for Breadth and Depth

*Step 3:* Classification (No Basis, Beginning, Developing, Proficient)

*Step 4:* Thematic analysis

**KNOWLEDGE PHASE FREQUENCY COUNT:**

|  |  |  |  |
| --- | --- | --- | --- |
| **SRL Phase** | **Forethought** | **Performance** | **Self-Reflection** |
| **SRL Examples/**  **Techniques** | * Task analysis   + Goal setting   + Strategic Planning * Self-motivation beliefs   + Self-efficacy   + Outcome expectations   + Task interest/value   + Goal orientation | * Self-control   + Task strategies   + Regulatory strategies (Self-instruction, imagery, time management, environmental structuring, help-seeking, interest in incentives, and self-consequences) * Self-observation   + Metacognitive monitoring   + Self-recording | * Self-judgement   + Self-evaluation   + Causal attribution * Self-reaction   + Self-satisfaction/affect   + Adaptive/defensive inferences |

**KNOWLEDGE RUBRIC:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Breadth**  To what extent do the strategies responses fall across the three phases? | **Depth**  The level of detail/ explanation the respondent provided | **Iterative Cycle** |
| **1** | 0 phases | Not explained (no examples, description, or elaboration on phases provided) | No mention of cycle/loop |
| **2** | 1 or 2 phases | Partially explained through a definition. Explanation is vague or incomplete, demonstrating *some* understanding of SRL. | Mention of cycle/loop with no integration |
| Ex. “SRL is made to allow each student to manage and move at their own pace through content, and end up at the same place with a class” | | |
| **3** | 3 phases | Full in-depth explanation or multiple examples. Explanation is clear and complete, demonstrating good understanding of SRL. | Mention of cycle/loop with integration between *at least two* phases |
| Ex. “The forethought phase is important because it is when goals for a task/activity are set. The goal-setting process is important because it gives students an idea of what they are trying to accomplish.” | | |

**CLASSIFICATION:**

|  |  |  |
| --- | --- | --- |
|  | **Breadth, Depth, and Cycle Scores** | **Total** |
| **1. No Basis** | 1 | 3 |
| **2. Beginning** | 1, 2, or 3 | 4 or 5 |
| **3. Developing** | 1, 2, or 3 | 6 or 7 |
| **4. Proficient** | 2 or 3 | 8 or 9 |

\*See table below for every possible breakdown

|  |  |  |  |
| --- | --- | --- | --- |
| **No basis (3)** | **Beginning (4 or 5)** | **Developing (6 or 7)** | **Proficient (8 or 9)** |
| 1,1,1 - No basis | 1, 1, 2 - Beginning  1, 1, 3 - Beginning  1, 2, 1 - Beginning  1, 2, 2 - Beginning  1, 3, 1 - Beginning  2, 1, 1 - Beginning  2, 1, 2 - Beginning  2, 2, 1 - Beginning  3, 1, 1 - Beginning | 1, 2, 3 - Developing  1, 3, 2 - Developing  1, 3, 3 - Developing  2, 1, 3 - Developing  2, 2, 2 - Developing  2, 2, 3 - Developing  2, 3, 1 - Developing  2, 3, 2 - Developing  3, 1, 2 - Developing  3, 1, 3 - Developing  3, 2, 1 - Developing  3, 2, 2 - Developing  3, 3, 1 - Developing | 2, 3, 3 - Proficient  3, 2, 3 - Proficient  3, 3, 2 - Proficient  3, 3, 3 - Proficient |

**APPLICATION RUBRIC:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Breadth**  To what extent do the strategies mentioned fall across the three phases? | **Depth**  Level of detail/explanation the respondent provides in total response--provide judgement of depth | \*\*`  Generate a dimension through thematic analysis |
| **1** | 0 phases | No or minimal explanation of action steps (“she could benefit from progress monitoring/tracking.”) |  |
| **2** | 1 or 2 phases | Some explanation of action steps (“perhaps she could benefit from more reflective practices in order to better align her causal attribution so that she can move forward and learn from her mistakes  ” )  -- goes beyond mentioning a particular strategy - describes the WHAT but does not really address HOW or WHY |  |
| **3** | 3 phases | Detailed and specific explanation of action steps (“Since Krista does not appear to be motivated by losing her spot on the team due to grades, it would be best to help her see the importance of learning the material and doing well in class. Having Krista evaluate how the density of a basketball changes when you inflate/deflate it, and how that alters her performance making shots, may be a way of getting her interested, and seeing how density is important. ”)  -- responses are very detailed and/or delve into specifics regarding HOW or WHY |  |