**Self-Regulated Learning Feedback**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Initial Behaviors & Practices** | **Select your proficiency on a scale of****Initial to Advanced** | **Advanced Behaviors & Practices** |
| **Task analysis and strategic planning** | I rely on my teacher to tell me what to study. | Initial | Intermediate | Advanced | I choose and prioritize which concepts I need to study based on evidence. |
| I rely on teacher-provided study procedures. | Initial | Intermediate | Advanced | I choose and prioritize personally effective study procedures based on evidence. |
| I prefer to study with friends. | Initial | Intermediate | Advanced | I choose study partners based on mathematical concepts and study methods. |
| I wait for my teacher to establish task procedures. | Initial | Intermediate | Advanced | I take responsibility for making sense of tasks by drawing on and making connections to prior understanding and ideas. |
| **Goal setting** | I rely on my teacher to set broad learning goals based on class competence. | Initial | Intermediate | Advanced | I establish specific learning goals for my work. |
| I rely on my teacher to monitor my progress in understanding math content and math practice proficiency. | Initial | Intermediate | Advanced | I use learning goals to measure my progress in understanding math content and proficiency in mathematical practices. |
| **Self-monitoring while implementing strategies** | I practice solving problems to ensure I know procedures to solve other similar problems. | Initial | Intermediate | Advanced | I assess and monitor my own understanding and progress toward the math learning goals. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Initial Behaviors & Practices** | **Select your proficiency on a scale of****Initial to Advanced** | **Advanced Behaviors & Practices** |
| **Sense-making and seeking help** | I wait for my teacher to provide feedback on my thinking. | Initial | Intermediate | Advanced | I teach myself by asking self-questions and adding/adjusting my initial thinking. |
| I discuss procedures with my peers. | Initial | Intermediate | Advanced | I seek to understand the approaches used by peers by asking clarifying questions, trying out others’ strategies, and describing how others’ strategies are derived. |
| I discuss my approach with my peers, but do not provide feedback to my peers on their approach. | Initial | Intermediate | Advanced | I provide actionable feedback to my peers. |
| **Evaluation of goals and strategies** | I wait for my scores/grades to determine my level of conceptual understanding. | Initial | Intermediate | Advanced | I reflect on tasks after completing them to determine my level of conceptual understanding. |
| I rely on my teacher’s feedback to adjust my study process. | Initial | Intermediate | Advanced | I reflect on the effectiveness of my study methods after completing tasks. |
| **Ownership of learning and actions** | I continue working on problems/concepts even when I’m not sure why I am taking a certain approach. | Initial | Intermediate | Advanced | I identify emerging patterns of misunderstandings by \_\_\_\_\_\_\_\_\_\_\_ (action). |
| I rely on my teacher to address and explain common misconceptions. | Initial | Intermediate | Advanced | I determine the causes of my mistakes and misconceptions to avoid them in the future. |
| I wait to hear my teacher’s explanations before forming my own conceptual understanding. | Initial | Intermediate | Advanced | I express and defend my opinions that may differ from my teacher’s or those of my peers. |