



Rewarding Learning

RUBRIC FOR ASSESSING SELF-MANAGEMENT



Rubric for Assessing Self-Management

Based on pointers for progression by the end of Key Stage 3: in **Thinking Skills and Personal Capabilities for Key Stage 3**

By constantly reviewing their work and how they feel about their learning, pupils build personal resources and become more aware of how they can improve their learning. Initially, the focus is on developing habits and routines (such as persistence, time management, seeking help, and personal target setting) until pupils can use these automatically in self-directed ways. Pupils demonstrate significant progression by becoming knowledgeable about their strengths and weaknesses, knowing what to do to improve and setting a path for their own learning.

¹NOTE: When referring to this rubric, please remember that many pupils are likely to progress in Thinking Skills and Personal Capabilities in a non-linear fashion. This means that for any of the statements, a pupil might perform well on one occasion, but not consistently when doing something similar in another context. For example, a pupil might confidently ask questions around a topic they feel comfortable with, but need prompting when a new area is the focus. The purpose of assessment here is diagnostic: by building a picture of a pupil's performance over time you will get a sense of where they are confident and where they still need support. By sharing rubrics with pupils and involving them in setting their own success criteria you can lead them to set their own priorities for learning, recognising where their strengths and weaknesses are and in which areas of their work.

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Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p>Identify the types of thinking and learning they have been engaged in and see what might be useful in other contexts (review, compare, make connections, improve).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> review learning and some aspect that might be improved; and organise and plan how to go about a task. 	<p>Can talk about what they did in a task and what they learned from doing it.</p> <p>Can talk about what parts of the work went well and what can be improved.</p>	<p>Can talk about the sorts of things they did at different stages in an activity.</p> <p>Begin to explain what they have learnt and where they see connections or similarities.</p>	<p>Can relate what they did in one area to other similar instances.</p> <p>Use their understanding from one area or activity to cope with a new situation or new information.</p>	<p>Can make use of their knowledge and skills to plan what to do with new or unfamiliar material.</p> <p>Review their progress across a range of activities.</p>
<p>Seek out and act on guidance (review and improve).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> seek advice when necessary. 	<p>Need reminding to check their own progress and ask for feedback.</p> <p>Avoid making obvious or careless mistakes.</p>	<p>Can judge their progress and ask for feedback.</p> <p>Sometimes need support regarding what to do in response to feedback.</p>	<p>Review their progress at key points and take action accordingly.</p> <p>Incorporate feedback into their next steps.</p>	<p>Continuously review their progress and act on their findings.</p> <p>Invite feedback and deal constructively with praise, setbacks and criticism.</p>
<p>Identify and prioritise their own learning needs. Show greater independence in setting personal goals and targets and working towards them (self-evaluate, set own goals, self-motivate).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> set personal targets and review them; and manage their behaviour in a range of situations. 	<p>Understand success criteria for their work as set by the teacher.</p> <p>Can identify some things that they would do differently on another occasion.</p>	<p>Can set individual goals for development and work.</p> <p>Recognise how they engaged with an activity and the effect on their performance.</p>	<p>Set specific and realistic goals with success criteria for their development and work.</p> <p>Sustain their engagement throughout an activity.</p>	<p>Set ambitious but realistic goals for themselves, with a course of action and specific targets to be reached at each stage.</p> <p>Review their performance, taking account of areas for improvement and deciding what to focus on next.</p>

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Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p>Prioritise the most important things to do. Use time effectively and persist with tasks in the face of frustration (set goals, plan, self-organise, self-motivate).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> focus, sustain attention and persist with tasks; and learn ways to manage their own time. 	<p>With prompting, focus on a task.</p> <p>With prompting, make a plan for their work.</p>	<p>Recognise that some stages of work require more effort.</p> <p>Plan their work, dividing it up into stages.</p>	<p>Pace themselves during an activity, managing their effort to achieve a result.</p> <p>Regularly make plans for their work, leaving enough time for each stage.</p>	<p>Set their own priorities for an activity, identifying what needs to be done and by when.</p> <p>Systematically plan their work, setting their own deadlines.</p>
<p>Are aware of where their learning fits into the 'big picture' and be prepared to comment on the originality and value of their work (make connections, self-evaluate).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> be aware of their personal strengths, limitations and interests; and compare their own approach with others' and in different contexts. 	<p>Need support to recognise where they have worked well and where they have been held back.</p> <p>Say what they have done differently to other pupils and reflect on which approach was most successful.</p>	<p>Judge which aspects of work they find most difficult and how well they have worked.</p> <p>Recognise how they can apply their learning in several different situations.</p>	<p>Evaluate their own performances, celebrating success and identifying next steps.</p> <p>Talk about the strategies or approaches they have seen used, and how they can be applied to a range of circumstances.</p>	<p>Evaluate themselves and others, comparing their performances with alternatives.</p> <p>Explain their decisions when choosing a method or approach to use and how it influenced the outcome.</p>