

Phase	Level A Are teacher directed	Level B Engage in class tasks if they are interested in the task	Level C Are beginning to monitor their approach to learning	Level D Are beginning to develop strategies to regulate their learning	Level E Are beginning to intentionally select strategies to regulate their learning	Level F Are becoming systematic in selecting strategies that promote self-regulated learning	Level G Are self-regulated learners
Forethought Phase - goal setting - motivation / belief - planning - selection of strategies - analyse difficulty and effort to complete task	<u>When given a task by my teacher</u> <ul style="list-style-type: none"> I believe that the task might be too hard I want my teacher to tell me I can do it I want to have help from my teacher to have a go at the task 	<u>When given a task by my teacher</u> <ul style="list-style-type: none"> I believe that the task might be hard but could be interesting I want my friends to think I am clever I ask my teacher how I can have a go at the parts of the task I don't know how to do 	<u>When given a task by my teacher</u> <ul style="list-style-type: none"> I believe that I can learn how to do the task I want to have a go at the whole task because I want to learn how to always get the answers right I can set goals related to the task with help 	<u>When given a task by my teacher</u> <ul style="list-style-type: none"> I believe I have the ability to do well I believe that with teacher help I can do well on tasks I can set goals related to the task by myself I can plan an approach to achieving the goals related to the task I aim to finish what the teacher has given me 	Plus ... <u>When given a task by my teacher</u> <ul style="list-style-type: none"> I will try my best even if the task is not interesting I can plan an approach by using strategies I have developed in the past If I initially think I cannot do the task properly, I seek strategies to help me do my best 	Plus ... <u>When given a task by my teacher</u> <ul style="list-style-type: none"> I will find ways to make uninteresting tasks interesting and do my best to learn I can set high learning goals for myself I know what success looks like and use it to motivate myself I can break down larger task goals into smaller goals I can analyse the task to plan the most effective approach 	Plus ... <u>When given a task by my teacher</u> <ul style="list-style-type: none"> I set challenging learning goals to extend myself I can manage and grow my suite of learning strategies to consistently achieve my goals I can reflect, seek feedback, and refine my plan to ensure the plan will be effective
Performance Phase - Focus on task - visualisation - monitoring performance	<u>As I work on the task</u> <ul style="list-style-type: none"> I follow the steps the teacher tells me to do for the 	<u>As I work on the task</u> <ul style="list-style-type: none"> I have a go at parts of the task by myself 	<u>As I work on the task</u> <ul style="list-style-type: none"> I have a go at the whole task with help from my teacher / 	<u>As I work on the task</u> <ul style="list-style-type: none"> I have a go at the whole task independently 	Plus ... <u>As I work on the task</u> <ul style="list-style-type: none"> I can apply past experiences of success to try 	Plus ... <u>As I work on the task</u> <ul style="list-style-type: none"> I use self-talk to persist when tasks become 	Plus ... <u>As I work on the task</u> <ul style="list-style-type: none"> I submit completed tasks and I do extra to

<ul style="list-style-type: none"> - use of learning strategies - use of task oriented strategies - link to prior learning experiences - ownership of learning process 	<p>task</p> <ul style="list-style-type: none"> • I have a go at those parts I know I can do or I think aren't too hard • I sometimes hand in unfinished work or work that is not my best effort • I can become distracted easily • I rely on other students to model task-focused behaviour for me • I am motivated to work on the task because I want a good report or I want to please the teacher 	<ul style="list-style-type: none"> • I become distracted when I think the task is too difficult • I can recognise the learning strategies that work for me when doing difficult tasks • I focus only on the information provided • I am motivated to work on the task because I want to get it right 	<p>peers</p> <ul style="list-style-type: none"> • I make an effort to ignore distractions when I am getting distracted • I am more comfortable doing tasks that I have done before because I know I can do them well • I hand in my best effort when I respond to a task 	<ul style="list-style-type: none"> • I use strategies like repeating teacher instructions, visualising solutions and changing my plan if I am off track • I am motivated by the teacher giving me positive feedback • I ask my teacher for feedback as I work on the task • I aim to finish what the teacher has given me 	<p>hard and persist</p> <ul style="list-style-type: none"> • I use strategies that have worked in the past when a task becomes difficult • I can monitor how well my strategies are working as I go • I use feedback from my teacher or peers to improve as I go 	<p>difficult</p> <ul style="list-style-type: none"> • I can think beyond the requirements of the set task to see the bigger picture • I use other strategies that have been successful in the past to maximise my learning • I can use what I have learnt from outside the class to help me with my tasks • I can change my plan when I need to so I can achieve my goals • I can persist in order to achieve my goals 	<p>learn more</p> <ul style="list-style-type: none"> • When I encounter difficult tasks I use automated regulation processes so I can be successful • I find ways to refocus when I become distracted • I understand my approaches to learning in ways that allow me to take advantage of the learning experience at all times
<p>Self-Reflection Phase</p> <ul style="list-style-type: none"> - Use of feedback - Connecting outcomes to strategies used - Reaction to failure - Attribution of 	<p><u>After I complete the task</u></p> <ul style="list-style-type: none"> • I forget what I worked on • I don't ask for feedback • If I don't do well on a task I think it is because I am 	<p><u>After I complete the task</u></p> <ul style="list-style-type: none"> • I don't reflect or check my work • I don't use any feedback I have been given • If I don't do well on a task I don't 	<p><u>After I complete the task</u></p> <ul style="list-style-type: none"> • I check my work with help from my teacher • I trust my teacher's advice and rely on them to give me 	<p><u>After I complete the task</u></p> <ul style="list-style-type: none"> • I reflect or check my work independently • I use any teacher's advice and feedback to reflect on and 	<p>Plus ...</p> <p><u>After I complete the task</u></p> <ul style="list-style-type: none"> • I reflect on the strategies I used to learn so I can be more effective • I use feedback from my teacher 	<p>Plus ...</p> <p><u>After I complete the task</u></p> <ul style="list-style-type: none"> • I am able to seek & evaluate internal and external feedback (peers, teachers, experts) to 	<p>Plus ...</p> <ul style="list-style-type: none"> • I have internalised strategies to maximise my learning from each and every task • I value learning in and of itself

<p>failure</p>	<p>not good at it</p> <ul style="list-style-type: none"> I enjoy learning when I find the task easy 	<p>think I can do much about it</p> <ul style="list-style-type: none"> I enjoy learning when I find the task interesting 	<p>feedback</p> <ul style="list-style-type: none"> If I don't do well on a task I think it is because the teacher didn't help me enough I want to improve and will put in more effort next time I enjoy learning because I want to do well at school 	<p>improve my work</p> <ul style="list-style-type: none"> I know when I have done well If I don't do well on a task I try to work out why and what I can do differently because I want to learn as a result of doing the task I enjoy learning new things 	<p>and peers to improve my ability to perform</p> <ul style="list-style-type: none"> If I do not do well on a task, I know it is because I used the wrong strategy I enjoy learning when I get to investigate something I don't already know I think that learning is important 	<p>improve my thinking and learning</p> <ul style="list-style-type: none"> If I don't do well on a task I find out why and put in place task based strategies to do better in the future 	<ul style="list-style-type: none"> I know that failing at something is just a stepping stone to learning deeply
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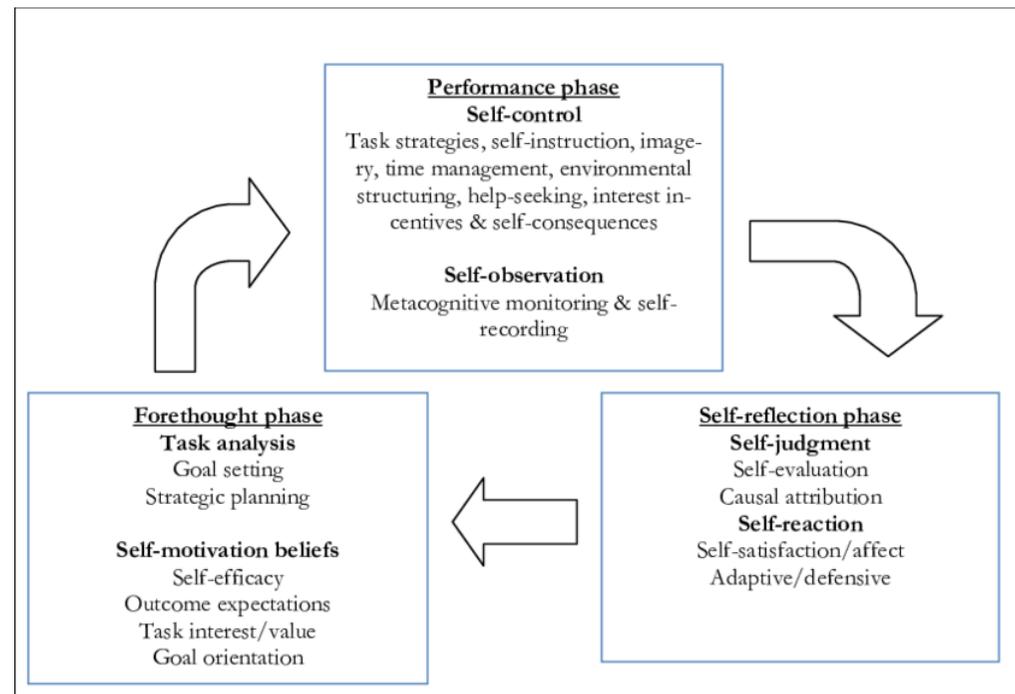
Success Criteria Progression Rubric developed from tables in: [Self-regulated learning in the classroom](#) (as part of the Realising the Potential of Australia's High Capacity Students Linkage Project), Susan-Marie Harding, University of Melbourne (August 2018)

Notes

Highly capable learners are self-regulated. Whilst there are a number of frameworks describing self-regulation learning, Zimmerman's model is one of the most influential. Zimmerman's cyclical model of self-regulated learning¹ outlines the phases and processes for self-regulation. The three phases are

1. **Forethought Phase** - learners analyse the components of a task, set goals and plan strategies prior to commencing learning. Key processes include
 - Task Analysis – where the learner deconstructs the task and establishes the strategies they will use
 - Self-motivation beliefs – the variables that generate and maintain the motivation to perform the task. This includes their beliefs about their own capability, belief about potential success on the task, and their belief about the relevance of the task to their personal goals.
2. **Performance Phase** - learners make use of planning from the forethought phase by implementing and remaining aware of strategies used throughout the performance phase. They use self-observation and feedback to monitor their progress and motivation. Key processes include
 - Self-Observation – where the learner assess and regulate their behaviour and learning strategies for the purpose of remaining on track to achieve their goal or, if need be, alter their goal according to changed conditions.
 - Self-Control – where the learner maintains their concentration and interest using strategies such as time management, mental imagery, setting up their learning environment, self-praise and self-reward
3. **Self-Reflection Phase** – learners evaluate and judge performance against the standards established in the forethought phase by virtue of the goals and strategies students selected at that time. This phase requires students to use observations and feedback to evaluate their results and performance and formulate causal attributions. Key processes include
 - Self-judgement – where the learner assess their performance against particular criteria and explain the reasons for their success or failure
 - Self-reaction – where the learner reacts to the self-judgements and identifies the strategies and approaches they will use in the future (e.g. learning strategies, effort, use of feedback, etc)

¹ Zimmerman, B. J., & Moylan, A. R. (2009). Self-regulation: Where metacognition and motivation intersect. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *The educational psychology series. Handbook of metacognition in education* (pp. 299-315). New York, NY, US: Routledge/Taylor & Francis Group.



Phases and processes of self-regulation according to Zimmerman and Moylan (2009) © Routledge.

It becomes clear then that if we are to develop students to be highly capable learners then we need to explicitly teach and embed the rituals, practices and thinking that progressively develop students to be self-regulated. This includes the skills of

- task analysis and goal setting,
- reflecting upon and addressing their feelings and self-beliefs,
- self-monitoring their behaviour and the learning strategies they are using
- using feedback to self-modify their behaviour and the learning strategies they are using
- self-reflecting on whether they achieved their goal or not and then refining their approach for future use