



សាលាអន្តរជាតិ ស៊ី អាម អេ ហ្វីស្ត

**CIA FIRST**  
**INTERNATIONAL SCHOOL**

No. 107, International School Rd., (St. 2004), Phnom Penh, Kingdom of Cambodia. / Tel: 023 882 088, 023 678 2088, 023 885 088  
Mobile : 012 / 099 / 095 200 011, 016 579 123 E-mail: info@ciaschool.edu.kh Website: www.ciaschool.edu.kh

Habits of Mind Journal <Grade> <Class>

<Unit code> <Unit name>

<Your Name>

## Metacognition in Action

**Step 1: Before you begin your PT, check on your thinking and make a plan. Pick one of the prompts for your first journal entry.**

**Step 2: As you are working on your PT, stop and consider where your headspace is. Pick one prompt for your second journal entry.**

**Step 3: After you've finished your PT, reflect on your work and set a goal. Pick one prompt for your final journal entry.**



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### Before you begin your PT

- Is this similar to a previous task?
- What do I want to achieve?
- What should I do first?
- What strategies do I use before I write?

How do these help?

### As you are working on your PT

- Am I on the right track?
- What can I do differently?
- Who can I ask for help?
- Have I considered all points of view?
- How can I clearly explain what I mean?
- What stops me from writing? Why?

### After you've finished your PT

- What worked well?
- What could I have done better?
- Can I apply this to another situation?
- What did I learn about myself as a reader/writer/speaker?



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Thinking about your thinking:  
Metacognition (MC)



*Know your knowing!*

I am **aware of my own** thoughts, strategies, feelings and actions and their effects on **others**.

I believe my understanding of this  
Habit of Mind is ...

- 1 = emerging, like a novice.
- 2 = developing, like an apprentice.
- 3 = proficient, like a practitioner.
- 4 = exemplary, like an expert.

Before you begin your PT:

As you are working on your PT:

After you've finished your PT:

Set a goal for improvement next unit:



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Criteria	Exceeds the Standard (4)	Meets the Standard (3)	Approaches the Standard (2)	Attempts the Standard (1)	Didn't Attempt the Standard (0)
<b>Observable Classroom Behaviour</b>	During classes, the student is <b>consistently</b> able to apply metacognitive strategies to solve problems or plan work. The student understands the ways that they learn.	During classes, the student is able to <b>quite often</b> to apply metacognitive strategies to solve problems or plan work. The student understands the ways that they learn.	During classes, the student is able to apply metacognitive strategies to solve problems or plan work <b>some</b> of the time.	During classes, the student is <b>rarely</b> able to apply metacognitive strategies to solve problems or plan work; however, the student may not be aware of the ways that they learn.	During classes, the student is <b>never</b> able to apply metacognitive strategies to solve problems or plan work; however, the student may not be aware of the ways that they learn.



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<p><b>Evidence Provided</b></p>	<p>The journal contains a minimum of <b>three</b> relevant unit specific examples of the use of metacognitive strategies or of <i>missed opportunities</i> of metacognition that are supported by evidence. The examples explain how applying the Habit helped the student or how not applying the Habit hindered the student.</p>	<p>The journal contains a minimum of <b>two</b> relevant unit specific examples of the use of metacognitive strategies or of <i>missed opportunities</i> of metacognition that are supported by evidence. The examples explain how applying the Habit helped the student or how not applying the Habit hindered the student.</p>	<p>The journal contains <b>one</b> relevant unit specific examples of the use of metacognitive strategies or of <i>missed opportunities</i> of metacognition that are supported by evidence. The examples explain how applying the Habit helped the student or how not applying the Habit hindered the student.</p>	<p>The journal contains examples that are not relevant to the unit or that are not specific. The examples attempts to explain how applying the Habit helped the student or how not applying the Habit hindered the student, however it is unsuccessful.</p>	<p>The student has provided no evidence.</p>
<p><b>Self-reflection and goal-setting</b></p>	<p>The student has honestly and accurately self-assessed, and set clear goals for improvement including methods to reach the goals and ways to measure success.</p>	<p>The student has honestly and accurately self-assessed, and set clear goals for improvement including methods to reach the goals.</p>	<p>The student has self-assessed and set goals for improvement.</p>	<p>The student has self-assessed.</p>	<p>The student has not self-assessed.</p>