

A One-Room Schoolhouse: Habits of Learning

	Learn	Explore	Practice	Motivate	Master
Responsibility <i>I mean what I say and I say what I mean.</i>					
Respect <i>I am obedient and considerate to my family, classmates, community, and God.</i>					
Organization <i>Everything has a place.</i>					
Time Management <i>How long will it take, how much can I do, and when does it need to be done.</i>					
Prioritization <i>What comes first, next, and last.</i>					
Motivation <i>Moving from external to internal.</i>					
Concentration <i>Mind, body, and heart.</i>					
Listening <i>Ears, eyes, mouth and body.</i>					
Diligence <i>Neat, complete, and correct.</i>					
Balance <i>Mind, body, social, spirit.</i>					

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	Habits of Learning Levels Defined
Level One: Learn	The student has had the lessons on this habit. The student can verbally define this habit. The student can demonstrate this habit 0% to 39% of the time.
Level Two: Explore	In addition to the level one skills, the student has completed the exploration activities of this habit and can demonstrate this habit 40% to 69% of the time.
Level Three: Practice	In addition to the level one and two skills, the student has demonstrated an active effort to practice these skills and is able to successfully demonstrate this habit at least 70% of the time.
Level Four: Motivate	In addition to the level one, two, and three skills, the student has been observed encouraging other students in this habit and is able to successfully demonstrate this habit at least 80% of the time.
Level Five: Master	In addition to level one, two, three, and four skills, the student is able to consistently demonstrate this habit across all settings at least 90% of the time.

At predictable intervals, take time to rate your student in each area. The percentages given are meant to be guidelines to help measure behavior. When making a level assignment, reflect on data such as assignment completion, mastery of material, progress in learning, and personal behavior. Most importantly, after completing the grid, review each area with your student. Compare their past progress with their current progress. Praise growth and set goals for improvement. Over time, look for mastery in each area. Once mastery has been accomplished, encourage the student to become a mentor to others to promote mastery in all students. As students progress from year to year in their education, they will move up and down the levels. Maturity may dictate a higher standard be reached to re-gain the mastery level. At the commencement of each school year, start fresh, encouraging growth during that year to the highest standard of mastery for that individual student.