

Learning to Learn Self-Assessment Rubric

Dimension	Component	Level 1: Survival Learner	Level 2: Progressing Learner	Level 3: Sophisticated Learner
Intentional	Sense of Purpose	I see learning as a task or duty; I learn because I am told or forced to do so; I do not associate with what I learn	I see learning as a means to an end; I learn for achieving short- and medium-term goals; learning becomes a personal matter to me as I begin to discover or form my aspirations	I see learning as a process of becoming; I learn for achieving long-term personal aspirations and a deep sense of purpose; learning is a personal matter for me
	Meaning Making	I often feel the subjects that I am studying are irrelevant to myself academically, professionally and personally	I actively explore the relationships among different subjects and the connections between my study and my personal development	I give meanings to what I am learning by associating it with what matters to me or what I want to achieve in my life
Dispositional	Personal Beliefs about Learning	I am not confident in my ability to learn; I believe my ability is fixed and effort does not make much difference	I become more confident in my ability to learn; I believe my ability can be developed and effort makes a difference; I tend to face challenges positively, make an effort and do not give up easily	I am confident in my ability to learn; I engage in learning with a sense of control and continuously seek to develop my ability; I embrace challenges, value effort and am resilient to setbacks
	Curiosity	I am not interested in learning new things; I feel uncomfortable with unfamiliar things; I avoid things that I do not understand	I become more aware of my interests and passion; I am open to unfamiliar things; I do not shy away from things that I do not understand	I am passionate about learning new things; I feel excited about unfamiliar things; I am eager to learn things that I do not understand
Metacognitive	Self-regulated Learning	I rely on other people (e.g. teachers) to tell me what, when and how to learn	I plan my learning, monitor my progress, evaluate my learning strategies and make adjustments as needed	I am able to improve my learning and adapt to different learning situations by regulating my affective-motivational, cognitive and social strategies
	Reflection on Learning	I seldom reflect on my learning; I rarely challenge or change the way I learn	I reflect on my learning process and outcomes to evaluate my learning strategies and enhance my performance	I critically reflect on not only learning process and outcomes but also the assumptions, beliefs and values that underpin my learning approach

Affective-Motivational	Motivation for Learning	My motivation to learn is dependent on external factors (e.g. how well the teachers teach); I have little control over my own motivation	I become more aware of the factors that motivate or demotivate my learning; I have some control over my own motivation	I am aware of the factors that motivate or demotivate my learning; I am able to apply a range of strategies to motivate myself
	Emotion and Resilience	I often feel helpless with the stress and frustration from studying; I give up easily when facing setbacks	I become more aware of the factors that trigger the negative emotions in me; I have developed some strategies to cope with them	I deploy various strategies to prevent or manage my negative emotions; I persist through difficulties and stressful situations
Cognitive	Higher-order Thinking	I learn and study for examination; I mainly learn by memorising the materials	I learn and study for understanding; I learn by comparing, analysing, relating and applying ideas	I learn and study deep understanding; I learn through reflection, critique, theorising, creating new ideas and solving problems, etc.
	Understanding Learning	I do not understand about learning	I actively seek to understand more about learning and apply that understanding to improve my own learning	I have insights into the nature of learning and adopt sound strategies to expand and make the best use of my cognitive capacity
Social	Learning from and with Peers	I see group work primarily as a division of labour; I seldom interact with others	I see group work as an opportunity to learn from each other; I actively contribute to group discussions	I see group work as an opportunity for the co-creation of knowledge; I establish rapport and engage openly and constructively in discussions with others
	Engaging in Different Learning Environments	I see learning as confined to the classroom and the study materials	I recognise that learning is not confined to the classroom; I actively explore resources and opportunities for learning in the broader physical, virtual and social environment	I actively expand and create learning environment by visiting places, making good use of learning management tools and establishing personal network for learning