**Cognitive Components of Habits of Mind**

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(with modifications suggested by Navarez)

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| **Habit** | **Definition** | **0** | **1** | **2** |
| Gather data through the senses | Use the senses to explore the textures, rhythms, patterns sounds and colors around the person; will to learn through interaction with the environment. | Does not show | Shows minimally | Engages in extensive exploration |
| Question and pose problems | Recognize discrepancies and phenomena in one’s environment and probe into their causes; realize that questions vary in complexity, structure, and purpose. | Does not show | Shows minimally | Asks multiple, relevant, varied questions |
| Apply past knowledge to new situations | Can draw forth past experience when confronted with a new and perplexing challenge or problem. | Does not show | Shows minimally | Provides multiple examples of connecting with past experience |
| Strive for accuracy and precision | Can review the rules by which one is to abide; reviews the models and visions to be followed; and review the criteria to be employed and confirms the finished product matches the criteria exactly. | Does not show | Shows minimally | Follows rules and meets criteria with only minimal errors |
| Think and communicate with clarity and precision | Communicate accurately in both written and oral form taking care to use precise language, defining terms, using correct names, and universal labels and analogies | Does not show | Shows minimally | Uses precise language, defines terms, uses correct names and labels, provides analogies with only minimal errors |
| Reason objectively | Consider the facts and concepts without reference to personal opinions and biases; base beliefs, conclusions, and opinions on evidence. | Does not show | Shows minimally | Provides evidences for beliefs with clear analysis of connections |
| Think flexibly | Can approach a problem from a new angle using a novel approach; consider alternative points of view or deal with several sources of information simultaneously. | Does not show | Shows minimally | Provides multiple perspectives and alternatives for specific challenge or situation |
| Think creatively; imagine and innovate | Generate novel, original, clever, or ingenious products, solutions, and techniques; open to criticism of ideas | Does not show | Shows minimally | Provides multiple, original ideas to address specific situation and handles critiques of those ideas |
| Identify the consequences of options and actions | Consider the potential and likely results of possible options and alternatives and how results of actions can be monitored. | Does not show | Shows minimally | Draws precise and meaningful conclusions while suggesting possible means of monitoring  |
| Think strategically | Think holistically in terms of components and their relationships in a specific context over time and how those can be changed in new and creative ways. | Does not show | Shows minimally | Identifies components and relationships and connects those to context in meaningful ways |
| Demonstrates metacognition | Can plan for, reflect on, and evaluate the quality of one’s own thinking skills and strategies; able to use a strategy such as KWHL or SQ4R. | Does not show | Shows minimally | Demonstrates ability to think of one’s own thinking (KWHL, SQ4R, etc.) |

 Costa, A. L., & Kallick, B. (2000). *Habits of mind: A developmental series.* Alexandria, VA: Association for Supervision and Curriculum Development.

 Costa, A., & Kallick, B. (Ed.) (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. Alexandria, VA: Association for Supervision and Curriculum Development.