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| **SRL Facets** | **SRL Processes** | **Definition** |
| Conditions | Surveying available resources | Learner develops perception of resources for the task (e.g., reading materials, tools for text annotation, exploring essay writing tool and planning tool). |
|  | Surveying task requirements | Learner develops perceptions about features of the task (e.g., task overview, reading rubric at the first time). |
|  | Monitoring for time constraints | Learner oversees time left for the task (e.g., checking the timer). |
|  | Monitoring for task requirements | Learner oversees state task requirements during the learning session (e.g., reading task requirements, reading rubric after the first time). |
| Operations | Searching | Surveying available sources and information and comparing search entries to the standards (e.g., search annotation, search reading content). |
|  | Monitoring | Evaluating the match of information to a profile of standards (e.g., highlighted phrase and categorical tag assigned to it). |
|  | Assembling | Learner creates a meaningful composite of two or more units of information (e.g., composing an essay by integrating information from multiple sources, including notes and reading materials. |
|  | Rehearsing | Learner creates a copy of information from reading materials. |
|  | Translating | Learner manipulates input information to output information while preserving critical informational properties (e.g., original meaning is preserved and new related information is inserted). |
| Standards | Adopting/applying standard based on task instructions | Criteria against which products are monitored (e.g., task instructions and scoring rubric). |