

Metacognitive Rubric

Motivation

Control of Attitude and Preparation for Study

Source: Dorothy Williams AVC

1	2	3	4	5
Strong external locus of control. Blames others for lack of success.	External locus of control, Often blames others for lack of success.	Sometimes accepts responsibility, Sometimes blames others for lack of success.	Has internal locus of control, takes responsibility for success and failures.	Has strong internal locus of control, takes full responsibility for success and failures.
Has no goals.	Has unrealistic goals and no plans to achieve them	Has unrealistic goals or vague plans to achieve goals	Sets realistic goals and makes plans to achieve them	Sets realistic goals and makes concrete, written plans to achieve them
Always needs direction. Does not complete distasteful tasks or tasks for which there is no drive.	Usually needs direction. Seldom completes distasteful tasks or tasks for which there is no drive.	Often needs direction. Sometimes completes distasteful tasks or tasks for which there is no drive.	Is self-directed or regulated and usually completes distasteful tasks or tasks for which the drive is not present.	Is <i>very</i> self-directed or regulated and completes distasteful tasks or tasks for which the drive is not present.
Has no sense of time management.	Has a vague idea of how to manage time.	Understands the importance of time management, but has no system or does not implement a plan.	Has an effective time management system and uses it most of the time.	Has a well developed, effective time management system and uses it regularly.
Does not care about success. Has a negative attitude. Very stressed.	Sometimes tries to do well, but has a negative attitude. Is experiencing stress.	Tries to do well, but has trouble keeping a positive attitude. Tries to manage stress, but not always successfully.	Usually strives to do well and retains a positive attitude. Manages stress.	Always strives to do well. Controls attitude with positive self-talk. Manages stress effectively

Metacognitive Rubric

Acquisition

Selection and understanding of appropriate information and processes presented in a learning situation

1	2	3	4	5
Never refers to the syllabus or does not have the syllabus.	Seldom refers to the syllabus.	Uses the syllabus regularly to stay current with his/her coursework.	At the beginning of the semester, reviews the syllabi from all classes to get a semester overview. Uses the syllabus regularly to stay current with his/her coursework and to plan for exams and projects.	At the beginning of the semester, uses the syllabi from all classes to make a semester plan of study. Uses the syllabus regularly to stay current with his/her coursework and to plan for exams and projects well ahead.
Never previews the textbook and other materials before going to class. Cannot identify areas of difficulty.	Seldom previews textbook and other materials before going to class; seldom identifies areas of difficulty with the materials.	Sometimes previews textbook and other materials before going to class; sometimes identifies areas of difficulty with the materials.	Usually previews the textbook and other materials before going to class; usually identifies areas of difficulty with the materials and develops questions before going to class.	Regularly previews the textbook and other materials before going to class; regularly identifies areas of difficulty with the materials and develops questions before going to class.
Does not take notes.	Notes are scattered and unorganized. Main idea is not differentiated from subordinating ideas. No examples in notes. Illegible	Organizes notes somewhat. Can separate main and subordinating ideas. Uses in-class cues to guide note taking. Includes a few examples in notes. Legible	Has good note taking skills. Notes are well organized. Uses in-class cues to guide note taking. Differentiates between main and subordinating ideas. Includes examples in notes. Legible	Has excellent note taking skills. Uses a formal system (like Cornell notes) to organize ideas. Uses in-class verbal and non-verbal cues and key words to guide note taking. Differentiates between main and subordinating ideas clearly. Includes good examples in notes. Legible

Metacognitive Rubric Acquisition

Selection and understanding of appropriate information and processes presented in a learning situation

<p>Does not have or does not read the textbook.</p>	<p>Cannot differentiate main ideas from subordinating ideas. Has problems with charts, graphs, and pictures. Does not mark text. Cannot select or understand pertinent information in the textbook.</p>	<p>Can somewhat differentiate main ideas from subordinating ideas. Notes examples. Might have problems with charts, graphs, and pictures. Marks text randomly. Sometimes cannot select or understand pertinent information in the textbook.</p>	<p>Has good textbook reading skills. Understands how the textbook is organized. Has developed a marking system. Usually selects and understands pertinent information in the textbook and integrates it with class notes. Can differentiate main ideas from subordinating ideas. Notes examples. Understands and can use charts, graphs, and pictures as well as text.</p>	<p>Has excellent textbook reading skills. Understands how the textbook is organized. Has developed an efficient marking system. Always selects and understands pertinent information in the textbook and integrates it with class notes. Easily differentiates main ideas from subordinating ideas. Notes examples. Understands and can use charts, graphs, and pictures as well as text.</p>
<p>Never uses resources or does not check on his/her level of understanding.</p>	<p>Seldom uses resources beyond the classroom. Seldom checks on his/her level of understanding.</p>	<p>Sometimes uses resources (instructor, tutors, supporting materials, study groups, etc) to make sure of his or her understanding of the material.</p>	<p>Often uses resources (instructor, tutors, supporting materials, study groups, etc.) to make sure of his/her understanding of the material.</p>	<p>Always uses multiple resources (instructor, tutors, supporting materials, study groups, library materials, etc) to make sure of his or her understanding of the material.</p>

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Retention

Ability to Recall Information and Processes

1	2	3	4	5
Does not study at all.	Does not have a study plan.	Has a plan of study that he or she usually implements.	Designs and uses a study plan that spaces learning tasks and study times throughout the semester, allowing time for review and repetition of material and processes.	Designs and <i>regularly</i> uses an efficient study plan that spaces learning tasks and study times throughout the semester, allowing sufficient time for multiple review and repetition of material and processes.
Never reorganizes information in ways that are more meaningful to the student; never creates effective study aids; never summarizes material.	Rarely reorganizes information in ways that are more meaningful to the student; rarely creates effective study aids; rarely summarizes material.	Sometimes reorganizes information in ways that are more meaningful to the student; sometimes creates effective study aids; sometimes summarizes material.	Often reorganizes information in ways that are more meaningful to the student; often creates effective study aids; summarizes material effectively.	Regularly reorganizes information in ways that are more meaningful to the student, creates effective study aids, summarizes material effectively and regularly.
Never reviews and practices material.	Sometimes reviews and practices material.	Reviews and practices material.	Reviews and practices material regularly; differentiates what he or she does not know from what he or she knows.	Overlearns material; reviews and practices material regularly; differentiates what he or she does not know from what he or she knows.

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Metacognitive Rubric

Performance

Ability to Demonstrate Understanding of Information and Processes

1	2	3	4	5
Does not try to predict what will be on the exam.	Is unsuccessful in predicting possible exam questions.	Attempts to predict and practice potential exam questions before the test.	Is usually able to accurately predict and practice potential exam questions before the test and practice retrieval.	Is able to accurately predict and practice potential exam questions well before the test and practice retrieval.
Does not attempt to apply appropriate processes or information.	Applies inappropriate processes or information.	Sometimes knows when to apply appropriate processes or information (example: knows when to use the appropriate formula or methodology).	Usually knows when to apply appropriate processes or information (example: knows when to use the appropriate formula or methodology).	Always knows when to apply appropriate processes or information (example: knows when to use the appropriate formula or methodology).
Does not attempt to transfer and integrate knowledge from one source to another.	Is unable to transfer and integrate knowledge from one source to another.	Is sometimes able to transfer and integrate knowledge from one source to another.	Is able to transfer and integrate knowledge from one source to another.	Easily transfers and integrates knowledge from one source to another.
Cannot control stress during assessments.	Has no techniques to control stress during assessments.	Attempts to use techniques to control stress during assessments, but not always successfully and appropriately.	Uses successful and appropriate techniques to control stress during assessments.	Regularly uses successful and appropriate techniques to control stress during assessments.

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Performance

Ability to Demonstrate Understanding of Information and Processes

Has no or has ineffective test taking techniques.	Has few test taking techniques or uses them ineffectively.	Uses test taking techniques and tries to adjust techniques to the assessment situation.	Effectively uses test taking techniques and adjusts techniques to the assessment situation.	Effectively and regularly uses test taking techniques and effectively adjusts techniques to the assessment situation.
Cannot recall information.	Has none or very few strategies for recall of information.	Sometimes uses strategies to recall information.	Effectively uses strategies to recall information.	Effectively uses a variety of strategies to recall information.
Makes no attempt to analyze or adjust performance.	Rarely analyzes performance on academic tasks; Rarely modifies study or test taking strategies.	Sometimes analyzes performance on academic tasks and sometimes modifies study or test taking strategies.	Usually analyzes performance on academic tasks and modifies study or test taking strategies.	Always analyzes performance on academic tasks and successfully modifies study or test taking strategies.

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