

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.
Can not control stress during assessments.	Has no techniques to control stress during assessments.	Attempts to use techniques to control stress during assessments, but they are not always successful and appropriate.	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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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 few or no 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 analyses performance on academic tasks; Rarely modifies study or test taking strategies	Sometimes analyses performance on academic tasks and sometimes modifies study or test taking strategies	Usually analyses performance on academic tasks and modifies study or test taking strategies	Always analyses performance on academic tasks and successfully modifies study or test taking strategies

Source: Dorothy Williams, AVC