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

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Does not have or does not read the textbook.	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.	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.	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.	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.
Never uses resources or does not check on his/her level of understanding.	Seldom uses resources beyond the classroom. Seldom checks on his/her level of understanding.	Sometimes uses resources (instructor, tutors, supporting materials, study groups, etc) to make sure of his or her understanding of the material.	Often uses resources (instructor, tutors, supporting materials, study groups, etc.) to make sure of his/her understanding of the material.	Always uses multiple resources (instructor, tutors, supporting materials, study groups, library materials, etc) to make sure of his or her understanding of the material.

Source: Dorothy Williams AVC