

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.

Metacognitive Rubric

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.

Source: Dorothy Williams AVC