

Metacognitive Rubric

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.

Source: Dorothy Williams AVC