

ILA Metacognition Rubric

Score Point	CRITERIA FOR SCORING
4	<p>The response demonstrates strong metacognition of ongoing and purposeful interactions with the text and/or its content. This may be evidenced in the following ways:</p> <ul style="list-style-type: none">• Engages with complexities in the text or ideas that require attention• Describes multiple thinking processes that occur while reading• Describes more than one approach to how he/she guides his/her thinking about the reading, or gives a sophisticated description of one approach
3	<p>The response demonstrates adequate metacognition of purposeful interactions with the text and/or its content. This may be evidenced in the following ways:</p> <ul style="list-style-type: none">• Responds to at least one complexity in the text or idea that requires attention• Describes at least one thinking process that occurs while reading• Tells how he/she guides his/her thinking about the reading, albeit with little detail or evidence of thinking processes that occur at multiple points during the reading
2	<p>The response indicates weak or limited metacognition. This may be evidenced in the following ways:</p> <ul style="list-style-type: none">• Only makes vague reference to complexities in the text or ideas that require attention• Shows limited evidence of thinking processes that occur while reading• Shows little evidence of guiding his/her thinking about the reading
1	<p>The response gives no evidence of metacognition. Either there is no response or the student:</p> <ul style="list-style-type: none">• Does not identify complexities in the text or ideas that require attention• Gives no indication of thinking processes that occur while reading• Gives no indication of guiding his/her thinking about the reading