

ILA BIOLOGY METACOGNITION SCORING GUIDE

PREPARATION TO SCORE

Recall your own reading of Document 5 and the discussion about the kinds of thinking processes involved in making sense of these texts.

Note that the documents selected for the Integrated Learning Assessment are complex enough to require some thought and problem solving on the part of even very skillful readers.

SCORING PROCESS

What are we looking for?

Degree of student metacognition; that is, the degree to which students give evidence of thinking about the thinking processes involved in reading these documents.

You will be reviewing student responses to the metacognitive prompts that follow Document 5 in order to score the strength of students' ability to be metacognitive about their reading.

Metacognition includes the following aspects:

- ***awareness of one's thinking*** (ability to describe the content and course of one's thinking about the text)
- ***monitoring of one's comprehension*** (ability to identify roadblocks to understanding that require attention), and
- ***deliberate control (guidance) of thinking and problem solving processes*** (ability to marshal comprehension strategies and put them to purposeful use to resolve difficulties, restore comprehension, or deepen engagement with the text).

Students will have answered the comprehension question before writing about their metacognition. Do not refer to their answer to the comprehension question at all while scoring their metacognitive responses.

Similarly, students may also have annotated the documents. Students' repertoire of strategy use is scored separately. Do not refer to annotations or lack of annotations in scoring students' responses to the metacognitive prompts.

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Finally, although monitoring comprehension typically includes the ability to assess the strength of one's understanding, we will not attempt to score the accuracy of student self-assessments. Therefore, it is possible for a student with poor comprehension to receive a high score for metacognition, as long as his/her responses to the prompts provide evidence of strong awareness, monitoring and guidance of the reading and thinking processes involved in reading of these documents.

CRITERIA FOR RATING METACOGNITION

Responses will be scored holistically. In general, metacognitive responses will vary according to:

- the degree to which reading and thinking processes are **apparent**,
- the **specificity** with which complexities in the text and/or its ideas are identified,
- the degree to which the reading process appears **guided and purposeful**, and
- the evidence of thinking processes that occur at **multiple points** (showing ongoing metacognition) during the reading.

Prompt from Biology Assessment, Part 2

Parts of this document were complex. What did you do as you were reading to improve your understanding? Please be as detailed as possible.

EXAMPLES OF A SCORE OF 1: A response receiving a 1 is either blank or offers no evidence of metacognitive awareness, monitoring, or guidance of thinking. Simply asserting understanding or lack of understanding without elaboration is not sufficient evidence of metacognition and receives a score of 1. For example:

I just read it.

I didn't do anything. I understood it by just reading it.

I understood the whole thing.

It wasn't hard to read.

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EXAMPLES OF A SCORE OF 2: A response receiving a 2 makes only vague reference to complexities in the text and may name a topic of thought or a comprehension strategy invoked without offering a description of thinking processes or purposes. A 2 response provides little evidence of guided and purposeful reading.

In order to better understand the passage I read it twice.

I read the question before the passage so I would know what they want.

I was putting more attention to the paper.

highlight things

Thought about genetic engineering. Used context clues.

EXAMPLES OF A SCORE OF 3: A response receiving a 3 responds to at least one complexity in the text and shows evidence of a guided, purposeful reading and thinking process, but may provide little detail about thinking processes that occur during reading or little evidence of thinking processes that occur at multiple points during the reading. For example:

If I didn't understand a line, I reread it. If I still didn't get it, I read on and went back to it later.

I underlined certain sentences and tried to understand them. I analyzed each word carefully and saw how it related to the meaning of the paragraph.

I read the question first to know or have an idea of what I was looking for. Also, I tried to remember anything that seemed important.

I underlined some parts that I thought were important and I sometimes summarized really short what some where all about.

EXAMPLES OF A SCORE OF 4: A response receiving a 4 engages with specific complexities or ideas in the text and shows evidence of more than one approach to guided reading and thinking that is ongoing and involves multiple places in the text. For example:

In order to improve my understanding I underlined and circled key phrases that had caught my attention. I also write little commentaries and translations to help me to have a better understanding of the document.

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I finished reading the document and annotated it, then I went back over it and added more notes that answered the questions I had about certain parts of the document. This really helped me fully understand the document.

In order to improve my reading, I go back and reread the material. I make sure that I don't miss anything important. Sometimes there are parts that do not make any sense and I don't understand but I don't keep moving, I go back to get a better look at it so I can grasp the full concept.

As I read the passages I kept reading the sentences over and over to make sure I did not read over anything. I as well tried to visualize as I read, in my mind I saw soy beans cracking in heat, cotton balls disintegrating for no reason. Those were the things I did to understand the reading.

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SAMPLE RESPONSES FOR RATING PRACTICE

_____ I read as I usually did. I used context clues to determine certain words I didn't know.

_____ I was underlining parts of the text and then when over it. That's what I did to understand the text. I also read it again.

_____ As I was reading this section at times (lots of times!) I had to reread the paragraph. I also had to reread the beginning, of the part I didn't understand, and then end of that part.

_____ What I was thinking about, trying to image what it was saying in a way trying to picture it.

_____ Before I begin to read, I read the question first, that way while I am reading I look for the questions. Then once I found the answer I pause on my reading and go back and answer the question

_____ I was underlining thinks that helped me understand my reading. I was also after each section I would stop and review with myself what was it saying. I was also just review the whole thing after I was done reading.

_____ As I was reading this section at times (lots of times!) I had to reread the paragraph. I also had to reread the beginning, of the part I didn't understand, and then end of that part.

_____ As I read I stopped and paused to think over all the sentences I had just read. Then I read some more and continued the process.

_____ To improve my understanding, I underlined parts I thought were important and I also went back to reread it.

_____ I skimmed through and then looked at the question and reread until I came to the answers for the question. To improve my understanding I looked at the picture for reference.

_____ I analyzed each sentence to improve my understanding on the certain text. It helped me through the whole reading process. Now I know what genetic engineering was.

_____ I felt like I started learning more as I read. My understanding helped me get it by knowledge. It was complexed and detailed as I read.