

## ILA Metacognition Rubric

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