

Figure 5.4: Sample Rubric for Student Self-Assessment of Metacognition

Students: Thom Anderson, Megan O'Reilly, and Jason Parker **Date:** March 13

Class: Biology 12 **Period:** 3–4 **Unit:** Genome Project **Teacher:** Donna Menendez

Focus Reasoning Skill: Problem Definition

Self-Assessment Criteria	Not Yet	Getting There	Good Shape	The Ultimate
To what degree does your reflection start with your own definition of the reasoning skill selected?				
To what degree does your reflection assess this mental menu by assessing criteria and/or providing support to: <ul style="list-style-type: none"> Describe the problem? Evidence the description from the data? Fine tune the problem statement? Investigate ways the character would define the problem? Note additional evidence data? Evaluate degree that the refined definition is precise and accurate? 				
To what degree does your reflection provide examples of pluses and/or minuses about this skill's application in this project?				
To what degree does your reflection provide self-suggestions for improving the skill?				

Source: Adapted from Bellanca, 2013.