METACOGNITIVE STRATEGIES: GRADING RUBRICS

Monitoring Comprehension				
1. I can't think of any response; I can't contribute to the discussion about this text or strategy.	**2.** I can tell you where I have problems in this book; the problems are usually on hard words. I'm not sure that I read this book well enough to really understand it and I'm not quite sure what to do to fix the problems.	**3.** I have some problems when reading this book. Some are on words and some relate to the ideas in the book, but I usually don't know what to do to solve the problems.	**4.** I understand much of this book and when I do have problems I can solve them quickly. If that doesn't work I have a lot of other ways I can fix the problem - most of the problems I do have relate to ideas, not words.	**5.** I can identify whenever I have a problem, whether it's at the word or idea level, and I have a lot of word and comprehension strategies I can experiment with until I fix the problem. I use different strategies depending on the problem and the purpose I have for reading and can tell you how using those strategies helps me understand any book I read.

Activating and Connecting to Background Knowledge				
1. I can't think of any response; I can't contribute to the discussion about this text or strategy.	**2.** I can tell you what this text reminds me of but it would be really hard to explain how those connections fit with the book.	**3.** I have a very clear idea of how my own experiences, beliefs, and feelings relate to the characters and events or topics in the text.	**4.** I can describe my background knowledge that relates to this book and even develop new thinking and interpretations for it using my schema. I can discuss my schema for this author, and maybe even for the way the text is laid out - the text structure. I may have some questions because my schema for some of the content doesn't seem to fit the way things happen in this text.	**5.** I can explain how my schema helps me understand this or any other text much more clearly; I'm even more aware of how my schema helps me understand other texts. The connections I make go beyond my own life experience and this book. I am able to think about connections to other issues and other people's experiences.

Questioning				
1. I can't think of any response; I can't contribute to the discussion about this text or strategy.	**2.** I can think of a couple of questions that can probably be answered by reading further or rereading the text.	**3.** The questions I think of mostly help me figure out exactly what is happening in this book or what the main topics are.	**4.** The questions I pose make me understand more about the book itself but I'm not sure I can explain exactly how posing these questions deepens my comprehension.	**5.** I can use questions to challenge an author's message or point of view; I can question whether he or she is right or shares my beliefs, feelings, and opinions. I can tell you exactly how my questions help me understand this text or any text I read better; most of my questions are the kind that can't be answered directly in the text and would probably lead to interesting discussion.

Mosaic of Thought (pp. 267-272)

Visualizing				
1. I can't think of any response; I can't contribute to the discussion about this text or strategy	**2.** I have a few pictures in my head, but I'm not sure how they relate to the book.	**3.** I can tell you about my images. Most of them are visual. My images include more than just what is in the book or pictures. Sometimes I have some emotional images that can make me want to read this book more or reread it.	**4.** I have images that come from emotions as well as sight, sound, smell, touch, and even taste. I can use them to help me understand this text better.	**5.** I can tell you a lot about how my images help me better understand this book or any book I read.

Inferring				
1. I can't think of any response; I can't contribute to the discussion about this text or strategy.	**2.** Sometimes I have predictions or decide things about this book, but I'm not sure how they relate to the book or if the author wanted me to draw these conclusions.	**3.** The predictions and conclusions I draw from this text are probably aligned with what the author would think and with my background knowledge.	**4.** I can draw conclusions, interpret, and/or predict and can explain how I came up with my conclusions, interpretations, or predictions from this book.	**5.** I can develop my own predictions, interpretations, and/or conclusions about this text that include connections between text and my background knowledge or my ideas and beliefs. When I create these inferences I can describe how I understand more about the book or any book I read and why those books are likely to be more memorable to me.

Mosaic of Thought (pp. 267-272)

Determining Importance in Text				
1. I can't think of any response; I can't contribute to the discussion about this text or strategy.	**2.** I can point out some parts of the text, mostly pictures, that must be pretty important for understanding this text's meaning, but I'm not quite sure how or why these parts are important.	**3.** I can point out certain words, characters, and/or events as more important to the meaning and I can explain why I think something is important. If I'm reading expository text I can use text features such as bold print and captions to help me decide what is important. I can usually explain why the concepts are important.	**4.** I am sure I can point out and explain at least one key concept, idea, or theme as important to understanding the overall text meaning.	**5.** I can explain several ideas or themes that are very important for understanding this text; I can tell you why they're important and why the author might have emphasized them given his/her purpose. I can tell you how thinking about these important ideas helps me to better understand this text or any other book I read.

Summarizing and Synthesizing Information				
1. I can't think of any response; I can't contribute to the discussion about this text or strategy.	**2.** I can tell you some parts of text for fiction and nonfiction. I can tell you generally how things are happening in this book, but I'm not really sure what the author is trying to tell me.	**3.** I have a pretty good idea about the order for this text and how the ideas are organized, like the beginning, middle, end. I understand that the order helps me understand better. I can tell you a little about how my thinking changed as I read this book.	**4.** When I think about how my thinking is changing, how I'm synthesizing, I understand this text much better. Sometimes I use my schema or my knowledge of what characters usually do, the problem, the setting, and the conclusion or resolution; I can tell you about the key themes and I can describe how my thinking changed from the beginning to the end of the passage.	**5.** I can synthesize using everything I know about story structures, text formats, and genres. I can identify the key themes and tell you how synthesizing helps me understand more in this or any book I read. I can represent my understandings and opinions in a way you'll clearly understand after my reading.

Mosaic of Thought (pp. 267-272)