# ILA Metacognition Rubric

<table>
<thead>
<tr>
<th>Score Point</th>
<th>CRITERIA FOR SCORING</th>
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| 4           | 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:  
  • 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           | The response demonstrates **adequate** metacognition of purposeful interactions with the text and/or its content. This may be evidenced in the following ways:  
  • 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           | The response indicates **weak or limited** metacognition. This may be evidenced in the following ways:  
  • 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           | The response gives **no evidence of metacognition**. Either there is no response or the student:  
  • 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 |