

Transferable Skills Rubric: Metacognition

Metacognition

Definition: To think about how one learns, and evaluate the effectiveness of, adjust and/or adapt a given approach in order to improve outcomes.

Synonyms: introspection, self-awareness, thinking about thinking

Attainments aligned to Metacognition:

ATTAINMENT	DEFINITION
I can reflect on my own learning and how I learn best.	Identify one's strengths and opportunities for growth; define one's motivations and interests; evaluate different learning contexts and consider how these attributes align or don't; apply a growth mindset.
I can set goals, develop strategy, and reflect on my progress to adapt my approach accordingly.	Develop long-term goals and short-term targets; develop strategies to achieve goals; evaluate progress against goals; adjust strategy accordingly.

Note: The language of this rubric draws on the "[Essential Skills and Dispositions](#)" framework put out by the National Center for Innovation in Education, as well as the [Competency Framework](#) from XQ.

Attainment 1:

I can reflect on my own learning and how I learn best.			
Definition: Identify one’s strengths and opportunities for growth; define one’s motivations and interests; evaluate different learning contexts and consider how these attributes align or don’t; apply a growth mindset.			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Can identify more than one personal strength, area of growth, and area of interest/motivation. 	All previous criteria and... <ul style="list-style-type: none"> Can analyze how the demands of a new learning experience are similar and/or different from previous experiences. AND Can define ways in which the demands of a learning experience align or don't to personal strengths, areas of growth, or areas of interest/motivation. 	All previous criteria and... <ul style="list-style-type: none"> When given an opportunity, can reflect on a specific learning experience and can explain how it influenced strengths, areas of growth, and/or areas of interest/motivation. 	All previous criteria and... <ul style="list-style-type: none"> When given an opportunity to reflect on a specific learning experience and attempted strategy, can identify at least one strategy that could be used in the future to <ul style="list-style-type: none"> Leverage or amplify an area of strength interest/motivation, and Improve upon an area of growth or approach an area of disinterest.

Attainment 2:

I can set goals, develop strategy, reflect on progress, and adapt my approach accordingly.

Definition: Develop long-term goals and short-term targets; develop strategies to achieve goals; evaluate progress against goals; adjust strategy accordingly.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> ● Establishes long-term goal(s) aligned to the demands of a task. <li style="text-align: center;">AND ● Establishes short-term target(s) aligned to the long-term goal. 	<p>All previous criteria and...</p> <ul style="list-style-type: none"> ● Identifies and documents a concrete strategy and next steps for achieving short-term target(s) and long-term goal(s) <li style="text-align: center;">AND ● Meets most agreed upon short- and long-term deadlines. 	<p>All previous criteria and...</p> <ul style="list-style-type: none"> ● Monitors progress, challenges or unanticipated outcomes and adjusts strategy based on observation and results, <li style="text-align: center;">OR ● Notices gaps in progress and seeks feedback or additional resources to support adjustments in strategy. 	<p>All previous criteria and...</p> <ul style="list-style-type: none"> ● Leverages knowledge of strengths, areas of growth, and/or areas of interest/motivation to adjust strategy, <li style="text-align: center;">AND ● Proactively adjusts timeline to account for adjustments in strategy, other deadlines and/or to allow time for feedback, thereby consistently meeting all agreed upon deadlines.