Learning Progression: Metacognition

Prerequisite skill: Understanding of the 3 key findings in How People Learn and 5 facets of formative assessment.

Why is metacognition important?

Success Criteria: I can articulate the role of metacognition in teaching and learning.

Formative Assessment: Day 1 Quick-write

What does a metacognitive student “look like”?

Success Criteria: I can list observable evidence for metacognition in students.

Formative Assessment: Day 2 Exit slips

What are facets of metacognition?

Success Criteria: I can describe facets of metacognition and give an example of each.

Formative Assessment: Day 2 Exit slips

How does metacognition relate to issues of inclusive teaching?

Success Criteria: I can hypothesize ways in which a focus on metacognition can help provide equity in terms of equal access to learning for ALL students.

Formative Assessment: Day 2 Exit slips

Success Criteria: What instructional strategies can I use to help my students develop metacognitive skills?

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Participants will identify and plan to use strategies to enhance their students’ awareness and regulation of their learning.

Success Criteria:
- I can describe two strategies I can implement in my class in the fall, and can articulate what facets of metacognition these strategies address.
- I can describe how my chosen strategies provide equity for ALL students to access learning.

Formative Assessment: Resource sheet, Action plans

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Formative Assessment: Resource sheet, Action plans

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