

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 1 Quick-write

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

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

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

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