

## Metacognitive Reflection Assignment 3 Grading Rubric

### Part A

#### 1. Description of extent to which exam 2 performance matched expectations.

- 3 Clearly describes expectations and whether met or not.
- 2 Less clearly describes expectations and whether met or not.
- 1 Very briefly describes expectations and whether met or not.

#### 2. Description of how well you believe you met one of the goals or strategies set for this unit.

- 3 Clearly describes extent to which a goal or strategy was met.
- 2 Vaguely or less completely describes the extent to which a goal or strategy was met.
- 1 Limited or incomplete description of the extent to which a goal or strategy was met.

#### 3. Description of one of the goals or strategies that you did not accomplish as well as expected.

- 3 Clearly describes extent to which a goal or strategy was not met.
- 2 Vaguely or less completely describes the extent to which a goal or strategy was not met.
- 1 Limited or incomplete description of the extent to which a goal or strategy was not met.

#### 4. Description of two strategies or goals you will keep using or working on throughout the semester.

- 3 Clearly describes two strategies or goals.
- 2 Vaguely or less completely describes two strategies or goals.
- 1 Limited or incomplete description of two strategies or goals.

### Part B

#### Three out of four required for 5a-5d.

#### 5a. Description of impact of use of electronic devices on your sleep.

- 3 Clearly describes impact making connections to main points in article or text.
- 2 Less clearly describes or less clear connection to main points in article or text.
- 1 Minimally describes and/or does not make connections to main points in article or text.

#### 5b. Description of ability to control device use and impact on anxiety and behavior.

- 3 Clearly describes making connections to main points in article or text.
- 2 Less clearly describes or less clear connection to main points in article or text.
- 1 Minimally describes and/or does not make connections to main points in article or text.

#### 5c. Description of extent to which use of devices may impact social relationships.

- 3 Clearly describes making connections to main points in article.
- 2 Less clearly describes or less clear connection to main points in article.
- 1 Minimally describes and/or does not make connections to main points in article.

**5d. Description of device use while studying and possible impact on learning and memory**

- \_\_\_ 3 Clearly describes making connections to main points in article or in class.
- \_\_\_ 2 Less clearly describes or less clear connection to main points in article or in class.
- \_\_\_ 1 Minimally describes and/or does not make connections to main points in article or in class.

**6. Summary of what working well with device use and what you plan to work on to improve device use.**

- \_\_\_ 3 Clearly describes what is working well and what will be improved.
- \_\_\_ 2 Less clearly describes what is working well and what will be improved.
- \_\_\_ 1 Minimally describes or does not address both what is working well and what will be improved.

**7. Writing Mechanics**

- \_\_\_ 3 Paper is generally free of grammar and punctuation errors. Paper is well-organized with an appropriate paragraph structure. **Word count (950-1150)** accomplishes requirements of assignment.
- \_\_\_ 2 Some grammar and punctuation errors noted and/or issues with paragraph organization, and/or word count at or somewhat below minimum.
- \_\_\_ 1 Many grammar and punctuation errors, and/or difficulties with paragraph organization, and/or word count substantially below minimum requirement of assignment.

\_\_\_ **Rubric Total**

\_\_\_ **Grade**

**Comments:**