

Figure 3.7 Students Coassessing Their Metacognition in Partner or Group Work

An Example Rating Scale

Students should respond to the following statements to describe their thinking in planning, carrying out, and evaluating a project for a unit of learning (discussed more in depth in Chapter 5). Although presented as a rating scale, you should decide whether a checklist would be more appropriate for your students.

WHEN WORKING WITH MY GROUP OR MY PARTNER	NOT YET	SOMETIMES	MOST OF THE TIME	ALL THE TIME
We discuss what our learning target means.				
We talk to each other to help think through our project.				
We think about how to use content and language resources.				
We discuss our choices and decide how to present our evidence for learning.				
We choose how to show our thinking, such as with photos, diagrams, or graphics in addition to text.				
We think about the language we use when giving feedback on each other's project.				
We share thoughts with others on how our project met our learning goals.				

Adapted from Gottlieb (2024)

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