

Super SHARING STRATEGIES

This Sharing Super Strategy relates to a CRISS principle (metacognition), rather than strategies.



Metacognition Survey

By Debbie Menning

Metacognition was the most difficult of the CRISS principles for my ninth grade English students and me as we began Project CRISS three years ago at Panorama High School. While the strategies (some old, some new) fit easily into language arts lessons, the required metacognition questions at the end of each lesson plan at first seemed awkward and contrived. Finally, in year three, my students and I began to find more appropriate opportunities for metacognition in all three stages (before, during, and after) of a CRISS lesson.

As students began to ask and answer their own metacognition questions, and thus assume greater responsibility for their learning, I started using a metacognition survey at the end of each quarter as another opportunity for student reflection. This survey has helped students focus on their individual strengths and weaknesses, an important first step toward becoming independent learners.

After students have completed the survey, I use their responses as a basis for student-teacher conferences and parent-teacher conferences. By comparing responses from one quarter to the next, students set improvement goals, and teachers and parents encourage students to act on those goals.

The survey follows with some examples of actual student responses.

METACOGNITION SURVEY				
QUARTER	1	2	3	4
NAME:	_____			
QUARTER GRADE GOAL	_____	GRADE EARNED	_____	
1.	Did I access my background knowledge? Explain. <i>I used K-W-L and did Mind Streaming with a partner.</i>			
2.	Was I actively involved? Explain. <i>I volunteered to share my writing template with the class.</i>			
3.	Did I engage in discussion? Explain. <i>I explained my vocabulary picture notes and sentence corrections to my partner.</i>			
4.	Did I process my learning through writing? Explain. <i>I wrote about some of the stories we read before we talked about them.</i>			
5.	Did I self-monitor my learning? Explain. <i>I kept track of my grades and wrote down assignments in my planner.</i>			
6.	Did I organize my information? <i>I used 2-column and power notes.</i>			
7.	A positive in English class in this quarter was . . . <i>Mrs. Menning used my RAFT paper as a model.</i>			
8.	A negative in English class this quarter was . . . <i>not understanding some things about pronouns.</i>			

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