

A diagram showing a dashed blue line with three blue circles containing the letters P, M, and E. Below each circle is the word PLAN, MONITOR, and EVALUATE respectively.

P

PLAN

M

MONITOR

E

EVALUATE

Metacognition Presentation & Class Activity

Teach the class how metacognition helps learners plan, monitor, and evaluate their learning.

FIRST: Watch the metacognition instructional video in [class](#). Use its Plan, Monitor, Evaluate model as your foundation.

What to include

- Define metacognition and explain the basic Plan, Monitor, Evaluate process. (5 pts)
- Explain why metacognition matters for us as learners. (5 pts)
- Briefly identify three metacognitive strategies. (10 pts)
- Recommend how and when students should use those strategies to improve learning. (10 pts)
- Create a class activity that makes students actually apply one of the strategies. (40 pts)

Mini-lesson rules

- Your activity must do more than explain the strategy: classmates should use it.
- Build in a brief check or reflection: Is this working? How do I know? What should I adjust?
- Bring any materials or supplies your class activity requires.
- Keep the visual aid simple: about 3-4 bullets, 3-4 words per bullet.
- Explain in your own words. Do not read from slides or notes.
- Use reliable sources and include a final citation slide. (5 pts)
- Be prepared, organized, and ready to lead the class. (Preparedness 5; Communication 15)

Total: 100 pts | Late: -10 pts

Do not just name a strategy. Make the class use it, monitor it, and evaluate it.

Metacognition Presentation & Class Activity Rubric

Total: /100 (Late: -10 pts.)

Group Members: _____

Presentation Date: _____

Presentation Content / Research - 30 points

Item	Pts	What earns full credit
Definition of Metacognition	/10	Defines metacognition accurately, including the Plan, Monitor, Evaluate cycle.
Importance for Learners	/10	Explains why metacognition can improve learning and preparation.
Three Metacognitive Strategies	/10	Briefly identifies three appropriate metacognitive strategies.
Recommended Use	/10	Explains how and when students should use the strategies to improve learning.

Class Activity + Presentation - 70 points

Category	Excellent	Good	Fair	Needs Improvement
Understanding of Strategy (10)	10 pts: Clearly identifies and explains the metacognitive strategy with strong insight.	8 pts: Identifies and explains the strategy with minor gaps.	4 pts: Strategy is identified, but the explanation lacks clarity or depth.	2 pts: Strategy is unclear or not identified.
Application of Strategy (10)	10 pts: Classmates apply the strategy effectively and consistently during the activity.	8 pts: Classmates apply the strategy appropriately with minor inconsistencies.	4 pts: The activity attempts to apply the strategy but with limited effectiveness.	2 pts: Little or no evidence that the activity applies the strategy.
Evaluate / Reflect on Learning (10)	10 pts: Includes thoughtful reflection on how the strategy affected learning or understanding.	8 pts: Includes reflection on learning with some insight.	4 pts: Reflection is present but superficial.	2 pts: Minimal or no reflection on learning.
Monitor & Adjust (10)	10 pts: Clearly shows how learners monitor progress and make adjustments when needed.	8 pts: Shows some evidence of monitoring and adjusting.	4 pts: Shows limited evidence of monitoring or adjusting.	2 pts: No evidence of monitoring or adjusting.
Preparedness (5)	5 pts: Fully prepared; all materials are ready; strong use of class time and organization.	4 pts: Mostly prepared; minor issues with timing or materials.	2 pts: Somewhat prepared; noticeable gaps in readiness.	1 pts: Unprepared or disorganized.
Visual Aid (5)	5 pts: Visuals are clear, purposeful, and enhance understanding.	4 pts: Visuals are clear and relevant.	2 pts: Visuals are present but basic, crowded, or unclear.	1 pts: No visual aid, or visuals are confusing or irrelevant.
Communication (15)	15 pts: Speaks clearly and confidently, engages the audience, and leads the activity effectively.	12 pts: Speaks clearly with minor issues in delivery.	7 pts: Some difficulty with clarity, pacing, or engagement.	3 pts: Poor communication; difficult to follow.
Citing Sources (5)	5 pts: Reliable sources are cited correctly and consistently on a final citation slide.	4 pts: Most sources are cited correctly; minor issues are present.	2 pts: Some sources are cited, but citations are inconsistent or incomplete.	1 pts: Sources are missing, unusable, or not cited.

Total: _____ /100

Late work: -10 points on final grade

For the four 10-point activity criteria, performance levels are scored 10 / 8 / 4 / 2 points.

Metacognitive Strategy Choices

Choose one strategy from the list below for your **Metacognition Presentation** and class activity. Your job is to explain what the strategy is, why it helps learning, and how students can use it.

1. Self-Questioning Ask yourself questions before, during, and after learning to check your understanding.	8. Thinking Aloud Say your thought process out loud as you work through a problem or task.
2. Concept Mapping Show how ideas connect by organizing them in a visual map.	9. Graphic Organizers Use charts, diagrams, or other visual structures to organize information clearly.
3. Reflection Think back on what worked, what did not, and what you would change next time.	10. Regulation Checklists Use a checklist to monitor your progress and remind yourself what to do next.
4. Awareness of Strengths and Weaknesses Notice what you already do well and where you need more support or practice.	11. Active Reading and Listening Strategies Annotate, summarize, question, and respond while you read or listen.
5. Awareness of Learning Preferences Pay attention to which approaches help you learn a particular task most effectively.	12. Reciprocal Teaching Work with others by predicting, questioning, clarifying, and summarizing together.
6. Mnemonic Aids Use memory tools such as acronyms, rhymes, patterns, or associations.	13. Planning Ahead Decide your goal, strategy, materials, and time before you begin learning.
7. Annotated Drawings Add labels, notes, and explanations to drawings or diagrams to show understanding.	★ REMINDER ★ Choose a strategy you can actually teach, demonstrate, and help the class practice.

Metacognition means thinking about **how** you learn. Strong strategies help you **plan**, **monitor**, and **evaluate** your learning.