**1. Motivational Perspective (30 Points)**

This section evaluates how well the student reflects on their **motivation** and **goal-setting** strategies, and how those strategies influenced their learning.

* **Reflection on Situational Interest, Personal Significance, or Environmental Control (30 Points):**
  + **High Score (25-30 Points):** The student reflects deeply on **one** motivational strategy (e.g., maintaining interest, connecting learning to personal goals, or controlling the learning environment). They provide **specific examples** of how the strategy impacted their motivation or goal achievement and critically assess whether the strategy was effective. The student also reflects on the **suitability** of the strategy for the specific task or context.
  + **Medium Score (15-24 Points):** The student reflects on **one** strategy and provides examples, but their analysis lacks depth. The reflection describes how the strategy helped with motivation but does not fully explore whether it was the best choice for the situation or how it could be improved.
  + **Low Score (0-14 Points):** The reflection is vague or superficial, with minimal or no analysis of how the strategy influenced motivation or goal achievement. The student provides little to no evidence of evaluating the strategy’s effectiveness or suitability.

**2. Cognitive Perspective (30 Points)**

This section evaluates how well the student reflects on their **cognitive strategies** (e.g., memorization, comprehension, organization) and how those strategies helped them process and retain information.

* **Reflection on Attention, Elaboration, or Mnemonics (30 Points):**
  + **High Score (25-30 Points):** The student reflects thoughtfully on **one** cognitive strategy (e.g., using attention techniques, organizing information, or applying mnemonic devices). They analyze how the strategy helped them learn or retain material, offering **specific examples** from their learning experience. The student reflects on **why** the strategy was effective or ineffective and how they might use it (or not) in the future.
  + **Medium Score (15-24 Points):** The student reflects on **one** strategy and describes its use but lacks critical analysis of its effectiveness. The reflection includes examples but does not fully explore why the strategy worked or what might be improved.
  + **Low Score (0-14 Points):** The reflection is minimal or lacks detail, with little or no analysis of the strategy’s impact on learning. The student provides vague or no examples, and there is no meaningful evaluation of the strategy’s effectiveness.

**3. Metacognitive Perspective (40 Points)**

This section evaluates how well the student reflects on their **planning**, **monitoring**, and **adaptation** of learning strategies, focusing on their ability to self-regulate and adjust their learning based on self-assessment.

* **Reflection on Planning, Monitoring, or Adaptation (40 Points):**
  + **High Score (35-40 Points):** The student provides a deep reflection on **one** metacognitive strategy (e.g., planning their study activities, monitoring their progress, or adjusting strategies). They offer **specific examples** of how they tracked their progress or made adjustments during the learning process. The student reflects on how those adjustments impacted their learning outcomes and provides a thoughtful evaluation of the strategy’s **suitability** and **effectiveness**.
  + **Medium Score (25-34 Points):** The student reflects on **one** strategy and describes how it was used, but the analysis of its effectiveness and suitability is limited. Examples are provided, but the reflection lacks depth in evaluating how well the strategy worked for the specific learning task.
  + **Low Score (0-24 Points):** The reflection is vague or lacks meaningful evaluation of the strategy. The student provides minimal or no evidence of monitoring or adjusting their learning approach, and there is little analysis of the impact on learning outcomes.