**Metacognitive Awareness Inventory (MAI)**

Check True or False as appropriate.

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| --- | --- | --- |
|  | True | False |
| 1. I ask myself periodically if I am meeting my goals. |  |  |
| 1. I consider several alternatives to a problem before I answer. |  |  |
| 1. I try to use strategies that have worked in the past. |  |  |
| 1. I pace myself while learning in order to have enough time. |  |  |
| 1. I understand my intellectual strengths and weaknesses. |  |  |
| 1. I think about what I really need to learn before I begin a task |  |  |
| 1. I know how well I did once I finish a test. |  |  |
| 1. I set specific goals before I begin a task. |  |  |
| 1. I slow down when I encounter important information. |  |  |
| 1. I know what kind of information is most important to learn. |  |  |
| 1. I ask myself if I have considered all options when solving a problem. |  |  |
| 1. I am good at organizing information. |  |  |
| 1. I consciously focus my attention on important information. |  |  |
| 1. I have a specific purpose for each strategy I use. |  |  |
| 1. I learn best when I know something about the topic. |  |  |
| 1. I know what the teacher expects me to learn. |  |  |
| 1. I am good at remembering information. |  |  |
| 1. I use different learning strategies depending on the situation. |  |  |
| 1. I ask myself if there was an easier way to do things after I finish a task. |  |  |
| 1. I have control over how well I learn. |  |  |
| 1. I periodically review to help me understand important relationships. |  |  |
| 1. I ask myself questions about the material before I begin. |  |  |
| 1. I think of several ways to solve a problem and choose the best one. |  |  |
| 1. I summarize what I’ve learned after I finish. |  |  |
| 1. I ask others for help when I don’t understand something. |  |  |
| 1. I can motivate myself to learn when I need to |  |  |
| 1. I am aware of what strategies I use when I study. |  |  |
| 1. I find myself analyzing the usefulness of strategies while I study. |  |  |
| 1. I use my intellectual strengths to compensate for my weaknesses. |  |  |
| 1. I focus on the meaning and significance of new information. |  |  |
| 1. I create my own examples to make information more meaningful. |  |  |
| 1. I am a good judge of how well I understand something. |  |  |
| 1. I find myself using helpful learning strategies automatically. |  |  |
| 1. I find myself pausing regularly to check my comprehension. |  |  |

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| --- | --- | --- |
|  | True | False |
| 1. I know when each strategy I use will be most effective. |  |  |
| 1. I ask myself how well I accomplish my goals once I’m finished. |  |  |
| 1. I draw pictures or diagrams to help me understand while learning. |  |  |
| 1. I ask myself if I have considered all options after I solve a problem. |  |  |
| 1. I try to translate new information into my own words. |  |  |
| 1. I change strategies when I fail to understand. |  |  |
| 1. I use the organizational structure of the text to help me learn. |  |  |
| 1. I read instructions carefully before I begin a task. |  |  |
| 1. I ask myself if what I’m reading is related to what I already know. |  |  |
| 1. I reevaluate my assumptions when I get confused. |  |  |
| 1. I organize my time to best accomplish my goals. |  |  |
| 1. I learn more when I am interested in the topic. |  |  |
| 1. I try to break studying down into smaller steps. |  |  |
| 1. I focus on overall meaning rather than specifics. |  |  |
| 1. I ask myself questions about how well I am doing while I am learning something new. |  |  |
| 1. I ask myself if I learned as much as I could have once I finish a task. |  |  |
| 1. I stop and go back over new information that is not clear. |  |  |
| 1. I stop and reread when I get confused. |  |  |

Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19,* 460-475.

**Metacognitive Awareness Inventory (MAI) Scoring Guide**

Directions -- For each True on the MAI give yourself 1 point on the following charts. For each False, give yourself 0 points in the Score column. Total the score of each category and place in box.

**Knowledge about Cognition**

|  |  |  |  |
| --- | --- | --- | --- |
| **Declarative Knowledge**  -- The factual knowledge the learner needs before being able  to process or use critical thinking related to the topic  -- Knowing *about, what, or that*  -- Knowledge of one’s skills, intellectual resources, and  abilities as a learner  -- Students can obtain knowledge through presentations,  demonstrations, discussions  **Procedural Knowledge**  -- The application of knowledge for the purposes of  completing a procedure or process  -- Knowledge about *how* to implement learning procedures  (e.g. strategies)  -- Requires students know the process as well as when to  apply process in various situations  -- Students can obtain knowledge through discovery,  cooperative learning, and problem solving  **Conditional Knowledge**  -- The determination under what circumstances specific  processes or skills should transfer  -- Knowledge about *when* and *why* to use learning  procedures  -- Application of declarative and procedural knowledge with  certain conditions presented  -- Students can obtain knowledge through simulation | | **Declarative Knowledge** | Score |
| 5. I understand my intellectual strengths and  weaknesses. |  |
| 1. I know what kind of information is most important to learn. |  |
| 1. I am good at organizing information. |  |
| 1. I know what the teacher expects me to learn. |  |
| 1. I am good at remembering information. |  |
| 20. I have control over how well I learn. |  |
| 32. I am a good judge of how well I understand  something. |  |
| 1. I learn more when I am interested in the topic. |  |
| Total | **8** |
| **Procedural Knowledge** | Score | **Conditional Knowledge** | Score |
| 3. I try to use strategies that have worked in the  past. |  | 15. I learn best when I know something about the  topic. |  |
| 14. I have a specific purpose for each strategy I  use. |  | 18. I use different learning strategies depending  on the situation. |  |
| 27. I am aware of what strategies I use when I  study. |  | 26. I can motivate myself to learn when I need to. |  |
| 33. I find myself using helpful learning strategies  automatically. |  | 29. I use my intellectual strengths to compensate  for my weaknesses. |  |
|  |  | 35. I know when each strategy I use will be  most effective. |  |
| Total | **4** | Total | **5** |

***Regulation of Cognition***

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| --- | --- | --- | --- |
| **Planning**  --Planning, goal setting, and allocating resources *prior* to  learning  **Information Management Strategies**  --Skills and strategy sequences used to process information  more efficiently (e.g., organizing, elaborating, summarizing,  selective focusing)  **Comprehension Monitoring**  --Assessment of one’s learning or strategy use  **Debugging Strategies**  --Strategies used to correct comprehension and performance  errors  **Evaluation**  --Analysis of performance and strategy effectiveness after a  learning episode | | **Planning** | Score |
| 4. I pace myself while learning in order to  have enough time. |  |
| 6. I think about what I really need to learn  before I begin a task. |  |
| 8. I set specific goals before I begin a  task. |  |
| 22. I ask myself questions about the  material before I begin. |  |
| 23. I think of several ways to solve a  problem and choose the best one. |  |
| 42. I read instructions carefully before I  begin a task. |  |
| 45. I organize my time to best accomplish  my goals. |  |
| Total | **7** |
| **Information Management Strategies** | Score | **Comprehension Monitoring** | Score |
| 9. I slow down when I encounter important  information. |  | 1. I ask myself periodically if I am meeting my   goals. |  |
| 13. I consciously focus my attention on important  information. |  | 1. I consider several alternatives to a problem   before I answer. |  |
| 30. I focus on the meaning and significance of  new information. |  | 1. I ask myself if I have considered all options   when solving a problem. |  |
| 31. I create my own examples to make  information more meaningful. |  | 21. I periodically review to help me understand  important relationships. |  |
| 37. I draw pictures or diagrams to help me  understand while learning. |  | 28. I find myself analyzing the usefulness of  strategies while I study. |  |
| 39. I try to translate new information into my own  words. |  | 34. I find myself pausing regularly to check my  comprehension. |  |
| 41. I use the organizational structure of the text  to help me learn |  | 49. I ask myself questions about how well I am  doing while learning something new. |  |
| 43. I ask myself if what I’m reading is related to  what I already know. |  |  |  |
| 1. I try to break studying down into smaller   steps. |  |  |  |
| 1. I focus on overall meaning rather than   specifics. |  |  |  |
| Total | **10** | Total | **7** |
| **Debugging Strategies** | Score | **Evaluation** | Score |
| 25. I ask others for help when I don’t understand  something. |  | 7. I know how well I did once I finish a test. |  |
| 40. I change strategies when I fail to understand. |  | 1. I ask myself if there was an easier way to do   things after I finish a task. |  |
| 44. I re-evaluate my assumptions when I get  confused. |  | 24. I summarize what I’ve learned after I finish. |  |
| 51. I stop and go back over new information that  is not clear. |  | 36. I ask myself how well I accomplish my goals  once I’m finished. |  |
| 52. I stop and reread when I get confused. |  | 38. I ask myself if I have considered all options  after I solve a problem. |  |
|  |  | 1. I ask myself if I learned as much as I could   have once I finish a task. |  |
| Total | **5** | Total | **6** |