**Metacognitive Awareness Inventory (MAI)**

Think of yourself as a **learner**. Read each statement carefully. Consider if the statement is true or false as it   
generally applies to you when you are in the role of a learner (student, attending classes, university etc.)   
Check (✓) True or False as appropriate. When finished all statements, apply your responses to the Scoring Guide.

|  |  |  |
| --- | --- | --- |
|  | **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. |  |  |
|  | **True** | **False** |
| 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. |  |  |
| 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**, give yourself **1 point** in the Score column.

For each **False**, give yourself **0 points** in the Score column.

**Total** the score of each category and place in box. **Read** the descriptions relating to each section.

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 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** |