

## 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.	✓	
2. I consider several alternatives to a problem before I answer.	✓	
3. I try to use strategies that have worked in the past.	✓	
4. I pace myself while learning in order to have enough time.		✓
5. I understand my intellectual strengths and weaknesses.		✓
6. I think about what I really need to learn before I begin a task	✓	
7. I know how well I did once I finish a test.		✓
8. I set specific goals before I begin a task.	✓	
9. I slow down when I encounter important information.	✓	
10. I know what kind of information is most important to learn.		✓
11. I ask myself if I have considered all options when solving a problem.	✓	
12. I am good at organizing information.	✓	
13. I consciously focus my attention on important information.	✓	
14. I have a specific purpose for each strategy I use.	✓	
15. I learn best when I know something about the topic.	✓	
16. I know what the teacher expects me to learn.		✓
17. I am good at remembering information.		✓

18. I use different learning strategies depending on the situation.		✓
19. I ask myself if there was an easier way to do things after I finish a task.	✓	
20. I have control over how well I learn.		✓
21. I periodically review to help me understand important relationships.	✓	
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.		✓
24. I summarize what I've learned after I finish.		✓

	True	False
25. I ask others for help when I don't understand something.	✓	
26. I can motivate myself to learn when I need to	✓	
27. I am aware of what strategies I use when I study.		✓
28. I find myself analyzing the usefulness of strategies while I study.		✓
29. I use my intellectual strengths to compensate for my weaknesses.		✓
30. I focus on the meaning and significance of new information.		✓
31. I create my own examples to make information more meaningful.		✓
32. I am a good judge of how well I understand something.		✓
33. I find myself using helpful learning strategies automatically.		✓
34. I find myself pausing regularly to check my comprehension.	✓	
35. I know when each strategy I use will be most effective.		✓

36. I ask myself how well I accomplish my goals once I'm finished.	✓	
37. I draw pictures or diagrams to help me understand while learning.	✓	
38. I ask myself if I have considered all options after I solve a problem.	✓	
39. I try to translate new information into my own words.	✓	
40. I change strategies when I fail to understand.	✓	
41. I use the organizational structure of the text to help me learn.		✓
42. I read instructions carefully before I begin a task.	✓	
43. I ask myself if what I'm reading is related to what I already know.	✓	
44. I reevaluate my assumptions when I get confused.	✓	
45. I organize my time to best accomplish my goals.		✓
46. I learn more when I am interested in the topic.	✓	
47. I try to break studying down into smaller steps.	✓	
48. I focus on overall meaning rather than specifics.		✓
49. I ask myself questions about how well I am doing while I am learning something new.	✓	
50. I ask myself if I learned as much as I could have once I finish a task.	✓	
51. I stop and go back over new information that is not clear.	✓	
52. I stop and reread when I get confused.	✓	

# 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		DECLARATIVE KNOWLEDGE	SCORE
<ul style="list-style-type: none"> <li>The factual knowledge the learner needs before being able to process or use critical thinking related to the topic</li> <li>Knowing <i>about, what, or that</i></li> <li>Knowledge of one's skills, intellectual resources, and abilities as a learner</li> <li>Students can obtain knowledge through presentations, demonstrations, discussions</li> </ul> <p><b>PROCEDURAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>The application of knowledge for the purposes of completing a procedure or process</li> <li>Knowledge about <i>how</i> to implement learning procedures (e.g., strategies)</li> <li>Requires students know the process as well as when to apply process in various situations</li> <li>Students can obtain knowledge through discovery, cooperative learning, and problem solving</li> </ul> <p><b>CONDITIONAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>The determination under what circumstances specific processes or skills should transfer</li> <li>Knowledge about <i>when</i> and <i>why</i> to use learning procedures</li> <li>Application of declarative and procedural knowledge with certain conditions presented</li> <li>Students can obtain knowledge through simulation</li> </ul>		5. I understand my intellectual strengths and weaknesses.	0
		10. I know what kind of information is most important to learn.	0
		12. I am good at organizing information.	1
		16. I know what the teacher expects me to learn.	0
		17. I am good at remembering information.	0
		20. I have control over how well I learn.	0
		32. I am a good judge of how well I understand something.	0
		46. I learn more when I am interested in the topic.	1
		TOTAL	2
PROCEDURAL KNOWLEDGE	SCORE	CONDITIONAL KNOWLEDGE	SCORE
3. I try to use strategies that have worked in the past.	1	15. I learn best when I know something about the topic.	1
14. I have a specific purpose for each strategy I use.	1	18. I use different learning strategies depending on the situation.	0

27. I am aware of what strategies I use when I study.	1	26. I can motivate myself to learn when I need to.	0
33. I find myself using helpful learning strategies automatically.	0	29. I use my intellectual strengths to compensate for my weaknesses.	0
		35. I know when each strategy I use will be most effective.	0
TOTAL	3	TOTAL	1

## REGULATION OF COGNITION

<b>PLANNING</b> • Planning, goal setting, and allocating resources <i>prior</i> to learning  <b>INFORMATION MANAGEMENT STRATEGIES</b> • Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing)  <b>COMPREHENSION MONITORING</b> • Assessment of one's learning or strategy use  <b>DEBUGGING STRATEGIES</b> • Strategies to correct comprehension and performance errors  <b>EVALUATION</b> • Analysis of performance and strategy effectiveness after a learning episode		<b>PLANNING</b>	<b>SCORE</b>
		4. I pace myself while learning in order to have enough time.	0
		6. I think about what I really need to learn before I begin a task.	1
		8. I set specific goals before I begin a task.	1
		22. I ask myself questions about the material before I begin.	1
		23. I think of several ways to solve a problem and choose the best one.	0
		42. I read instructions carefully before I begin a task.	1
		45. I organize my time to best accomplish my goals.	0
		TOTAL	4
<b>INFORMATION MANAGEMENT STRATEGIES</b>	<b>SCORE</b>	<b>COMPREHENSION MONITORING</b>	<b>SCORE</b>
9. I slow down when I encounter important information.	1	1. I ask myself periodically if I am meeting my goals.	1
13. I consciously focus my attention on important information.	1	2. I consider several alternatives to a problem before I answer.	1
30. I focus on the meaning and significance of new information.	0	11. I ask myself if I have considered all options when solving a problem.	1
31. I create my own examples to make information more meaningful.	0	21. I periodically review to help me understand important relationships.	1
37. I draw pictures or diagrams to help me understand while learning.	1	28. I find myself analyzing the usefulness of strategies while I study.	1

39. I try to translate new information into my own words.	1	34. I find myself pausing regularly to check my comprehension.	1
41. I use the organizational structure of the text to help me learn	0	49. I ask myself questions about how well I am doing while learning something new.	1
43. I ask myself if what I'm reading is related to what I already know.	1		
47. I try to break studying down into smaller steps.	1		
48. I focus on overall meaning rather than specifics.	0		
TOTAL	6	TOTAL	7
<b>DEBUGGING STRATEGIES</b>	<b>SCORE</b>	<b>EVALUATION</b>	<b>SCORE</b>
25. I ask others for help when I don't understand something.	0	7. I know how well I did once I finish a test.	0
40. I change strategies when I fail to understand.	1	19. I ask myself if there was an easier way to do things after I finish a task.	1
44. I re-evaluate my assumptions when I get confused.	1	24. I summarize what I've learned after I finish.	0
51. I stop and go back over new information that is not clear.	1	36. I ask myself how well I accomplish my goals once I'm finished.	1
52. I stop and reread when I get confused.	1	38. I ask myself if I have considered all options after I solve a problem.	1
		50. I ask myself if I learned as much as I could have once I finish a task.	1
TOTAL	4	TOTAL	4