

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">The factual knowledge the learner needs before being able to process or use critical thinking related to the topicKnowing <i>about, what, or that</i>Knowledge of one's skills, intellectual resources, and abilities as a learnerStudents can obtain knowledge through presentations, demonstrations, discussions	5. I understand my intellectual strengths and weaknesses.	0	
PROCEDURAL KNOWLEDGE	10. I know what kind of information is most important to learn.	0	
<ul style="list-style-type: none">The application of knowledge for the purposes of completing a procedure or processKnowledge about <i>how</i> to implement learning procedures (e.g., strategies)Requires students know the process as well as when to apply process in various situationsStudents can obtain knowledge through discovery, cooperative learning, and problem solving	12. I am good at organizing information.	1	
CONDITIONAL KNOWLEDGE	16. I know what the teacher expects me to learn.	0	
<ul style="list-style-type: none">The determination under what circumstances specific processes or skills should transferKnowledge about <i>when</i> and <i>why</i> to use learning proceduresApplication of declarative and procedural knowledge with certain conditions presentedStudents can obtain knowledge through simulation	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

PLANNING	PLANNING	SCORE	
• Planning, goal setting, and allocating resources <i>prior to learning</i>	4. I pace myself while learning in order to have enough time.	0	
INFORMATION MANAGEMENT STRATEGIES	6. I think about what I really need to learn before I begin a task.	1	
• Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing)	8. I set specific goals before I begin a task.	1	
COMPREHENSION MONITORING	22. I ask myself questions about the material before I begin.	1	
• Assessment of one's learning or strategy use	23. I think of several ways to solve a problem and choose the best one.	0	
DEBUGGING STRATEGIES	42. I read instructions carefully before I begin a task.	1	
• Strategies to correct comprehension and performance errors	45. I organize my time to best accomplish my goals.	0	
EVALUATION			
• Analysis of performance and strategy effectiveness after a learning episode			
	TOTAL	4	
INFORMATION MANAGEMENT STRATEGIES	SCORE	COMPREHENSION MONITORING	SCORE
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
DEBUGGING STRATEGIES	SCORE	EVALUATION	SCORE
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