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| **Metacognitive Awareness Inventory (MAI) Scoring Guide** |  |  |
| Directions: For each *True* and *rather true* give yourself 1 point in the score column. For each *false* and *rather false*, give yourself 0 points in the score column. Total the score of each category and place in box. |  |  |
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| **KNOWLEDGE ABOUT COGNITION** |  |  |
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| DECLARATIVE KNOWLEDGE |  |  |
| 5. I understand my intellectual strengths and weaknesses. |  |  |
| 10. I know what kind of information is most important to learn. |  |  |
| 12. I am good at organizing information. |  |  |
| 16. I know what the teacher expects me to learn. |  |  |
| 17. 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. |  |  |
| 46. I learn more when I am interested in the topic. |  |  |
| TOTAL |  |  |
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| PROCEDURAL KNOWLEDGE |  |  |
| 3. I try to use strategies that have worked in the past. |  |  |
| 14. I have a specific purpose for each strategy I use. |  |  |
| 27. I am aware of what strategies I use when I study |  |  |
| 33. I find myself using helpful learning strategies automatically. |  |  |
| TOTAL |  |  |
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| CONDITIONAL KNOWLEDGE |  |  |
| 15. I learn best when I know something about the topic. |  |  |
| 18. I use different learning strategies depending on the situation. |  |  |
| 26. I can motivate myself to learn when I need to. |  |  |
| 29. I use my intellectual strengths to compensate for my weaknesses. |  |  |
| 35. I know when each strategy I use will be most effective. |  |  |
| TOTAL |  |  |
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| **REGULATION OF COGNITION** |  |  |
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| PLANNING |  |  |
| 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 |  |  |
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| INFORMATION MANAGEMENT STRATEGIES |  |  |
| 9. I slow down when I encounter important information. |  |  |
| 13. I consciously focus my attention on important information. |  |  |
| 30. I focus on the meaning and significance of new information. |  |  |
| 31. I create my own examples to make information more meaningful. |  |  |
| 37. I draw pictures or diagrams to help me understand while learning. |  |  |
| 39. I try to translate new information into my own words. |  |  |
| 41. I use the organizational structure of the text to help me learn. |  |  |
| 43. I ask myself if what I’m reading is related to what i already know. |  |  |
| 47. I try to break studying down into smaller steps. |  |  |
| 48. I focus on overall meaning rather than specifics. |  |  |
| TOTAL |  |  |
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| COMPREHENSION MONITORING |  |  |
| 1. I ask myself periodically if I am meeting my goals. |  |  |
| 2. I consider several alternatives to a problem before i answer. |  |  |
| 11. I ask myself if I have considered all options when solving a problem. |  |  |
| 21. I periodically review to help me understand important relationships. |  |  |
| 28. I find myself analyzing the usefulness of strategies while I study. |  |  |
| 34. I find myself pausing regularly to check my comprehension. |  |  |
| 49. I ask myself questions about how well I am doing while learning something new. |  |  |
| TOTAL |  |  |
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| DEBUGGING STRATEGIES |  |  |
| 25. I ask others for help when I don’t understand something. |  |  |
| 40. I change strategies when I fail to understand. |  |  |
| 44. I re-evaluate my assumptions when I get confused. |  |  |
| 51. I stop and go back over new information that is not clear. |  |  |
| 52. I stop and reread when I get confused. |  |  |
| TOTAL |  |  |
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| EVALUATION |  |  |
| 7. I know how well I did once I finish a test. |  |  |
| 19. I ask myself if there was an easier way to do things after I finish a task. |  |  |
| 24. I summarize what I’ve learned after I finish. |  |  |
| 36. I ask myself how well I accomplish my goals once I´m finished. |  |  |
| 38. I ask myself if I have considered all options after I solve a problem. |  |  |
| 50. I ask myself if I learned as much as I could have once I finish a task. |  |  |
| TOTAL |  |  |
| *Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. Contemporary Educational Psychology, 19, 460-475.* | | |