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.

KNOWLEDGE ABOUT COGNITION

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		

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		

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		

REGULATION OF COGNITION

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		

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		

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		

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		

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.