

## 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

I. (8 points max)

I understand my intellectual strengths and weaknesses.		
I know what kind of information is most important to learn.		
I am good at organizing information.		
I know what the teacher expects me to learn.		
I am good at remembering information.		
I have control over how well I learn.		
I am a good judge of how well I understand something.		
I learn more when I am interested in the topic.		
TOTAL		

II. (4 points max)

I try to use strategies that have worked in the past.		
I have a specific purpose for each strategy I use.		
I am aware of what strategies I use when I study		
I find myself using helpful learning strategies automatically.		
TOTAL		

III. (5 points max)

I learn best when I know something about the topic.		
I use different learning strategies depending on the situation.		
I can motivate myself to learn when I need to.		
I use my intellectual strengths to compensate for my weaknesses.		
I know when each strategy I use will be most effective.		
TOTAL		

### REGULATION OF COGNITION

I. (7 points max)

I pace myself while learning in order to have enough time.		
I think about what I really need to learn before I begin a task.		
I set specific goals before I begin a task.		
I ask myself questions about the material before I begin.		
I think of several ways to solve a problem and choose the best one.		
I read instructions carefully before I begin a task		
I organize my time to best accomplish my goals.		
TOTAL		

II.

(10 points max)

I slow down when I encounter important information.		
I consciously focus my attention on important information.		
I focus on the meaning and significance of new information.		
I create my own examples to make information more meaningful.		
I draw pictures or diagrams to help me understand while learning.		
I try to translate new information into my own words.		
I use the organizational structure of the text to help me learn.		
I ask myself if what I'm reading is related to what I already know.		
I try to break studying down into smaller steps.		
I focus on overall meaning rather than specifics.		
TOTAL		

III.

(7 points max)

I ask myself periodically if I am meeting my goals.		
I consider several alternatives to a problem before I answer.		
I ask myself if I have considered all options when solving a problem.		
I periodically review to help me understand important relationships.		
I find myself analysing the usefulness of strategies while I study.		
I find myself pausing regularly to check my comprehension.		
I ask myself questions about how well I am doing while learning something new.		
TOTAL		

IV.

(5 points max)

I ask others for help when I don't understand something.		
I change strategies when I fail to understand.		
I re-evaluate my assumptions when I get confused.		
I stop and go back over new information that is not clear.		
I stop and reread when I get confused.		
TOTAL		

V.

(6 points max)

I know how well I did once I finish a test.		
I ask myself if there was an easier way to do things after I finish a task.		
I summarize what I've learned after I finish.		
I ask myself how well I accomplish my goals once I'm finished.		
I ask myself if I have considered all options after I solve a problem.		
I ask myself if I learned as much as I could have once I finish a task.		
TOTAL		

*Adapted from Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. Contemporary Educational Psychology, 19, 460-475.*