

# 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.		

This survey and scoring guide are attributed to Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19, 460-475.

# 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

<p><b>DECLARATIVE KNOWLEDGE</b></p> <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>	<b>DECLARATIVE KNOWLEDGE</b>		<b>SCORE</b>
	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	<b>8</b>
<b>PROCEDURAL KNOWLEDGE</b>	<b>SCORE</b>	<b>CONDITIONAL KNOWLEDGE</b>	<b>SCORE</b>
3. I try to use strategies that have worked in the past.		15. I learn best when I know something about the topic.	
14. I have a specific purpose for each strategy I use.		18. I use different learning strategies depending on the situation.	
27. I am aware of what strategies I use when I study.		26. I can motivate myself to learn when I need to.	
33. I find myself using helpful learning strategies automatically.		29. I use my intellectual strengths to compensate for my weaknesses.	
		35. I know when each strategy I use will be most effective.	
TOTAL	<b>4</b>	TOTAL	<b>5</b>

## REGULATION OF COGNITION

<b>PLANNING</b> <ul style="list-style-type: none"> <li>Planning, goal setting, and allocating resources <i>prior</i> to learning</li> </ul> <b>INFORMATION MANAGEMENT STRATEGIES</b> <ul style="list-style-type: none"> <li>Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing)</li> </ul> <b>COMPREHENSION MONITORING</b> <ul style="list-style-type: none"> <li>Assessment of one's learning or strategy use</li> </ul> <b>DEBUGGING STRATEGIES</b> <ul style="list-style-type: none"> <li>Strategies to correct comprehension and performance errors</li> </ul> <b>EVALUATION</b> <ul style="list-style-type: none"> <li>Analysis of performance and strategy effectiveness after a learning episode</li> </ul>		<b>PLANNING</b>		<b>SCORE</b>			
		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		<b>7</b>					
<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. I ask myself periodically if I am meeting my goals.				
13. I consciously focus my attention on important information.			2. I consider several alternatives to a problem before I answer.				
30. I focus on the meaning and significance of new information.			11. I ask myself if I have considered all options when solving a problem.				
31. I create my own examples to make information more meaningful.			21. I periodically review to help me understand important relationships.				
37. I draw pictures or diagrams to help me understand while learning.			28. I find myself analyzing the usefulness of strategies while I study.				
39. I try to translate new information into my own words.			34. I find myself pausing regularly to check my comprehension.				
41. I use the organizational structure of the text to help me learn			49. I ask myself questions about how well I am doing while learning something new.				
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		<b>10</b>		TOTAL		<b>7</b>	
<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.			7. I know how well I did once I finish a test.				
40. I change strategies when I fail to understand.			19. I ask myself if there was an easier way to do things after I finish a task.				
44. I re-evaluate my assumptions when I get confused.			24. I summarize what I've learned after I finish.				
51. I stop and go back over new information that is not clear.			36. I ask myself how well I accomplish my goals once I'm finished.				
52. I stop and reread when I get confused.			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		<b>5</b>		TOTAL		<b>6</b>	