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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. |  |  |
|  |  |  |
| **KNOWLEDGE ABOUT COGNITION** |  |  |
|  |  |  |
| 1. (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 |  |  |
|  |  |  |
| 1. (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 |  |  |
|  |  |  |
| 1. (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** |  |  |
|  |  |  |
| 1. (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 |  |  |
| 1. (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 |  |  |
|  |  |  |
| 1. (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 |  |  |
|  |  |  |
| 1. (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 |  |  |
|  |  |  |
| 1. (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.* | | |