

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.		

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

DECLARATIVE KNOWLEDGE		DECLARATIVE KNOWLEDGE	SCORE
<ul style="list-style-type: none"> The factual knowledge the learner needs before being able to process or use critical thinking related to the topic Knowing <i>about, what, or that</i> Knowledge of one's skills, intellectual resources, and abilities as a learner Students can obtain knowledge through presentations, demonstrations, discussions 		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	8
PROCEDURAL KNOWLEDGE	SCORE	CONDITIONAL KNOWLEDGE	SCORE
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	4	TOTAL	5

REGULATION OF COGNITION

<p>PLANNING</p> <ul style="list-style-type: none"> • Planning, goal setting, and allocating resources <i>prior</i> to learning <p>INFORMATION MANAGEMENT STRATEGIES</p> <ul style="list-style-type: none"> • Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing) <p>COMPREHENSION MONITORING</p> <ul style="list-style-type: none"> • Assessment of one's learning or strategy use <p>DEBUGGING STRATEGIES</p> <ul style="list-style-type: none"> • Strategies to correct comprehension and performance errors <p>EVALUATION</p> <ul style="list-style-type: none"> • Analysis of performance and strategy effectiveness after a learning episode 		PLANNING	SCORE
		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	7	
INFORMATION MANAGEMENT STRATEGIES	SCORE	COMPREHENSION MONITORING	SCORE
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	10	TOTAL	7
DEBUGGING STRATEGIES	SCORE	EVALUATION	SCORE
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	5	TOTAL	6