

Metacognitive Awareness Inventory (MAI) Scoring Guide

Directions: For each True on the MAI give yourself 1 point on the following charts. For each False, give yourself 0 points in the Score column.

In the bottom rightside column, total the score of each category.

Declarative Knowledge		Score
1.	I understand my intellectual strengths and weaknesses.	
2.	I know what kind of information is most important to learn.	
3.	I am good at organizing information.	
4.	I know what the teacher expects me to learn.	
5.	I am good at remembering information.	
6.	I have control over how well I learn.	
7.	I am a good judge of how well I understand something.	
8.	I learn more when I am interested in the topic.	
Total		/8

Procedural Knowledge		Score
1.	I try to use strategies that have worked in the past.	
2.	I have a specific purpose for each strategy I use.	
3.	I am aware of what strategies I use when I study.	
4.	I find myself using helpful learning strategies automatically.	
Total		/4

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

Conditional Knowledge		Score
1.	I learn best when I know something about the topic.	
2.	I use different learning strategies depending on the situation.	
3.	I can motivate myself to learn when I need to.	
4.	I use my intellectual strengths to compensate for my weaknesses.	
5.	I know when each strategy I use will be most effective.	
Total		/5

Planning		Score
1.	I pace myself while learning in order to have enough time.	
2.	I think about what I really need to learn before I begin a task.	
3.	I set specific goals before I begin a task.	
4.	I ask myself questions about the material before I begin.	
5.	I think of several ways to solve a problem and choose the best one.	
6.	I read instructions carefully before I begin a task.	
7.	I organize my time to best accomplish my goals.	
Total		/7

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

Information Management Strategies		Score
1.	I slow down when I encounter important information.	
2.	I consciously focus my attention on important information.	
3.	I focus on the meaning and significance of new information.	
4.	I create my own examples to make information more meaningful.	
5.	I draw pictures or diagrams to help me understand while learning.	
6.	I try to translate new information into my own words.	
8.	I use the organizational structure of the text to help me learn	
9.	I ask myself if what I'm reading is related to what I already know.	
10.	I try to break studying down into smaller steps.	
11.	I focus on overall meaning rather than specifics.	
Total		/11

Comprehension Monitoring		Score
1.	I ask myself periodically if I am meeting my goals.	
2.	I consider several alternatives to a problem before I answer.	
3.	I ask myself if I have considered all options when solving a problem.	
4.	I periodically review to help me understand important relationships.	
5.	I find myself analyzing the usefulness of strategies while I study.	
6.	I find myself pausing regularly to check my comprehension.	
7.	I ask myself questions about how well I am doing while learning something new.	
Total		/7

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

Debugging Strategies		Score
1.	I ask others for help when I don't understand something.	
2.	I change strategies when I fail to understand.	
3.	I re-evaluate my assumptions when I get confused.	
4.	I stop and go back over new information that is not clear.	
5.	I stop and reread when I get confused.	
Total		/5

Evaluation		Score
1.	I know how well I did once I finish a test.	
2.	I ask myself if there was an easier way to do things after I finish a task.	
3.	I summarize what I've learned after I finish.	
4.	I ask myself how well I accomplish my goals once I'm finished.	
5.	I ask myself if I have considered all options after I solve a problem.	
6.	I ask myself if I learned as much as I could have once I finish a task.	
Total		/6

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