

Metacognitive Awareness Inventory (MAI) Scoring Guide

Directions

Refer back to your responses and locate each question, give yourself a score of **1** if you answered, "I NEVER do this", a **2** if you answered, "I do this infrequently", a **3** if you answered, "I do this inconsistently", a **4** if you answered, "I do this frequently", and a **5** if you answered, "I do this ALWAYS". **Total** the score of each category and place in box. Look at your overall scores compared to each other. Where did you have a higher or lower total score? **Read** descriptions relating to each section.

KNOWLEDGE ABOUT COGNITION

<p>DECLARATIVE KNOWLEDGE</p> <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 Learners can obtain knowledge through presentations, demonstrations, discussions <p>PROCEDURAL KNOWLEDGE</p> <ul style="list-style-type: none"> The application of knowledge for the purposes of completing a procedure or process Knowledge about <i>how</i> to implement learning procedures (e.g., strategies) Requires learners to know the process as well as when to apply process in various situations Learners can obtain knowledge through discovery, cooperative learning, and problem solving <p>CONDITIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> The determination under what circumstances specific processes or skills should transfer Knowledge about <i>when</i> and <i>why</i> to use learning procedures Application of declarative and procedural knowledge with certain conditions presented Learners can obtain knowledge through simulation 	DECLARATIVE KNOWLEDGE		SCORE
	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	
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		TOTAL	

REGULATION OF COGNITION

PLANNING <ul style="list-style-type: none"> Planning, goal setting, and allocating resources <i>prior</i> to learning 		PLANNING		SCORE	
INFORMATION MANAGEMENT STRATEGIES <ul style="list-style-type: none"> Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing) 		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			
INFORMATION MANAGEMENT STRATEGIES		SCORE		COMPREHENSION MONITORING	
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				TOTAL	
DEBUGGING STRATEGIES		SCORE		EVALUATION	
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				TOTAL	