

Metacognitive Awareness Inventory (MAI)

Mark each of the statements below True or False as appropriate.

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.
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.

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