

# Metacognitive Awareness Inventory

Metacognition refers to the learner's ability to monitor, understand, and regulate their own learning. The following inventory should be given to learners to assess their metacognitive awareness<sup>(1)</sup>. Learners will mark true or false based on their learning and studying habits.

		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.		

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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.		

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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.		

## Scoring

Score 1 point for each true response in the indicated categories. Score 0 points for each false response. Subcategories for Knowledge about Cognition are declarative knowledge (knowledge about self and about strategies), procedural knowledge (knowledge about how to use strategies), and conditional knowledge (knowledge about when and why to

use strategies). Subcategories for Regulation of Cognition are planning, comprehension monitoring, information management strategies, debugging, and evaluation. Space is provided for each subscore and total score. These scores can help indicate strengths and weaknesses to help guide learners.

Knowledge about Cognition	Score	Possible
Declarative Knowledge (# 5, 10, 12, 16, 17, 20, 32, 46)		8
Procedural Knowledge (# 3, 14, 27, 33)		4
Conditional Knowledge (# 15, 18, 26, 29, 35)		5
<b>Total</b>		<b>17</b>

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Regulation of Cognition	Score	Possible
Planning (# 4, 6, 8, 22, 23, 42, 45)		7
Comprehension Monitoring (# 1, 2, 11, 21, 28, 34, 49)		7
Information Management Strategies (# 9, 13, 30, 31, 37, 39, 41, 43, 47, 48)		10
Debugging Strategies (# 25, 40, 44, 51, 52)		5
Evaluation (# 7, 18, 24, 36, 38, 49)		6
<b>Total</b>		<b>35</b>
<b>Combined Total</b>		<b>52</b>

## Reference

1. Schraw G, Moshman D. Metacognitive theories. Educ Psychol Rev [Internet]. 1995 Dec [cited 2022 Feb 15];7(4):351–71. Available from: <http://link.springer.com/10.1007/BF02212307>