Metacognitive Awareness Inventory

What is Metacognition?

The simplest definition of metacognition is "thinking about thinking." This refers to the "self-regulation" that effective learners exhibit, meaning they are aware of their learning process and can measure how efficiently they are learning as they study. Essentially, metacognition involves two simultaneous levels of thought: the first level is the student's thinking/learning about the specific subject content and the second level is the student's thinking about his/her learning. A student practicing metacognition would ask him/herself "How am I thinking?" or "Where am I in the learning process? Am I learning/understanding this topic? How could I learn more effectively?"

These two levels are: **knowledge** and **regulation.** Students who are metacognitively aware demonstrate self-knowledge: They know what strategies and conditions work best for them while they are learning. Declarative, procedural, and conditional knowledge are essential for developing conceptual knowledge (content knowledge). **Regulation** refers to students' knowledge about the implementation of strategies and the ability to monitor the effectiveness of their strategies. When students regulate, they are continually developing and monitoring their learning strategies based on their evolving self-knowledge.

Complete the Metacognitive Awareness Inventory to assess your metacognitive processes.

The Inventory

Check True or False for each statement below. After you complete the inventory, use the scoring guide. Contact an Academic Coach at the Academic Support Center at (856) 681-6250 to discuss your results and strategies to increase your metacognitive awareness.

	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.		
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.

Metacognitive Awareness Inventory Scoring Guide

Directions: Score every "true" answer as 1 point each. Score every "false" answer as 0 points each. Add up the total in each column and place it over the points possible. For example, if I have 5 true answers and 3 false answers in one chart. The total score for that chart would be 5/8.

Knowledge about Cognition

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	**/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

Planning	**Score**	**Comprehension Monitoring**	**Score**
4. I pace myself while learning in order to have enough time.		1. I ask myself periodically if I am meeting my goals.	
6. I think about what I really need to learn before I begin a task.		2. I consider several alternatives to a problem before I answer.	
8. I set specific goals before I begin a task.		11. I ask myself if I have considered all options when solving a problem.	
22. I ask myself questions about the material before I begin.		21. I periodically review to help me understand important relationships.	
23. I think of several ways to solve a problem and choose the best one.		28. I find myself analyzing the usefulness of strategies while I study.	
42. I read instructions carefully before I begin a task.		34. I find myself pausing regularly to check my comprehension.	
45. I organize my time to best accomplish my goals.		49. I ask myself questions about how well I am doing while learning something new.	
Total	**/7**	**Total**	**/7**

Information Management Strategies	**Score**
9. I slow down when I encounter important information.	
13. I consciously focus my attention on important information.	
30. I focus on the meaning and significance of new information.	
31. I create my own examples to make information more meaningful.	
37. I draw pictures or diagrams to help me understand while learning.	
39. I try to translate new information into my own words.	
41. I use the organizational structure of the text to help me learn.	
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**

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.		18. 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.	
		49. I ask myself if I learned as much as I could have once I finish a task.	
Total	**/5**	**Total**	**/6**

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