



Metacognitive Survey Assessments

Table of Contents

1. Beginning Reader Interview: Open Response

For students not yet able to read. When administering, read each question to the student and write the student's response.

2. Open Response (does not include expository)

For students able to read on their own. Have each student write his/her response.

3. Open Response (includes expository)

For students able to read on their own. Have each student write his/her response.

4. Multiple Choice (includes answer key)

For students able to read on their own. Discuss the importance of selecting honest responses with students before administering this survey.

5. Guide: Insights into Students' Metacognitive Awareness

Use to analyze students' responses to any of the surveys above. Use the information gathered to form instructional goals.

Name _____

Date _____

Metacognitive Awareness Survey

**Administer as an interview (individually and orally). Write the student's response.*

Say: "For each question, tell me as much as you can to explain what you do as a reader and writer."

1. What is reading?
2. If someone asked you how to read, what would you say?
3. What's hard about reading?
4. What's easy about reading?
5. What do you do before you start reading? (You want students to explain the process).
6. What do you do when you come to a word you don't know how to say? (You want students to explain the process).

7. What do you do when you come to a word you don't know the meaning of? (You want students to explain the process).

8. What do you do when you're reading and you don't know what an entire sentence means?

9. What do you do to help you remember what you have read? (You want students to explain the process).

10. What do you do when you finish reading? (You want students to explain the process).

11. What is a story? (You want students to tell you specific information, such as "It has characters and a plot.")

12. What do you do when you're writing and you don't know how to spell a word?

Name _____

Date _____

Metacognitive Awareness Survey

For each question, write as much as you can to explain what you do as a reader and writer.

1. What is reading?

2. If someone asked you how to read, what would you say?

3. What's hard about reading?

4. What's easy about reading?

5. What do you do before you start reading? (You want students to explain the process).

6. What do you do when you come to a word you don't know how to say? (You want students to explain the process).

7. What do you do when you come to a word you don't know the meaning of? (You want students to explain the process).

8. What do you do when you're reading and you don't know what an entire sentence means?

9. What do you do to help you remember what you have read? (You want students to explain the process).

10. What do you do when you finish reading? (You want students to explain the process).

11. What is a story? (You want students to tell you specific information, such as “It has characters and a plot.”)

12. What do you do when you’re writing and you don’t know how to spell a word?

Name_____

Date_____

Metacognitive Awareness Survey

For each question, write as much as you can to explain what you do as a reader and writer.

1. What do you do if you encounter a word and you don't know how to say it?

2. What do you do when you don't know how to spell a word?

3. What do you do if you encounter a word and you don't know what it means?

4. What do you do if you don't know what an entire sentence means?

5. What do you do before you start reading?

6. What do you do to help you remember what you read?

7. I know that when reading, I may not understand a sentence because:

8. Why would you stop reading and go back to read an entire passage over again?

9. As you read, what are some strategies you apply to help you understand what you're reading?

10. What do you do when you finish reading?

11. When you come across a part of the text that is confusing, what do you do?

12. What is a narrative (story)?

13. What is the structure of expository text? (informational or argumentative)

14. When you have finished reading a selection of text, how many important ideas do you remember?

- a. I remember most.
- b. I remember some.
- c. I remember a few.
- d. I don't remember any.

Name _____

Date _____

Metacognitive Awareness Survey

For each question, check what you do when reading and writing.

1. What do you do if you encounter a word and you don't know how to say it?
 - a. Use syllable patterns to divide the word.
 - b. Think of a keyword to help me remember the sound of the letter(s).
 - c. Skip the word and keep reading.
 - d. Identify the syllable type, then mark and say the vowel sound.

2. What do you do when you don't know how to spell a word?
 - a. Finger tap (tap out the sounds on my fingers).
 - b. Finger spell (attach the letters that spell each sound).
 - c. Tap out each syllable.
 - d. I guess.

3. What do you do if you encounter a word and you don't know what it means?
 - a. Use the words around it to figure it out.
 - b. Use an outside source, such as a dictionary or expert.
 - c. Skip it.
 - d. Sound it out.
 - e. Apply my knowledge of morphemes.

4. What do you do if you don't know what an entire sentence means?
 - a. Read it again, pausing to paraphrase (put what I read into my own words).
 - b. Apply strategies to figure out the meaning of words I don't know.
 - c. Think about the other sentences in the paragraph.
 - d. Just keep reading.

5. If you are reading social studies or science material, what would you do to remember the important information you've read?
- a. Skip parts I don't understand.
 - b. Ask myself questions about the information I'm learning about.
 - c. Realize I need to remember one point rather than another.
 - d. Relate what I'm learning to what I already know.
6. Before you start to read, what are some things you do to prepare yourself to understand the text?
- a. I don't plan anything, I just start reading.
 - b. Think about what I know about the topic or genre of the text.
 - c. Think about why I am reading.
 - d. Make sure the entire reading can be finished in as short a period of time as possible.
7. Why would you stop reading and go back to read an entire passage over again?
- a. I didn't understand it.
 - b. To take note of every single detail that I learned.
 - c. To summarize it.
 - d. To underline important parts.
8. I know that when reading, I may not understand a sentence because:
- a. I may not have been taught how to read certain words yet.
 - b. the writer may not have expressed his/her ideas clearly.
 - c. two sentences may purposely contradict each other.
 - d. I don't need to know what a sentence means; knowing the meaning of every sentence slows down a reader.

9. As I read a text, I:

- a. Adjust my pace depending on the difficulty of the material.
- b. Generally read at a constant, steady pace.
- c. Skip the parts I don't understand.
- d. Continually make predictions about what I am reading.

10. While you read, which of the following are important to continually ask/remind yourself of?

- a. Do I know the main ideas?
- b. Do I have background knowledge about what I'm reading?
- c. Confusing text is common and I can just ignore what's confusing me and keep reading.
- d. What strategies can I apply to help me understand what I'm reading?

11. When you come across a part of the text that is confusing, what do you do?

- a. Keep reading, while applying strategies, until the text makes sense.
- b. Read ahead and then look back if the text is still unclear.
- c. Skip those sections completely; they are usually not important.
- d. Look up unknown words and paraphrase the text (put what I'm reading into my own words).

12. When reading a social studies or science text, which sentences are the most important in the chapter?

- a. Almost all of the sentences are important; otherwise they wouldn't be there.
- b. The sentences that contain the important details or facts.
- c. The sentences that are directly related to the main idea.
- d. The ones that contain the most detail.

13. When you have finished reading a selection of text, how many important ideas do you remember?

- a. I remember most.
- b. I remember some.
- c. I remember a few.
- d. I don't remember any.

Adapted from IRA and V. Miholic (1994)

Multiple Choice Metacognitive Awareness Survey ANSWER KEY

Responses that indicate metacognitive reading awareness:

1. a, b, d
2. a, b, c
3. a, b, e
4. a, b, c
5. b, c, d
6. b, c
7. a, c, d
8. a, b, c
9. a, d
10. a, b, d
11. a, b, d
12. b, c

Give one point for each correct response. _____ / 33 correct _____ % correct

Insights about Student's Metacognitive Awareness

For teacher use: Analyze the metacognitive survey.

What will you need to work on to improve the student's metacognitive awareness for reading?

Word Recognition:

- How to divide and read words by syllables
- How to divide and read words by morphemes

Language Comprehension:

- Semantics (meanings of words & phrases)
- How to determine the meaning of words by using:
 - morphemes
 - the dictionary
 - context clues
 - other sources (internet, glossary, asking an expert)
- Self-monitoring for comprehension by:
 - Determining / accessing background knowledge
 - Paraphrasing
 - Visualizing
 - Forming predictions
 - Forming questions
 - Making connections (text to text, text to self, text to world)
- Determining main ideas vs. details (expository)
- Determining narrative elements (plot, character development, theme, setting, etc.)
- Note taking - capturing main ideas and important details
- Knowledge of genre
- Knowledge of text structure
 - Narrative
 - 5 types of expository (cause & effect, description, problem & solution, sequence, compare & contrast)
- Knowledge (and use) of print concepts and text features (table of contents, index, headings, subheadings, bolded words, diagrams, charts, etc.)
- Syntax (sentence structure)

What will you need to work on to improve the student's metacognitive awareness for spelling?

- How to spell words (by finger tapping, fingerspelling, and dividing by syllables)
- How to divide and spell words by morphemes