



Informal Metacognition Inventory

(Modified from the CEEDAR Center Course Enhancement Module: Disciplinary Literacy)

Use this resource during small group reading to monitor the use of metacognitive strategies. Put a tally mark each time the teacher models and/or student utilizes one of the metacognitive strategies.

Metacognitive Look-for	Tallies of Teacher Modeling	Tallies of Student Use	Comments
Making predictions			
Using text features to support comprehension			
Making visual images (creating/describing a mental map of text)			
Connecting with prior knowledge (text-based or experience-based)			
Making analogies (connecting concepts)			
Identifying confusing points/ Asking clarifying questions			
Asking questions to go beyond the text			
Using fix-up strategies e.g. repeated reading, breaking an unfamiliar word down into parts (sounds, syllables, prefix, suffix, root word)			
Revising predictions			
Drawing conclusions (using text evidence)			
Using content vocabulary words and concepts (in context of the above)			

Modified from CEEDAR Center, *Handout 12: 3 Think Aloud Assessment*, Course Enhancement Module: Disciplinary Literacy. Retrieved from: <https://cedar.education.ufl.edu/cems/disciplinary-literacy/Learning-Resources/>