

Metacognitive Writing Awareness Inventory					
<i>Please answer the following questions, on a scale of 1 (never) to 5 (always), regarding your approach to writing assignments.</i>					
I am aware of the strategies I use when I write (e.g., brainstorming, having someone read over my writing before I turn it in, outlining, etc.).	1	2	3	4	5
I use a variety of strategies to help me successfully complete a writing task.	1	2	3	4	5
I alter the strategies I use depending on the writing task.	1	2	3	4	5
I put equal effort into all phases of the writing process (prewriting, drafting, revising).	1	2	3	4	5
I set specific goals for myself before I begin a writing session (e.g., “today, I will figure out what my thesis is,” or “this afternoon, I’ll revise my conclusion,” etc.).	1	2	3	4	5
When I first get a writing assignment, I figure out what information I will need to acquire in order to complete the task successfully.	1	2	3	4	5
I plan out each of the steps of my writing process before I begin (e.g., “first, I’ll come up with a good research question; second, I’ll find five sources that answer that question; third, I’ll summarize each of those sources,” etc.).	1	2	3	4	5
I pace myself while writing in order to have enough time to complete the assignment to the best of my ability.	1	2	3	4	5
I consider several different ways to approach a writing task before I begin.	1	2	3	4	5
After I complete a writing task, I reflect on my writing process and writing strategies in order to improve them in the future.	1	2	3	4	5
When writing, I stop periodically to ascertain if I am successfully reaching my goals.	1	2	3	4	5
If my writing plan gets derailed, I consider why the current plan failed before I develop a new plan.	1	2	3	4	5
If I am not familiar with the genre (e.g., persuasive essay, memoir, op ed article, etc.) of writing I am expected to write in, I find examples of writing in that genre to use as a model.	1	2	3	4	5
If I move onto a new phase in the writing process (e.g., I move from prewriting to drafting), and I find that I’m not really ready to move onto that phase, I will return to the previous phase and stay there until I feel I have completed it.	1	2	3	4	5
I am aware of my strengths as a writer.	1	2	3	4	5
I am aware of my weaknesses as a writer.	1	2	3	4	5
I ask others for help with my writing when I need it.	1	2	3	4	5
I have a specific audience in mind when I begin writing.	1	2	3	4	5
I consider what my reader’s or audience’s expectations are before I begin writing.	1	2	3	4	5
I consider what my reader’s or audience’s prior knowledge of a topic is before I begin writing about that topic.	1	2	3	4	5
I reread what I have already written in order to determine if it meets my audience’s needs and expectations.	1	2	3	4	5
I revisit the assignment sheet throughout the writing process to make sure that I am doing what the assignment asks.	1	2	3	4	5
I am aware of the ways that my tone or level of formality changes depending on my audience.	1	2	3	4	5

Figure 1. *Metacognitive Writing Awareness Inventory*