

This study has aimed to investigate monitoring accuracy as a skill in an academic performance. First part of the study defined metacognitive monitoring theoretically as a strategy evolved from metacognitive strategies and based on self-regulated learning principles. Previous studies assert that monitoring accuracy is a beneficial skill that enhances performance regardless a domain of use. In order to give those claims empirical support in the Czech educational environment, the research has been carried out. Data have been collected from three classes of 6th graders within six weeks. Classes were assigned during the practice test into different settings: individual, competitive and cooperative. Reading comprehension has been selected as the monitored skill. The results corroborate the assumptions that monitoring accuracy training is beneficial both for performance and for increasing metacognitive skills to monitor. Secondary, the cooperative setting appeared to be the only one that both calibration accuracy and reading comprehension did significantly increase. The outcomes and recommendations for follow-up studies are discussed.