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Abstract: Metacognition is important for decision making, problem solving and learning. Despite the widespread interest in metacognitive skills and their development, it is challenging to measure metacognitive skills in children. Some excellent qualitative and observational measures exist, but use metrics that are different from traditional metacognition tasks for adults. Some meta-cognition tasks of memory have been developed for children, but these only offer a narrow range of the skills involved in metacognition. Here, we compared performance on a meta-memory task for children with a new task of metacognition for problem solving. Our sample includes about 800 children aged 8-10 years who were part of a larger study exploring the development of thinking skills. The results indicated similarities and differences between the memory and problem solving tasks, suggesting that the new task could be a bridge between existing qualitative and quantitative measures of metacognition in children.