

# Self-Regulatory Assessment Tool

Score each self-regulatory domain as follows:

1 “This does not describe me.” 2 — “This sometimes describes me.” 3 — “This often describes me.” 4 — “This always describes me.”

Self-Regulatory Domains	Descriptors	Score
<b>Metacognition</b> Having knowledge and beliefs about thinking	I try to see how what I study applies to my everyday life. I try to make connections between what I am learning and what I already know. I try to relate what I am studying to my own experiences. I try to relate topics from one subject area to another.	
<b>Self-Concept</b> Seeing oneself as smart	I know I'll be successful in school. When I begin a test, I feel confident that I will do well. I feel prepared for tests and am very focused. I confidently answer all test questions to the best of my ability.	
<b>Self-Monitoring</b> Being able to plan and prepare	I am up-to-date in my class assignments. I compare class notes with other students to make sure my notes are complete. I review my notes before the next class. I test myself to be sure I know the material I have been studying.	
<b>Motivation</b> Being able to maintain interest	I love being in school. I study all subjects with the same enthusiasm. When work is difficult, I set short-term goals and persevere I spend time with friends and playing only after I finish my work.	
<b>Strategy</b> Using techniques for organization and memorization, including rehearsal and elaboration	I make drawings to help me understand what I am studying. I learn new words or ideas by thinking about a situation in which they occur. I translate what I am studying into my own words. When I study, I have a lot of strategies to learn the material.	
<b>Volition</b> Making the efforts needed to stay motivated	Even when studying seems boring, I keep working until I finish. When it comes to studying, I never wait until the last minute. When I study, I set aside a length of time and stick to it. I concentrate fully when studying.	

Adapted from M. McMahon & J. Luca (2001), *Assessing Students' Self-Regulatory Skills*. ([www.ascilite.org.au/conferences/melbourne01/pdf/papers/mcmahonm.pdf](http://www.ascilite.org.au/conferences/melbourne01/pdf/papers/mcmahonm.pdf))