

Overview

What This Questionnaire Measures

In the context of education and learning, self-regulation refers to a student's application of self-directed processes and behaviors that lead to the attainment of goals. Self-regulation of learning encompasses creating a plan, selecting learning strategies, and then monitoring progress and making adjustments as needed.

The Self-Regulation Questionnaire is designed to measure a student's proficiency in the four essential components of self-regulation, which are:

1. Plan for and articulate what you want to accomplish.
2. Immediately monitor progress and interference regarding your goal.
3. Control change by implementing specific strategies when things are not going as planned.
4. Reflect on what worked and what you can do better next time.

How This Questionnaire Is Accessed

Teachers can launch questionnaires and view both individual and aggregate student results by visiting <http://ResearchCollaborationSurveys.org>, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the questionnaires, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel.

How This Questionnaire Is Completed

Teachers make the questionnaire available to students by providing the URL to the survey site and a survey code. Students then enter the survey code and a student number assigned by the teacher. Students complete the questionnaire by self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.

The following example items represent each of the four essential components:

- *I plan out projects that I want to complete.* (Plan)
- *I keep track of how my projects are going.* (Monitor)
- *As soon as I see things aren't going right, I want to do something about it.* (Control)
- *I think about how well I've done in the past when I set new goals.* (Reflect)

The items on the questionnaire are written at a sixth grade reading level, per the Flesch-Kincaid¹ readability score. Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, and having a scribe fill in the response option.

¹ Kincaid, J.P., Fishburne, R.P., Rogers, R.L., & Chissom, B.S. (1975). Derivation of new readability formulas (automated readability index, fog count, and flesch reading ease formula) for Navy enlisted personnel. Research Branch Report 8-75. Chief of Naval Technical Training: Naval Air Station Memphis.

How to Use the Results

Self-Regulation Questionnaire results can be used by both teachers and students. To ease interpretation, results are displayed on a 100-point scale. These scores can be interpreted similar to grades (e.g., 70-79 is a C). Results by essential component support reflection on relative strengths and areas for improvement.

Students can use the questionnaire results to gain an understanding of the various elements that are necessary for them to be successfully self-directed in achieving their goals. They can use their individual results to address areas the self-regulation process in which they, according to their own reporting, are not performing as well.

Teachers can enhance their instructional practices by determining which areas of their students' self-regulatory processes to target. After combining this targeted instruction with guided practice and independent practice, teachers can continually re-administer the Self-Regulation Questionnaire and alter their instruction accordingly. This allows teachers to engage in a process of data-driven decision making in order to increase their students' fundamental ability to plan what they want to accomplish, monitor progress, make adjustments, and reflect on what worked best. Numerous resources for teaching self-regulation are available at <http://CCCFramework.org/Resources.html>.

Technical Information

The Self-Regulation Questionnaire was developed in 2015 by Research Collaboration (<http://ResearchCollaboration.org>). An extensive review of related research resulted in the identification of four components that are essential for self-regulation. Following this literature review, it was determined that self-regulation requires that students plan what they want to accomplish, monitor progress, control change when things don't go as planned, and then reflect on what worked.

The questionnaire was tested for reliability using Cronbach's coefficient alpha² with 1,396 high school and middle school students during the 2015-2016 school year.

The plan subscale consisted of 5 items ($\alpha = .607$), the monitor subscale consisted of 6 items ($\alpha = .700$), the control subscale consisted of 6 items ($\alpha = .719$), and the reflect subscale consisted of 5 items ($\alpha = .685$). The overall self-regulation questionnaire was found to be highly reliable (22 items; $\alpha = .891$).

² Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297–334.

Cronbach, L. J. (1988). Internal consistency of tests: Analyses old and new. *Psychometrika*, 53, 63–70.

Questionnaire



Self-Regulation Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID _____

Date _____

	Not very like me → Very like me				
	1	2	3	4	5
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If an important test is coming up, I create a study plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before I do something fun, I consider all the things that I need to get done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can usually estimate how much time my homework will take to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have trouble making plans to help me reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I keep track of how my projects are going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know when I'm behind on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I track my progress for reaching my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know what my grades are at any given time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Daily, I identify things I need to get done and track what gets done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have trouble remembering all the things I need to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I do what it takes to get my homework done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I make choices to help me succeed, even when they aren't the most fun right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. As soon as I see things aren't going right, I want to do something about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I keep trying as many different possibilities as necessary to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I have difficulty maintaining my focus on projects that take a long time to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When I get behind on my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I think about how well I'm doing on my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I feel a sense of accomplishment when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I think about how well I've done in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. When I fail at something, I try to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I keep making the same mistakes over and over again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>