

Self-Regulation Formative Questionnaire

Technical Report

Overview

What This Questionnaire Measures

In the context of education and learning, self-regulation refers to proactively applying self-directive processes, cognitive behaviors, and emotions to attain goals, learn skills, and manage emotional reactions (Abar & Loken, 2010; Southam-Gerow & Kendall, 2002; Zimmerman, 2008). Self-regulated students are “metacognitively, motivationally, and behaviorally active participants in their own learning process” (Zimmerman, 1986, as cited in Zimmerman, 2008, p. 167). The self-regulation process can be defined as making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked and what could be improved the next time (Gaumer Erickson & Noonan, 2016).

The Self-Regulation Formative Questionnaire measures a student’s perceived level of proficiency in the four essential components of self-regulation:

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.

The questionnaire can be cited as:

Gaumer Erickson, A.S. & Noonan, P.M. (2018). Self-regulation formative questionnaire. In *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (pp. 177-178). Thousand Oaks, CA: Corwin.

This technical report can be cited as:

Gaumer Erickson, A.S., Soukup, J.H., Noonan, P.M., & McGurn, L. (2018). *Self-Regulation formative questionnaire technical report*. Retrieved from <http://www.researchcollaboration.org/uploads/Self-RegulationQuestionnaireInfo.pdf>

How This Questionnaire Is Completed

Teachers make the questionnaire available to students by providing the URL to the survey (<http://is.gd/rcsurveys>) and a survey code (specific code for each launched survey); both the URL and survey code are provided on the website when a survey is launched. 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 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 may include reading the items aloud, explaining the items, and having a scribe fill in the response option.

How to Use the Results

Self-Regulation Formative 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 necessary for them to successfully achieve 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.

By determining which areas of their students’ self-regulatory processes to target, teachers can enhance their instructional practices through targeted instruction. After using continual guided and independent practice with feedback, teachers can re-administer the Self-Regulation Formative Questionnaire and alter instructional plans to further bolster practice based on the results. This allows teachers to engage in data-driven decision making to increase their students’ fundamental abilities to plan what they want to accomplish, monitor their own progress, adjust their plans, and reflect on what worked best.

Additional resources for teaching self-regulation are available at <http://CCCFramework.org/Resources.html>.

Technical Information

The Self-Regulation Formative Questionnaire was developed in 2015 by Research Collaboration (<http://ResearchCollaboration.org>). An extensive review of related research resulted in the identification of four components essential for self-regulation. Self-regulation requires students to plan what they want to accomplish, monitor progress, take control and make changes 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 5,543 high school and middle school students during the 2016-2017 and 2017-2018 school years. Demographic data of grade and gender were added to the questionnaire in fall 2017. Of the 4,792 students that completed the survey since fall 2017, 2,298 (48%) were female, 2,228 (46%) were male, and 266 (6%) did not report gender. The dataset includes 295 students

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.

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.

in sixth-grade, 805 in seventh-grade, 421 in eighth-grade, 936 in ninth-grade, 577 in tenth-grade, 621 in eleventh-grade, 629 in twelfth-grade, and 97 post-high school.

The overall self-regulation questionnaire was found to be highly reliable (22 items; $\alpha = .896$). The *plan* subscale consisted of 5 items ($\alpha = .632$), the *monitor* subscale consisted of 6 items ($\alpha = .704$), the *control* subscale consisted of 6 items ($\alpha = .744$), and the *reflect* subscale consisted of 5 items ($\alpha = .682$). When converted to a 100-point scale, the bottom quartile ranged from 20 to 72 and the top quartile ranged from 81 to 100.

The questions making up each subscale are listed below. Questions that are framed negatively and therefore reverse scored are designated with '(N)'.

Plan

1. I plan out projects that I want to complete.
2. If an important test is coming up, I create a study plan.
3. Before I do something fun, I consider all the things that I need to get done.
4. I can usually estimate how much time my homework will take to complete.
5. I have trouble making plans to help me reach my goals. (N)

Monitor

6. I keep track of how my projects are going.
7. I know when I'm behind on a project.
8. I track my progress for reaching my goal.
9. I know what my grades are at any given time.
10. Daily, I identify things I need to get done and track what gets done.
11. I have trouble remembering all the things I need to accomplish. (N)

Control

12. I do what it takes to get my homework done on time.
13. I make choices to help me succeed, even when they aren't the most fun right now.
14. As soon as I see things aren't going right, I want to do something about it.
15. I keep trying as many different possibilities as necessary to succeed.
16. I have difficulty maintaining my focus on projects that take a long time to complete. (N)
17. When I get behind on my work, I often give up. (N)

Reflect

18. I think about how well I'm doing on my assignments.
19. I feel a sense of accomplishment when I get everything done on time.
20. I think about how well I've done in the past when I set new goals.
21. When I fail at something, I try to learn from my mistake.
22. I keep making the same mistake over and over again.

Questionnaire

Self-Regulation Formative 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"/>

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