Student Assessment of Self-Regulated Learning

	Not at All	Very Little	Fairly Well	Quite Well	Very Well
Forethought Phase					
I used planning strategies (such as breaking a task into smaller and shorter segments).					
I accurately envisioned the scope of the work (such as understanding the skills or concepts that I need to learn and the quantity of work).					
I developed challenging but attainable learning goals.					
I had an "I can" mentality.					
Performance Phase					
I monitored my strategy use and tested its effectiveness.					
I monitored my progress toward the objective.					
I changed my strategies as needed to improve productivity.					
I took the initiative to search for information and taught myself new knowledge to complete the task.					
I motivated myself to learn (such as using self-reward, doing stimulating activities to increase interest, and using positive self-talk).					
I created a suitable study space (such as cutting down the noise level, turning off distractions).					
I was able to immediately direct my attention back to the task when I was distracted.					

	Not at All	Very Little	Fairly Well	Quite Well	Very Well
I used strategies for attention and concentration (such as scheduling more important work to happen during times of greatest concentration, taking notes, and summarizing what I learned to maintain attention).					
I used time-management strategies (such as using a written or picture schedule and checking off progress and setting an alarm for short time segments).					
Self-Reflection Phase					
I evaluated my work against predetermined criteria or standards.					
I attributed success in learning to strategy use and effort.					
I attributed weakness in learning to strategy use and effort.					

Source: Adapted from Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory Into Practice, 41(2), 64–70.

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