### SELF-EFFICACY FOR LEARNING FORM (SELF)

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<tr>
<th>Definitely</th>
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Choose a percentage to indicate your answer

1. When you notice you are having trouble concentrating on a reading assignment, can you refocus your attention and learn the material? (R)

2. When you don’t understand a paragraph you have just read, can you clarify it by careful rereading? (R)

3. When you have trouble recalling key facts in a reading assignment, can you find a way to remember all of these two weeks later? (R)

4. When you have trouble remembering complex definitions from a textbook, can you redefine them so that you will recall them? (S)

5. When you feel very anxious before taking a test, can you remember all the material you studied? (T)

6. When you have tried unsuccessfully to study for an hour, can you set and attain an important study goal during your remaining time? (S)

7. When you are given an extensive reading assignment to cover before class the next day, can you set aside enough time in your schedule to finish it? (R)

8. When you don’t understand your teacher, can you ask the right question to clarify matters? (N)

9. When your teacher gives a rambling disorganized lecture, can you reorganize and rewrite your notes before the next class meeting? (N)

10. When you find your homework assignments vary greatly in length each day, can you adjust your time schedule to complete them? (S)
11. When you notice that your notes are much less complete than another student’s, can you write down all the teacher’s points during the next lecture? (N)

12. When you notice that you are getting behind in your homework during the week, can you catch up during the next weekend? (S)

13. When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner? (S)

14. When you have missed several classes, can you make up the work within a week? (S)

15. When you find the assignment you are reading doesn’t make sense, can you interpret it by using text clues, such as headings or italics? (R)

16. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did? (N)

17. When problems with friends and peers conflict with school work, can you keep up with your assignments? (S)

18. When the assigned reading is boring, can you find a way to motivate yourself to learn it fully? (R)

19. When a homework assignment, such as learning vocabulary words, is repetitive and uninteresting, can you make it into an exciting challenge? (S)

20. When an assigned reading is poorly written, can you figure out its meaning so you can explain it well on an essay test? (R)

21. When a teacher’s lecture is over your head, can you find a way to get the information clarified before the next class meeting? (N)

22. When your teacher’s lecture is very complex, can you write an effective summary of your original notes before the next class? (N)

23. When you are having trouble understanding assigned reading material, can you find a classmate who can explain everything clearly to you? (R)

24. When you feel moody or restless during studying, can you focus your attention well enough to finish your assigned work? (S)

25. When you are trying to understand a new topic, can you associate new concepts with old ones sufficiently well to remember them? (S)

26. When a lecture is especially boring, can you motivate yourself to keep good notes? (N)
27. Cuando tienes dificultades para comprender una tarea de lectura, ¿puedes encontrar frases clave que te ayuden a entender cada párrafo? (R)

28. Cuando tienes que tomar un examen en un tema que no te gusta, ¿puedes encontrar una manera de motivarte para obtener una buena calificación? (T)

29. Cuando tienes tiempo entre clases, ¿puedes motivarte para utilizarlo para estudiar? (S)

30. Cuando tenías dificultades para entender el discurso de la profesora, ¿puedes aclarar la confusión antes de la próxima reunión de clase comparando tus notas con las de un compañero? (N)

31. Cuando te sientes ansioso durante un examen y tienes dificultades para controlar la información, ¿puedes relajarte y concentrarte lo suficiente para recordarla? (T)

32. Cuando estás depresivo por el próximo examen, ¿puedes encontrar una manera de motivarte para hacer bien? (T)

33. Cuando estás cansado, pero no has terminado de escribir un ensayo, ¿puedes encontrar una manera de motivarte hasta que lo termines? (W)

34. Cuando de repente te das cuenta de que no puedes recordar ningún material que hayas leído en los últimos treinta minutos, ¿puedes crear preguntas para ti mismo para ayudarte a revisar el material con éxito? (R)

35. Cuando te encuentras poniendo de lado la escritura de un ensayo asignado, ¿puedes motivarte para comenzar la tarea inmediatamente? (W)

36. Cuando tienes dificultades para recordar un concepto abstracto, ¿puedes pensar en un buen ejemplo que te ayudará a recordarlo en un examen? (T)

37. Cuando tus amigos quieren ir a ver una película cuando necesitas estudiar para un examen, ¿puedes encontrar una manera de rehusar sin ofenderlos? (T)

38. Cuando tus resultados en el último examen fueron pobres, ¿puedes encontrar preguntas potenciales anteriores a la próxima prueba que te permitan mejorar significativamente tu calificación? (T)

39. Cuando estás tomando un curso que cubre una gran cantidad de material, ¿puedes condensar tus notas hasta las fechas esenciales? (N)

40. Cuando te encuentras cada vez más rezagado en un nuevo curso, ¿puedes aumentar tu tiempo de estudio lo suficiente para alcanzar? (S)

41. Cuando te estás esforzando por recordar detalles técnicos de un concepto para un examen, ¿puedes encontrar una manera de asociarlos juntos para asegurarte de recordarlos? (T)
20

Zimmerman, B. J., Kitsantas, A., & Campillo, M.

42. When your teacher lectures so rapidly you can’t write everything down, can you record all the important points in your notes? (N)

43. When you are angry about a course because of a teacher’s demanding requirements, can you find a way to channel your anger to help you succeed? (S)

44. When your concentration wanders while writing an important paper, can you refocus it sufficiently to finish the paper on time? (W)

45. When describing a complex principle in a written paper, can you create an analogy that a reader will understand? (W)

46. When you find that your first draft of a paper is wordy, ungrammatical, or confusing, can you revise it so that it is completely clear and grammatical? (W)

47. When you are asked to write a concise, well-organized paper over night, can you find a way to do it? (W)

48. When you are dissatisfied with an important paper you are writing, can you find another person who will show you how to remove all the problems? (W)

49. When you are asked to write a paper on an unfamiliar topic, can you find good enough information to please your teacher? (W)

50. When you learn that a paper you just finished writing is confusing and needs to be completely rewritten, can you delay your other plans for a day to revise it? (W)

51. When you discover that your homework assignments for the semester are much longer than expected, can you change your other priorities to have enough time for studying? (S)

52. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten? (T)

53. When you are struggling to remember the details of a complex reading assignment, can you write summary notes that will greatly improve your recall? (R)

54. When you find that you had to “cram” at the last minute for a test, can you begin your test preparation much earlier so you won’t need to cram the next time? (T)

55. When other students from your class emphasize parts of the teacher’s lecture that you excluded from your notes, can you correct this omission before the next class meeting? (N)

56. When you are struggling to understand a body of information for a test, can you diagram it or chart it so you will remember it all two weeks later? (T)
57. When you have trouble studying your class notes because they are incomplete or confusing, can you revise and rewrite them clearly after every lecture? (N)

R = reading item
S = study item
T = test preparation item
N = note-taking item
W = writing item