

Table 1: MSLQ - Constructs and Questions assessed in the MSLQ for the Motivation Scales

CONSTRUCTS	ASSERTIONS
Intrinsic Goal Orientation	I prefer challenging classwork where I can learn new things.
	I tend to choose subject topics that I will learn something from, even if they require more work.
Extrinsic Goal Orientation	Compared to other students in this class, I expect to do well.
	I think I will get a good grade in this class.
Valuing Activity	It is important to me to learn what is being taught in class.
	I like what I am learning in class.
	I think I will be able to use what I learned in this class in other classes.
	I think what I am learning in this class is useful for my learning.
	I think what we are learning in this class is interesting.
	Understanding this topic is important to me.
Learning Control	Compared to other students, I think I am a good student.
	My study skills are excellent compared to others in this class.
	Compared to other students in this class, I think I know a lot about the content.
Learning Self-Efficacy	I am confident that I can understand the ideas taught on this course.
	I expect to do very well in this class.
	I am confident that I can do an excellent job with the problems and assignments assigned in this class.
	I know I can learn the material for this class.
Test Anxiety	I get so nervous during a test that I can't remember the material I've learned.
	I feel uncomfortable and upset when I take a test.
	I worry a lot about tests.
	When I take a test, I think about how bad I am doing.
	When I study for a test, I try to remember as many facts as I can.

Table 2: MSLQ - Constructs and Questions assessed in the MSLQ for Learning Strategies.

CONSTRUCTS	ASSERTIONS
Memorization	When I do homework, I try to remember what the teacher said in class so that I can answer the questions correctly.
	I work on practice exercises and answer the questions at the end of the chapter, even when I don't have to.
	When I study for a test, I practice by repeating important facts over and over to myself.
	I use what I learned from old homework assignments and the textbook to do new assignments. When I read the materials for this class, I say the words over and over to myself to help me remember.
Working	When I study for a test, I try to gather the information from class in a notebook.
	When I read, I try to connect the things I'm reading about with what I already know.
Organization	It's hard for me to decide what the main ideas are in what I read.
	When I study, I take notes to remind myself of the material I've studied.
	I outline the chapters of my textbook to help me study.
Critical Thinking	When I study, I put important ideas into my own words.
Metacognitive Self-Regulation	I ask questions to make sure I know the material I've studied.
	I often think I know what the lecture is about, but I don't know what it's about. (Reverse)
	I find that when the teacher is talking, I think about other things and don't really listen to what they're saying. (Reverse)
	When I'm studying material, I try to make it all fit together.
	When I'm reading, I sometimes stop and repeat what I've read.
Study Time and Environment	Before I start studying, I think about the things I'll need to do to learn.
	Even when I do poorly on a test, I try to learn from my mistakes.
Effort Management	When the work is hard, I give up or study only the easy parts. (Reverse)
	I always try to understand what the teacher is saying, even if it doesn't make sense.
	Even when the study materials are boring and uninteresting, I keep doing the assignment until I finish it.
	I work hard to get a good grade, even when I don't like a class.

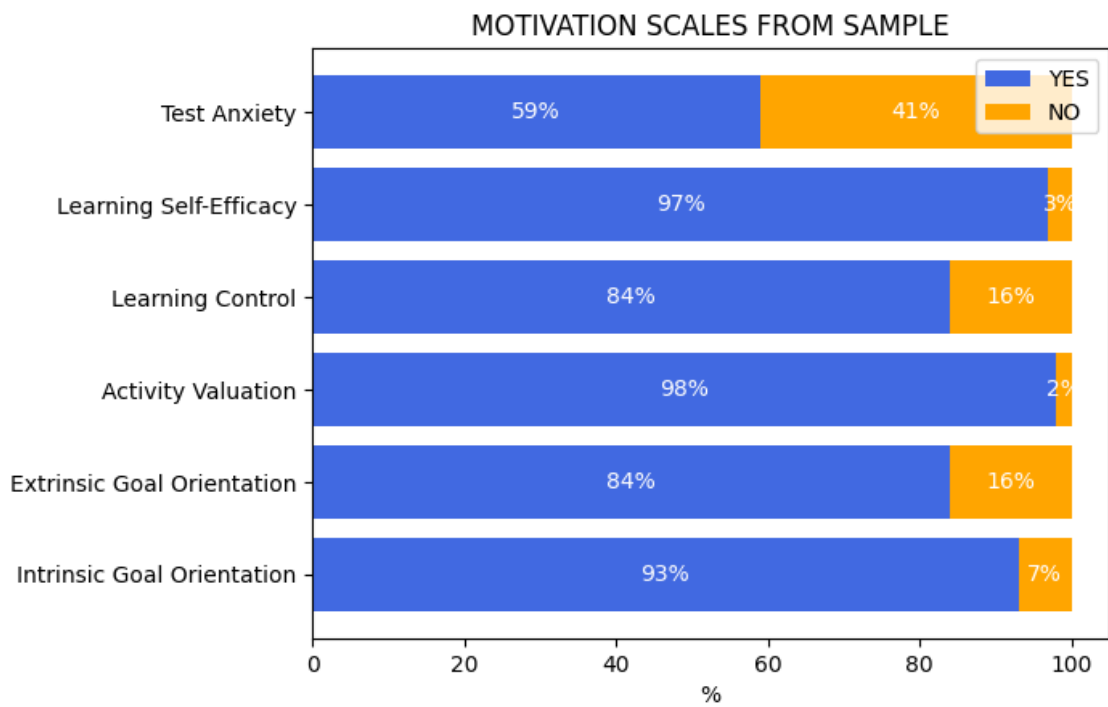
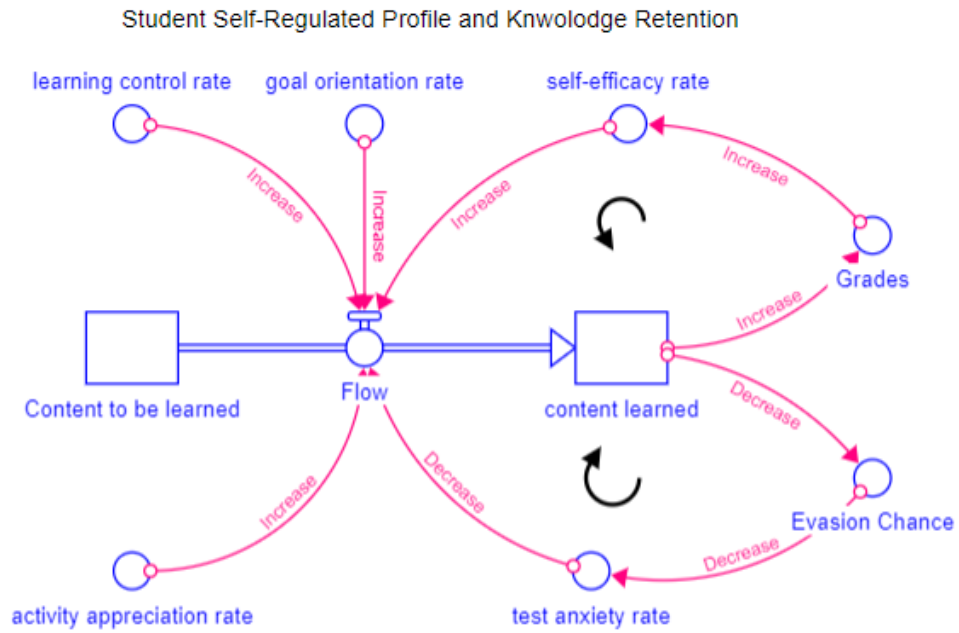


Figure 4: Motivation Scale

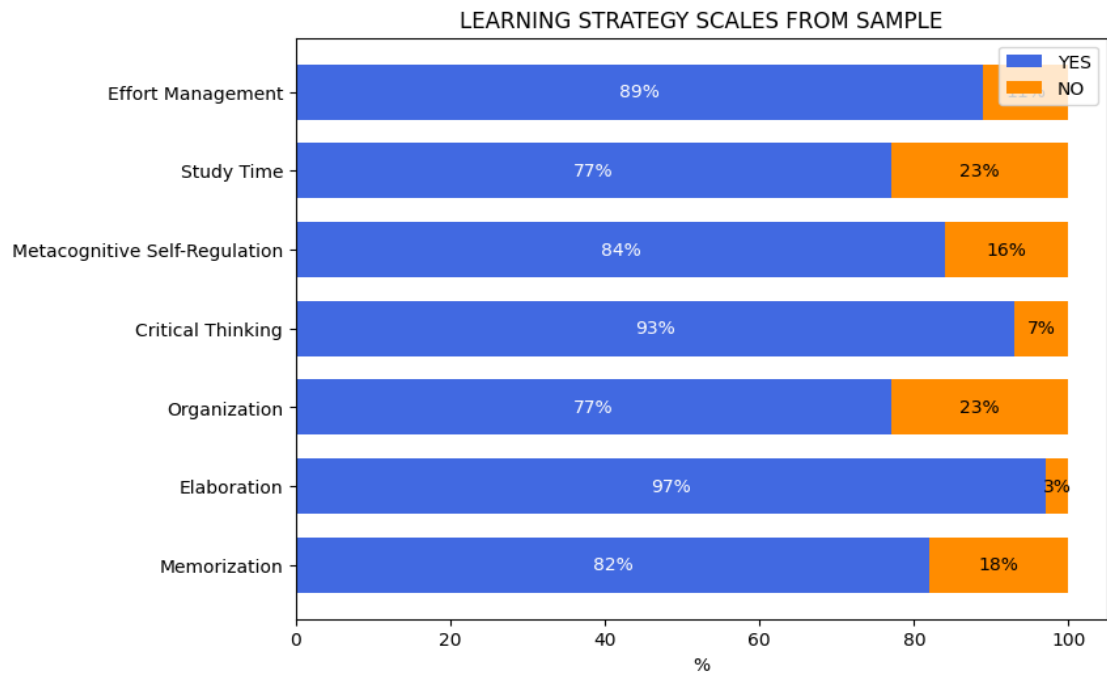


Figure 5: Learning strategy