

LASSI

學習與讀書策略量表

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1. PART 1: OVERVIEW OF THE LASSI

(1) WHAT IS THE LASSI AND WHAT DOES IT MEASURE?

什麼是LASSI以及他評估什麼？

The Learning and Study Strategies Inventory (LASSI) is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to **skill**, **will** and **selfregulation** components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes, motivations and beliefs that relate to successful learning in post-secondary educational and training settings **and** that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions such as learning strategies and study skills courses.

The LASSI is both **diagnostic** and **prescriptive**. The LASSI provides standardized scores (percentile score equivalents) and national norms for ten different scales (there is no total score reported because this is a diagnostic instrument). It provides students with a diagnosis of their strengths and weaknesses, compared to other college students, in the areas covered by the ten scales, and it is prescriptive in that it provides feedback about areas where students may be weak and need to improve their knowledge, skills, attitudes, motivations and beliefs.



學習與讀書策略量表（LASSI）是一個分為 10 級，80 項目的評估，涵蓋學生的認識和使用有關的學習和閱讀策略相關的技能、意志和自我調節組成的策略式學習。著重的是隱蔽及明顯的思想、行為、態度、動機和信念，所有有關中學後教育的成功和培訓的設置和通過教育可以改變的調節措施。相關研究一再顯示，這些因素對他們大學時期的成就作出重大貢獻，他們在大學可以學習或提高 教學調節措施，如通過學習策略和學習技巧課程。

LASSI 包含診斷和規範，提供了標準化的成績（百分評分等值）和國家規範的十個不同的尺度（總比分也沒有顯示，因為這是一個診斷工具）。它為學生提供診斷了，相對於其他大學生自己的長處和弱點，所涉及的領域由 10 個規模，它是規範性的，因為它提供回饋有關地方的學生可能較弱，需要提高自己的知識，技能，態度，動機和信念。

(2)HOW CAN THE LASSI BE USED?

The LASSI is designed to be used as:

- (1) A screening measure to help students develop greater awareness of their learning and studying strengths and weaknesses;
- (2) A diagnostic measure to help identify areas in which students could benefit most from educational interventions;
- (3) A basis for planning individual prescriptions for both remediation and enrichment;
- (4) A means for instructors to use for examining individual students' scores and class trends to help them decide where to place the greatest emphasis for assignments, projects, individual logs, journals, portfolios and other class activities;
- (5) A pre-post achievement measure for students participating in programs or courses focusing on learning strategies and study skills;
- (6) An evaluation tool to assess the degree of success of intervention courses or programs; and (7) An advising/counseling tool for college orientation programs, advisors, developmental education programs, learning assistance programs, and learning centers.



LASSI的設計是為了

- (1) 篩選措施，幫助學生建立更清晰的認識他們的學習的長處和短處；
- (2) 診斷措施，以幫助確定在哪些領域能夠受益的學生大部分來自 教學調節；
- (3) 依據規劃個別案例為整治和加強的基準；
- (4) 一種教師用於研究個別學生的成績和班級趨勢的方法，以幫助他們決定在何為最大的重點任務，項目，個人日誌，期刊，報表及其他的課堂活動；
- (5) 預先的成果衡量，了解學生對於課程學習策略和技巧的參與程度；
- (6) 評估工具，評估調節課程或計劃的成功程度；以及
- (7) 提供諮詢/輔導工具於大學迎新活動、學生諮詢、教育發展方案、學習援助計劃、與學習中心。

(3)INTRODUCTION TO THE LASSI SCALES

There are eight items on each of the ten scales of the LASSI. These scales are: Anxiety, Attitude, Concentration, Information Processing, Motivation, Selecting Main Ideas, Self Testing, Study Aids, Test Strategies, and Time Management. Each of these scales is primarily related to one of three of the components of strategic learning: **skill, will** and **self-regulation**.

The conceptual framework of strategic learning underlies each of these components, so there is some overlap and interaction among and within the components and individual scales. However, strategic learners need to know about each of these categories and about how to use information and skills in each of these categories. They also need to know how to pick and choose among the various elements in each category to help them reach specific learning goals and objectives.



十級的LASSI各有八個項目。這些級別是：焦慮，態度，集中力，信息處理，動力，主要思路的選擇，自我測試，學習輔助，測試策略，和時間管理。這些級別主要是關係到三個策略學習組成部分的其一：技巧，意志和自我調節。

每一個策略學習的概念框架皆在這些基礎組成上，所以組成和個人級別之間和內部有一些重疊和互聯關係的。然而，策略學習者需要了解的這幾類的區別，以及有關如何使用各區別中信息的技能。他們亦需要知道如何挑選每個類別中各種要素，以幫助他們實現特定的學習目標和主體。

(4)SKILL COMPONENT OF STRATEGIC LEARNING

The LASSI scales related to the skill component of strategic learning are:

Information Processing, Selecting Main Ideas, and Test Strategies.

These scales examine students' learning strategies, skills and thought processes related to identifying, acquiring and constructing meaning for important new information, ideas and procedures, and how they prepare for and demonstrate their new knowledge on tests or other evaluative procedures.

The **Information Processing Scale** assesses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help learn new information and skills and to build bridges between what they already know and what they are trying to learn and remember.

Do students try to summarize or paraphrase their class reading assignments?
Do they try to relate what is being presented in class to their prior knowledge?

The **Selecting Main Ideas Scale** assesses students' skill at identifying important information for further study from less important information and supporting details.

Can students identify the key points in a lecture?

Can they decide what is important to underline in a textbook?

The **Test Strategies Scale** assesses students' use of both test preparation and test taking strategies.

Do students know how to study for tests in different types of courses?

Do they review their answers to essay questions?



LASSI分級相關到策略學習的技巧部分是：**資訊處理**，**選擇主要思路**和**測試策略**。

這些量表測驗學生的學習策略，技巧和有關辨別、獲取與構建重要新知意義及程序的思考過程，以及他們如何準備和展示他們的新知識測試或其他評量程序。

資訊處理分級確保學生可以怎樣程度的使用圖像，文字的闡述，組織策略和以推理技能作為學習策略以幫助學習新的信息和技能，並將先前所學與嘗試記住的資訊想學建立橋樑，。

學生嘗試做總結或解釋他們的課堂閱讀作業？

他們是否嘗試將課堂上提過的與自己原有的知識做連結？

選擇主要思路分級評估學生是否能從不太重要的信息和輔助的細節查明重要資訊的能力達成進一步學習。

學生能否找出課程的關鍵點？

他們能否決定一本教科書中什麼是重要必須註記的？

測試策略分級評估學生準備考試和採取策略的程度。

學生知道如何在不同類型的課程準備考試？

他們重複審閱問題的答案？

(5) THE WILL COMPONENT OF STRATEGIC LEARNING

The LASSI scales related to the will component of strategic learning are: **Anxiety, Attitude, and Motivation.** These scales measure the degree to which students worry about their academic performance, their receptivity to learning new information, their attitudes and interest in college, their diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements.



LASSI分級有相關到策略學習裡意志部分的是：焦急、態度、動力

這些量表衡量學生擔心他們的學業表現、他們對新知識的理解力、他們在學校的態度跟興趣、努力、自我紀律以及自發的盡力去成功於學業上的要求

The **Anxiety Scale** assesses the degree to which students worry about school and their academic performance.

Do students worry so much that it is hard for them to concentrate?

Are they easily discouraged by low grades?



焦急分級表確定學生擔心學業表現的程度

學生會很擔心到難以專注於學習嗎？

他們會很容易被低分所挫折嗎？

The **Attitude Scale** assesses students' attitudes and interests in college and achieving academic success.

How clear are students about their own educational goals?

Is school really important or worthwhile to them?



態度分級表確定學生在學校或是成就於學業時的態度及興趣

學生對於他們自己的教育目標多清楚？

學校對他們很有價值且重要嗎？

The **Motivation Scale** assesses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements.

Do students stay up-to-date in class assignments?

Do they easily "give up" in difficult classes?



動力量表確定學生的努力、自我紀律以及自發的盡力去成功於學業表上的要求

學生有跟上課堂作業的進度嗎？

他們很容易“放棄”困難的課嗎

(6) THE SELF-REGULATION COMPONENT OF STRATEGIC LEARNING 策略學中的自我調節部分

The LASSI scales related to the self-regulation component of strategic learning are: **Concentration, Self-Testing, Study Aids, and Time Management.**

These scales measure how students manage, or self-regulate and control, the whole learning process through using their time effectively, focusing their attention and maintaining their concentration over time, checking to see if they have met the learning demands for a class, an assignment or a test, and using study supports such as review sessions, tutors or special features of a textbook.



LASSI分級裡面有關自我調節的學習部分有：專注力、自我測試、學習幫助以及時間管理，這些分級衡量了學生如何有效率的管理或是自我調節以及控制整個學習過程，並且聚焦於專注力以及不斷的維持，檢查他們是否符合課堂的教學要求，一場測試或是作業，並且運用教學輔助像是複習前面、助教或是課本上特色。

6 The **Concentration Scale** assesses students' ability to direct and maintain their attention on academic tasks.

Are students easily distracted?

Can they direct their attention to school tasks?



有專專注力的分級確保學生能夠直接並維持專注於學術工作；

學生很容易不專心？

他們能直接專注於學校作業？

The **Self Testing Scale** assesses students' use of reviewing and comprehension monitoring techniques to determine their level of understanding of the information or task to be learned.

Do the students review before a test?

Do they stop periodically while reading to review the content?



Translation

自我測試分級確認學生複習及理解所提醒的技巧，決定他們了解資訊或是已學作業的程度
學生有在考試前複習嗎？

他們在複習內容時有不斷的停下嗎？

The **Study Aids Scale** assesses students' use of support techniques, materials or resources to help them learn and remember new information.

Do students complete practice exercises?

Do they create or use organizational aids?



Translation

教學輔助分級確定學生使用輔助的技巧、材料或是資源，已幫助他們學習及記住新的資訊，
學生有完成練習活動？

他們有創造或是組織輔助方法？

The **Time Management Scale** assesses students' use of time management principles for academic tasks.

Are students well organized?

Do they anticipate scheduling problems?



Translation

時間管理分級確定學生在學術作業上的時間管理原則

他們有合理的組織了？

他們期待去規劃問題？

Sample items for each scale are included in Part 3: Description of the Individual LASSI Scales. Coefficient Alphas for the scales range from a low of .73 to a high of .89.

2. PART 2: ADMINISTRATION AND SCORING

The LASSI is designed to simplify administration and scoring as much as possible without losing power or diagnostic information. To help achieve this goal, it uses a self-report format and does not require any special administration procedures, such as specially trained personnel. The directions are included on the front of each printed booklet so it can be used in both individual and group settings. The Web-administered version presents the same directions to each user. The LASSI, 2nd edition is not a timed measure but most students complete it in approximately 15-20 minutes. Self-scoring the print version takes approximately 10 minutes. However, if the Web-administered version of the LASSI is used, then the scoring will be completed online and the scoring reports will be computer-generated. The LASSI uses a self-report format and does not require any special administration procedures. In fact, it has a simple scoring scheme that can be used by students to compute their own scale scores right on the print version of the instrument, making it easier to use in settings where scoring is prohibitively time consuming, too expensive or where computers are not available in sufficient numbers, such as student orientation programs, academic courses, and learning centers.



LASSI 是設計來簡化管理以及盡可能的不浪費力氣及觀察到的資訊情形下評分，為樂去幫助他們達到這樣的目標，使用一個自我報告的格式且不需要任何特別的管理程序，像是特別的個人訓練。所包含的面向皆印在每本小冊子前面，所以它可以用來個人或是小組開會使用，網頁管理的模式呈現了使用者一樣的東西。LASSI 第二版沒有限定時間，但是多數學生都在約 15~20 分鐘完成，紙本的自我評分大約需要 10 分鐘完成，但是如果用網頁版本的話，分數會在線上由電腦算出來，LASSI 用一種自我報告的格式，不需要任何特別的管理指導程序，事實上，他有一個簡單的分數量表可以讓學生自己去算出來，以供紙本方案使用，讓那些時間不是很充裕的場合得以使用，或是電腦不夠使用的情形，像是生涯規劃課程，學術性的課程，或是學習中心

For each of the 80 items on the LASSI, students are requested to darken the letter that corresponds to how well the statement describes them. For example, darkening the letter **a** for an item would indicate that the statement is **not at all typical** of the student, while darkening the letter **e** would indicate that the statement is **very much typical** of the student. Students are also cautioned to respond according to how well the statements reflect their behaviors or thinking processes and not how they think they should respond or how others would respond.



LASSI 裡面 80 個項目的每項中，學生需要塗黑相關於他們狀況的情形的代表字母，例如 a 代表一個項目他們的情形是“非典型”的學生，e 代表是“非常典型”的學生，學生也被注意如何回應，因為要注意那些回應是多符合他們的行為或是思考過程，並不是多符合其他人應該回答的方式

The LASSI yields ten individual scale scores, one for each of the ten scales. No total score is computed because this is a diagnostic instrument. These scale scores can then be compared numerically or graphically to the norms provided or to local norms or cut-off scores developed by an institution or program. The data provided with the LASSI includes percentile score equivalents. Based on a student's scale scores, either in relation to the national norms included with the instrument or to a percentile cut-off score (the 75th percentile being a common cut-off used on many campuses), prescriptions can then be made. For example, if a student scores poorly on the **Test Strategies** Scale, he/she should be advised to concentrate at least part of his/her efforts on learning more about how to prepare for and take tests. A low score on the **Anxiety** Scale indicates a difficulty with focusing attention on task-relevant thoughts and behaviors rather than on fears and concerns about failure and incompetence. The student doing poorly on this scale would need to learn more about dealing with irrational thoughts and negative self-talk. She or he would have to learn how to cope with anxiety-arousing stimuli and take more responsibility for the direction of her or his own thinking processes.



LASSI 產生 10 個個別的分級成績，總分不會被計算因為這只是個診斷工具，成績可以互相數據化或是圖表化的與準則互相比對，或是各機構單位決定的底限分數比較。這些 LASSI 提供的資料包含些百分比分數準則，基於學生的級別成績，不管事相關於基本準則或是底限分數(第 75 百分比通常為許多學校設的底限)，可以就此生出結論。

例如，一個學生在考試策略的分數很低，他/她應被建議去專注於他最後一部分的學習部分以及去怎樣準備考試；在焦急分數很低代表很難專注於任務相關的思考以及表現出或許是害怕或懼怕失敗以及能力不足，學生假如這部分的成績很低的話需要去多學習處理不規則的想法以及負面的自我言語，他/她需要學習怎樣應對引發焦急的點以及多關切思考過程中的方向。

Each printed LASSI assessment contains the following parts:

- 1) An introduction to the inventory;
- 2) an explanation of how to complete the LASSI;
- 3) the inventory items;
- 4) a summary of the students responses coded by scale (on pressure- sensitive paper for the print version);
- 5) scoring directions;
- 6) scoring summary sheets; and,
- 7) information about interpreting individual scale scores.



每份紙本的 LASSI 評量包含以下部分

1. 目錄指引
2. 解釋 LASSI 多完善
3. 目錄細項
4. 學生反應的級別總結(紙本是壓力感應紙)
5. 給分方向
6. 評分總結表
7. 有關於闡述個體級別分數的資訊

The introduction to the LASSI is on the front page, the directions for taking the LASSI are on the second page. Pages 3 - 7 contain the LASSI items. Page 9 is the pressure sensitive page where student responses are recorded and keyed to the appropriate scale using a 3-letter code (e.g., SMI represents the

Selecting Main Ideas Scale). This pressure-sensitive page is used to record students' scale scores on Page 11 (Page 12 uses pressure sensitive paper to make a copy of students' scale scores for the administrator). Pages 11 and 12 also include a graph students can use to record and compare their scores, brief descriptions of each scale, and an explanation of how to interpret scale scores in relation to national norms or two cut-off scores. The Web version of the LASSI contains the following parts:

- 1) An introduction to the inventory;
- 2) an explanation of how to complete the LASSI;
- 3) the inventory items; and,
- 4) information about interpreting individual scale scores.



LASSI 的介紹是在封面頁上的，使用 LASSI 的指示是第二頁，3-7 包含 LASSI 項目，第 9 頁是壓力感測紙，學生的作答結果以簡化單字表示後分級(像是 SMI 代表 **Selecting Main Ideas Scale** 選擇主要思路)，壓力感測頁是用來感測學生在第 11 頁的回應分數，(第 12 頁複印第 11 頁的結果給指導者)第 11 及 12 頁包含一張圖表，學生可以記下並比對他們分數，簡略的解釋個個成績，以及解釋解讀出的分級分數結果為何相關於準則或是限定的成績，網頁版本的 LASSI 包含以下部分：

- 1.目錄指引
- 2.解釋 LASSI 多完善
- 3.目錄細項
- 4.有關於闡述個體級別分數的資訊

All scoring, reporting and graphics are generated automatically by the computer and provided to the student (a copy can also be provided to the administrator).

If the LASSI is to be self-scored, students must use the data recorded on Page 9 and the scoring directions on Page 11. On Page 9, they must add the item responses for each scale. Each item is numbered and keyed with a 3-letter code to indicate the appropriate scale. Responses on these sheets appear as numbers rather than letters. It should also be noted that approximately half of the items are numbered from 1 to 5 while the other half are numbered from 5 to 1. This is because some items are stated in a positive direction (such as item number 9, "I try to identify potential test questions when reviewing my class

material,") while others are stated in a negative direction (such as item number 49, "I find it hard to pay attention during lectures.").

Students must then add the numbers for the items on each scale (8 numbers ranging from 1 to 5) and place them in the appropriate places on the bottom of Page 9 of the LASSI booklet. To get a better overall view of their performance, these total scale scores can then be placed on the graph on Page 11 of the booklet. This graph uses the national norms for each scale to transform the raw scores into percentiles so that relative performance in different areas can be assessed. Using the graph on Page 11 students can see how their answers compare to the answers of the norm groups. The graph is also marked off at the 75th and 50th percentiles to facilitate advising and counseling. Students who score above the 75th percentile often do not need to work on the strategies or skills for that scale. Students who score between the 75th and the 50th percentile on any scale should consider improving the relevant learning and study skills to optimize their academic performance. Students who score below the 50th percentile usually need to improve their relevant knowledge and skills to increase their chances of succeeding in a postsecondary setting. It should also be noted that these cut-offs could be modified depending on the local setting or the development of local norms. A copy of the national norms used to create the graph can be found in Table 1 of this user's manual. The data in Table 1 represent the percent of students in the norm group that fall at or below a given raw score for each scale.



所有的分數，報告以及圖表都是自動由電腦生成並提供給學生(可以多一份給管理者)
如果 LASSI 是自我評分的方式，學生必須使用第 9 頁的資料以及 11 頁的評分指示，第九頁裡面，它們需要對每個分級填入項目回應，每個項目都編號且以三個字母的代表去確立它的分級，這些紙上的回應以數字而非單字顯示，並且必須注意的是有一半的項目是從 1~5 編號而有一半的是從 5~1，因為有的項目是從正面的方面(像是第 9 號"我試著在複習教材時去確定有可能的考題")，但其他也有可能是負面方向(例如 49"我認為在課堂上很難專注")學生需要在項目加入上加入號碼(8 個從 1~5 的號碼)並且排序得宜的在 LASSI 冊子第 9 頁底部，為了得到更好的全面表現情形，這些總分可以在 11 頁圖表顯示，圖表運用準則標竿將每個量表數字以百分比顯示得知不同區塊的相對表現，運用第 11 頁的圖表學生能知道他們得的答案比對於整體的正常答案，圖表也表示出了 75% 部份以及 50% 部分以提供建議及諮詢，得到 75% 的學生不需要去對那部分的策略或能力改進，假如是 50%~75% 應該去考慮改進相關學習能力去改善學術上的表現。在 50% 以下的學生通常需要去改進相關知識及能力去增加他們在中學後教育成功的可能性。特別附註的是那些底限分數可能會是因當地方或單位的設定底限，基本的標竿準則的圖表可以在表一的使用者說明

內找到，表一裡面得資料代表學生在正常組別裡面低於正常分數的百分比

SUMMARY OF SCORING INSTRUCTIONS

1. After completing all 80 LASSI items, turn to Page 9 to add up the score for each of the 10 scales (the minimum possible is 8 and the maximum possible is 40).
2. The 3-letter codes at the top of each column on Page 9 indicate the scale code for that set of items. For example, items 29, 61, 35, 69, 43, 72, 46, and 78 all provide information about your anxiety (ANX). Each of your responses is marked on the right-hand side of the page. Each response is connected by a horizontal line to a box on the lefthand side of the page. Enter the number you circled for each statement in its associated box.
3. When you have filled in all of the boxes, add each of the 10 columns of numbers and place the totals in the spaces on the bottom left of the page, just above the 3-letter codes.
4. To produce a profile of your learning and study strategies, turn to Page 11. Each column is labeled with a 3-letter code representing one of the ten LASSI scales. Find your score on the scale directly above each scale code and circle this number. Do this for each scale. For example, if your ATT score was 32, find the number 32 just above the ATT scale code and circle the 32. If you cannot find your exact score, circle the next lowest number.
5. When you have finished circling your scores for all ten LASSI scales on the chart, connect the dots to see your LASSI profile.
6. The columns on the far left and far right of the chart show percentiles. To find your percentile rank for each of the ten scales compared to a national norm group of college students, locate the number in the left or right column in the row where you circled your score for each LASSI scale. For example, if you circled 32 in the MOT (Motivation) column, a 50 is in the left column for that row. This means that your responses are in the 50th percentile of the national norms for the Motivation Scale — 50% of the college students participating in the norming sample scored at or below your score.
7. To compare a student's profile with the national norms for the LASSI, you can also look at the two rows marked with double lines. If any of the circles in a profile are above the lower double line, the student's responses are above the 50th percentile. If they are above the upper double line, they are above the 75th percentile. A copy of the norms can be found in Table 26 in Appendix E. 9



1. 在完成全部 80 個 LASSI 項目之後，翻到第 9 頁加入每個 10 級別中的分數(最小可能是 8，最大是 40)
2. 3 字母的代表字代表了每項目的對應的分級表，例如項目 29,61, 35, 69, 43, 72, 46, 以及 78 都提供了你焦慮程度的資訊 anxiety (ANX)，你每個會應會標在頁右，每個回應都連到頁左水平線的格子，格子內輸入相關於你圈起的號碼
3. 當你已經填好所有的格子時，在每頁相關的三字母代號上加總所有的 10 欄數字
4. 為了產生你個人的學習策略介紹，翻到 11 頁，每欄都標有 3 字母代表 LASSI 分級，找到你在每個分級的代表單字欄並圈出這些號碼，在每個分級都這樣做。例如，假使你的 ATT 成績是 32，在 ATT 欄的上方找到號碼 32 並圈起來，如果你不能找到你的確切分數，圈較低的
5. 當你已經完成所有 LASSI 分級表上的圈選分數，連接所有點看你的 LASSI 表現
6. 在最左及最右的欄位有百分比，找到你的在每個 10 項分級內的百分比等級，比較與所有大學生的基準標準的表現，確定欄位中的左邊或右邊是你圈起的 LASSI 分級分數，例如，假使你圈了 32 於動力(MOT)欄，50 是在那欄位左邊，這代表你的回應是在表準學生的 50%內，你與 50%的學生表現一樣
7. 去比較一個學生與標準的量表，你也可以看有雙線的兩列，如果任何圈起的數字在較低的雙線下，學生的回應就是在 50%之上，如果是在上雙線之上，他們就是 75%以上，標準可以在附錄 E.9 中的表 26 找到

3. PART 3: DESCRIPTION OF THE INDIVIDUAL LASSI SCALES

個體 LASSI 分級的解釋

(1) ANXIETY

Current conceptions of anxiety emphasize the interactive effects of our own thought processes, beliefs, and emotions and how they affect academic performance. Cognitive worry, a major component of anxiety, is manifested in negative self-referent statements. These negative thoughts, beliefs and feelings about one's abilities, intelligence, future, interactions with others, or

likelihood of success, divert a student's attention away from the task at hand, such as studying or taking a test. If a student is worried that he will not have the time to finish a test, then he is just making matters worse by taking even more time away to worry about his performance. This type of self-defeating behavior often sabotages a student's efforts. If students are tense, anxious, or fearful about studying or performing in academic situations, this will divert their attention away from the academic task and inward to self-criticism or irrational fears. Students' scores on this scale measure how tense or concerned they are when approaching academic tasks. Students who score low on this measure (indicating high anxiety) need to learn techniques for coping with anxiety and reducing worry so that they can focus on the task at hand and not on their anxiety. Many very capable students are often incapable of demonstrating their true level of knowledge and skill because they are paralyzed or distracted by debilitating anxiety. In fact, helping some students learn how to reduce their anxiety is sufficient for helping them to improve their performance. Once these attentional blocks are removed, many students show large increases in performance. Coefficient Alpha = .87 Sample Items: When I am studying, worrying about doing poorly in a course interferes with my concentration. I feel very panicky when I take an important test.



焦急

現在對於焦急的概念是強調自己的互動影響於思考過程、信念、以及情緒和它們怎樣影響學業表現。

明顯的擔憂，一個主要的焦急部分，會表現在自我相關的情形上，這些負面的想法、信念、以及感受於自己的能力、才智、未來；與他人互動或是成功的前景，會使學生的專注從一個手上的任務轉開，例如讀書或一場考試，如果學生擔心他沒有時間去完成考試，它會使事情更糟的花更多時間於擔憂自己表現上，這種自我擊敗的表現通常阻撓一個學生的努力，如果學生很敏感、焦急、或是害怕在學術情況的研讀或表現，這會讓他們從學術任務的專注移轉到自我批評或是不理性的害怕，學生在這分級的成績衡量他在任務來時有多緊張或多關切，學生在這部分的分數低的話(代表高度焦急)需要去學習應對焦急的技巧並且減少焦急，這樣他們才會專注於任務上而不是焦慮心情上，很多有能力的學生在表現於他們同級的任務時因為被焦慮分神而沒表現好，事實上，幫助一些學生學習如何減少焦躁對於幫助他們表現很足夠，一旦緊張的情形移除了，很多學生在表現上就會有很大進步，alpha 係數.87 範例項目：當我讀書，擔心在課堂上表現差會使我分神，當一個重要考試來時我感到很驚慌

(2)ATTITUDE 態度

Students' general attitudes toward school and their general motivation for succeeding in school have a great impact on their diligence when studying, particularly in autonomous situations in which they must study on their own. If the relationships between school and life goals (academic, personal, social and work-related goals) are not clear, then it is difficult to maintain a mind-set that promotes good work habits, concentration, and attention to school and its related tasks.

Students' scores on this scale measure their general attitudes and motivation for succeeding in school and performing the tasks related to school success. Students who score low on this measure need to work on higher-level goal setting and reassess how school fits into their future. If school is not seen as relevant to the student's life goals and attitudes, then it will be difficult, if not impossible, to generate the level of motivation needed to help take responsibility for one's own learning and for helping to manage one's own study activities. Coefficient Alpha = .77 Sample Items: I do not care about getting a general education, I just want to get a good job. I only study the subjects I like.



Translation

學生在學校的一般態度以及一般動力很大衝擊了他們的學習努力，特別在一些自主的情形下他們需要自己讀，如果學校與生涯目標的關聯不清楚(學術、個人、社會、以及工作相關的目標)，這樣會很難在心理上維持很好的工作習慣、專注力、以及相關於學校的注意點以及相關任務，學生在這項目的成績通常衡量他們主要態度與動力於學術成功以及任務表現程度，很低分的學生需要去設定高一點的目標並重新確定學校怎樣與未來相關，如果學生在學校沒看到生涯目標及態度的相關性，就會變得很困難，如果不是不可能情形下，產生動力需要幫助一人在學習上的責任感以及幫助他去管理自己的學習活動。Alpha 係數 0.77 樣品項目：我不關心於得到一個平常的教於，我只想得到個好工作，我只讀我喜歡的科目