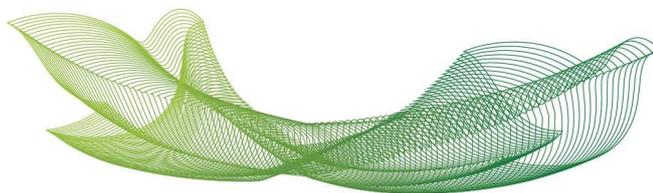


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Título	Psychometric Properties of the Causal Attributions Scale for Reading Comprehension
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Resumo	Causal attributions, achievement goals, and self-efficacy comprise the motivational dimension of self-regulated learning. Due to the absence of scales to assess the causal attributions of Brazilian middle school students, this study aimed to investigate the psychometric properties of the Causal Attributions Scale for Reading Comprehension. The study involved three samples: one of the expert judges and two



composed of students. Evidence of content validity was found through theoretical and practical representativeness and the intelligibility of the scale items. The associations between the attributional causes and psychological dimensions proved validity based on the scale's internal structure. The effects identified in the comparisons between the scale and achievement goals, and the scale and self-efficacy indicated validity based on the relationship with other variables. This instrument can be recommended for use by professionals in psychology and education. We also suggest the performance of further studies with the scale.

Fomento
