**STUDENT SURVEY**

**Academic Efficacy**

This refers to students’ perceptions of their competence to do their class work.

1. I'm certain I can master the skills taught in class this year.

11. I'm certain I can figure out how to do the most difficult class work.

**Descriptive Statistics**

Items\* Mean Standard Deviation

1 4.17 0.94

11 4.10 1.04

**Performance-Avoid Goal Orientation (Revised)3**

When oriented to performance-avoid goals, students’ purpose or goal in an achievement setting is to avoid the demonstration of incompetence. Attention is focused on the self. A performance-avoid orientation has been associated with maladaptive patterns of learning.

3. It’s important to me that I don’t look stupid in class.

33. One of my goals is to keep others from thinking I’m not smart in class.

**Descriptive Statistics**

Items\* Mean Standard Deviation

3 2.41 1.40

33 2.03 1.33

**Performance-Approach Goal Orientation (Revised)3**

When oriented to performance-approach goals, students’ purpose or goal in an achievement setting is to demonstrate their competence. Attention is focused on the self. A performance-approach orientation has been associated with both adaptive and maladaptive patterns of learning.

8. It’s important to me that other students in my class think I am good at my class work.

26. One of my goals is to show others that I’m good at my class work.

41. One of my goals is to show others that class work is easy for me.

45. One of my goals is to look smart in comparison to the other students in my class.

48. It’s important to me that I look smart compared to others in my class.

**Descriptive Statistics**

Items\* Mean Standard Deviation

8 2.61 1.45

26 2.69 1.43

41 2.38 1.35

45 2.36 1.33

**Mastery Goal Orientation (Revised)3**

When oriented to mastery goals, students’ purpose or goal in an achievement setting is to develop their competence. They seek to extend their mastery and understanding. Attention is focused on the task. A mastery goal orientation has been associated with adaptive patterns of learning.

9. It’s important to me that I learn a lot of new concepts this year.

25. One of my goals in class is to learn as much as I can.

29. One of my goals is to master a lot of new skills this year.

38. It’s important to me that I thoroughly understand my class work.

**Descriptive Statistics**

Items\* Mean Standard Deviation

9 3.99 1.17

25 4.28 1.05

29 4.09 1.16

38 4.07 1.09

**Academic Press**

This refers to students’ perceptions that their teacher presses them for understanding.

6. When I’ve figured out how to do a problem, my teacher gives me more challenging problems to think about.

10. My teacher presses me to do thoughtful work.

15. My teacher asks me to explain how I get my answers.

17. When I’m working out a problem, my teacher tells me to keep thinking until I really understand.

19. My teacher doesn’t let me do just easy work, but makes me think.

**Descriptive Statistics**

Items\* Mean Standard Deviation

6 3.14 1.23

10 3.20 1.28

15 4.09 1.11

17 3.61 1.21

19 4.05 1.05

**Academic Self-Handicapping Strategies**

This refers to strategies that are used by students so that if subsequent performance is low, those circumstances, rather than lack of ability, will be seen as the cause.

12. Some students fool around the night before a test. Then if they don’t do well, they can say that is the reason. How true is this of you?

16. Some students purposely get involved in lots of activities. Then if they don’t do well on their class work, they can say it is because they were involved with other things. How true is this of you?

18. Some students look for reasons to keep them from studying (not feeling well, having to help their parents, taking care of a brother or sister, etc.). Then if they don’t do well on their class work, they can say this is the reason. How true is this of you?

42. Some students let their friends keep them from paying attention in class or from doing their homework. Then if they don’t do well, they can say their friends kept them from working. How true is this of you?

44. Some students purposely don’t try hard in class. Then if they don’t do well, they can say it is because they didn’t try. How true is this of you?

47. Some students put off doing their class work until the last minute. Then if they don’t do well on their work, they can say that is the reason. How true is this of you?

**Descriptive Statistics**

Items\* Mean Standard Deviation

12 2.00 1.35

16 2.16 1.39

18 2.08 1.38

42 2.22 1.43

44 1.81 1.19

47 2.29 1.35

**Avoiding Novelty**

This refers to students' preference for avoiding unfamiliar or new work.

7. I would prefer to do class work that is familiar to me, rather than work

I would have to learn how to do.

20. I don’t like to learn a lot of new concepts in class.

23. I prefer to do work as I have always done it, rather than trying something new.

35. I like academic concepts that are familiar to me, rather than those I haven’t thought about before.

40. I would choose class work I knew I could do, rather than work I haven’t done before.

**Descriptive Statistics**

Items\* Mean Standard Deviation

7 2.94 1.40

20 2.33 1.35

23 2.91 1.42

35 3.06 1.35

40 3.35 1.40

**Cheating Behavior**

This refers to students’ use of cheating in class.

22. I sometimes copy answers from other students during tests.

31. I sometimes cheat on my class work.

39. I sometimes copy answers from other students when I do my class work.

**Descriptive Statistics**

Items\* Mean Standard Deviation

22 1.48 0.96

31 1.70 1.08

39 1.74 1.08

**Disruptive Behavior**

This refers to students’ engagement in behaviors that disrupt or disturb the classroom.

14. I sometimes annoy my teacher during class.

30. I sometimes get into trouble with my teacher during class.

34. I sometimes behave in a way during class that annoys my teacher.

**Descriptive Statistics**

Items\* Mean Standard Deviation

14 2.31 1.41

30 2.16 1.31

34 2.14 1.35

**Self-Presentation of Low Achievement**

This refers to students' preference to keep peers from knowing how well they are achieving in school.

2. I would avoid participating in class if it meant that other students would think I know a lot.

5. If other students found out I did well on a test, I would tell them it was just luck even if that wasn’t the case.

21. I wouldn’t volunteer to answer a question in class if I thought other students would think I was smart.

24. If I did well on a school assignment, I wouldn’t want other students to see my grade.

27. It’s very important to me that I don’t look smarter than others in class.

37. If I were good at my class work, I would try to do my work in a way that didn’t show it.

46. One of my goals in class is to avoid looking smarter than other kids.

**Descriptive Statistics**

Items\* Mean Standard Deviation

2 1.82 1.11

5 1.64 1.11

21 1.67 1.07

24 1.95 1.24

27 1.71 1.03

37 1.97 1.21

46 1.72 1.08

**Skepticism About the Relevance of School for Future Success**

This refers to students' beliefs that doing well in school will not help them achieve success in the future.

4. Even if I do well in school, it will not help me have the kind of life I want when I grow up.

13. My chances of succeeding later in life don’t depend on doing well in school.

28. Doing well in school doesn’t improve my chances of having a good life when I grow up.

32. Getting good grades in school won’t guarantee that I will get a good job when I grow up.

36. Even if I am successful in school, it won’t help me fulfill my dreams.

43. Doing well in school won’t help me have a satisfying career when I grow up.

**Descriptive Statistics**

Items\* Mean Standard Deviation

4 2.09 1.33

13 1.99 1.22

28 1.79 1.15

32 2.13 1.38

36 1.92 1.27

43 1.75 1.13