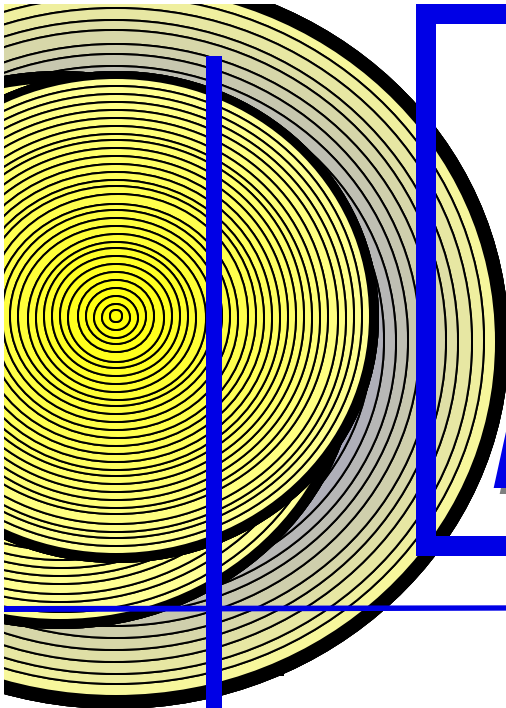




Manual for the Patterns of Adaptive Learning Scales

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Patterns of Adaptive Learning Scales (PALS)

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Patterns of Adaptive Learning Scales (PALS)

I. INTRODUCTION

Patterns of Adaptive Learning Scales (PALS)

The Patterns of Adaptive Learning Scales have been developed and refined over time by a group of researchers using goal orientation theory to examine the relation between the learning environment and students' motivation, affect, and behavior. Student scales assess 1) personal achievement goal orientations; 2) perceptions of teacher's goals; 3) perceptions of the goal structures in the classroom; 4) achievement-related beliefs, attitudes, and strategies; and 5) perceptions of parents and home life. Teacher scales assess their perceptions of the goal structure in the school, their goal-related approaches to instruction, and personal teaching efficacy.

We use five point Likert-type scales. Items on the student scales are anchored at 1 = "Not at all true," 3 = "Somewhat true," and 5 = "Very true." Items on the teacher scales are anchored at 1 = "Strongly disagree," 3 = "Somewhat agree," and 5 = "Strongly agree."

Scale development

Many of the scales are based on research showing that a differential emphasis on "mastery" and "performance" goals is associated with adaptive or maladaptive patterns of learning (e.g., Ames, 1992; Dweck, 1986; Maehr, 1984; Nicholls, 1984). In addition, recent evidence (Elliot & Harackiewicz, 1996; Middleton & Midgley, 1996; Skaalvik, 1997) suggests that a performance goal orientation can be conceptualized in terms of both approach and avoidance components. Therefore, our goal scales for personal goal orientations, perceptions of teacher goals, and perceptions of the classroom goal structure have evolved to include not only mastery and performance goals but also to differentiate between performance-approach and performance-avoid dimensions.

At the elementary level, since most students spend their time in self-contained classrooms with one teacher, we have phrased our items in terms of the class or schoolwork in general. At the middle and high school level, since students typically learn different subjects in different classrooms, items have been adapted to measure domain-specific (e.g., math) goals and perceptions. For example, the first item on the Mastery Goal Orientation Scale (Original), "I like class work that I'll learn from even if I make a lot of mistakes," was rephrased

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for middle and high school students as “I like *math* work that I’ll learn from even if I make a lot of mistakes.” The alpha coefficients for the domain specific scales are equally high or higher than those for the general scales.

Since we last published the PALS manual in 1997, we have made improvements to our personal goal scales by removing items that assess intrinsic value, and removing references to specific behaviors. We undertook these changes in order to focus more directly on the goals as orienting frameworks within which students function rather than specific behaviors or interests that students exhibit or teachers encourage while learning. Because the revised scales are relatively new, we include both the original scales (labeled “Original”), as well as the revised scales (labeled “Revised”). While we believe that the original scales are useful and valid measures of goals (see Midgley, Kaplan, Middleton, Maehr, Urdan, Anderman, Anderman & Roeser, 1998), we also believe that the revised scales are more appropriate for current conceptualizations of goals as organizing schema.

To validate the use of the revised personal goal scales, we conducted confirmatory factor analysis on the 14 personal goal orientation items to examine the factor structure of the three sets of items (mastery, performance-approach, and performance-avoid). LISREL VIII (Joreskog & Sorbom, 1993) confirmed the expected model. Goodness of fit indices suggested that the model fits the data well (GFI = 0.97, AGFI = 0.95). Specifically, personal mastery, performance-approach, and performance-avoid goals all loaded on different latent factors. These results are similar to those reported for the original PALS personal goal orientation scales in Midgley et al. (1998).

Since we last published the PALS Manual in 1997, we have also added perceptions of the classroom goal structure. Previously we assessed student perceptions of their teachers’ goals. As was done with the revised personal goals, to validate the use of the classroom goal structure scales, we conducted confirmatory factor analysis on the mastery goal structure, performance-approach goal structure, and performance-avoid goal structure items to examine the factor structure. Once again, LISREL VIII (Joreskog & Sorbom, 1993)

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confirmed that the items loaded on different latent factors (GFI = 0.96, AGFI = 0.94).

Survey samples

During the past decade, these scales have been used in nine school districts in three Midwestern states. We have administered the student scales at the elementary, middle, and high school levels. The socioeconomic status of participating districts ranges from low- to middle-income. The student scales have been administered in coeducational public schools with approximately equal proportions of male and female participants. In addition, these student samples were ethnically diverse, with up to 55% minority participation (primarily African-American). The teacher surveys have also been administered at all three school levels. Differences in the gender composition of the teacher sample by school level reflect an increase in the number of male teachers from elementary to middle to high school. Teacher samples have included up to 30% minority participation (primarily African-American). For more information on the sample associated with each scale's descriptive statistics, see page 61.

Suggestions for survey administration

The different PALS scales can be used together or individually. In constructing a survey, we mix items from various scales under the same general introduction, whenever possible (see the sample surveys, p. 38). For some of the scales, however, the introductory comments require that they be placed into different sections of the survey. We also include a cover sheet on which we gather demographic data.

The student surveys are administered by trained research assistants in students' regular classrooms, whenever possible. Students are told that the survey is not a test and that there are no right or wrong answers. They are also told that the information in the survey is confidential and that no one at home or at school will ever see their responses. In addition, before beginning the survey, an explanation of why we ask similar sounding questions is provided to students (i.e., that in order to measure a construct accurately we ask about the same thing

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in several different ways to make sure that we really understand what the students are telling us).

A sample question is included at the beginning of the survey to introduce the use of the Likert scale. Typically, the survey administrator reads all the instructions and each item aloud to students. We avoid administration sessions of more than 40 minutes in length and have administered the survey over two days, when longer versions were used.

Teacher surveys are generally distributed to teachers to complete on their own while the class is completing the student survey. Depending on our reasons for surveying teachers, we have distributed teacher surveys to only those teaching a specific grade, only those teaching a specific subject, or to all teachers in a school. When we wish to survey all teachers in a school, we typically leave a copy of the survey in their school mailboxes with a cover letter, which describes our project and the reason for the teacher survey, as well as a self-addressed stamped envelope for them to use to return the survey to us.

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II. STUDENT SCALES¹

¹These scales have been developed and improved over time. Various scales have been used with samples of children from third to ninth grade. Since internal consistency reliability is more difficult to achieve with younger children, we have included alphas for younger elementary-aged children whenever possible. The reliability coefficients for older children are usually higher. We do not recommend using these scales with children who are in third grade or lower.

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Personal Achievement Goal Orientations

This refers to students' reasons or purposes for engaging in academic behavior. Different goals foster different response patterns. These patterns include cognitive, affective, and behavioral components, which have been characterized as more or less adaptive.

Mastery Goal Orientation (Original)²

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. Learning is perceived as inherently interesting, an end in itself. Attention is focused on the task. A mastery goal orientation has been associated with adaptive patterns of learning.

1. I like class work that I'll learn from even if I make a lot of mistakes.
2. An important reason why I do my class work is because I like to learn new things.
3. I like class work best when it really makes me think.
4. An important reason why I do my work in class is because I want to get better at it.
5. An important reason I do my class work is because I enjoy it.
6. I do my class work because I'm interested in it.

Alpha: .86

Descriptive Statistics

<u>Items^{**}</u>	<u>Mean</u>	<u>Standard Deviation</u>
1	3.73	1.27
2	3.47	1.34
3	3.01	1.38
4	3.97	1.19
5	2.90	1.37
6	3.05	1.38

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.35	1.02	-0.25

^{**} These scale items are not included in the sample student survey (see page 39).

² The validity of the original scales is documented in Midgley, Kaplan, Middleton, Urdan, Maehr, Hicks, Anderman, & Roeser (1998).

Patterns of Adaptive Learning Scales (PALS)

Personal Achievement Goal Orientations

Performance-Approach Goal Orientation (Original)²

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.

1. I would feel really good if I were the only one who could answer the teacher's questions in class.
2. I want to do better than other students in my class.
3. I would feel successful in class if I did better than most of the other students.
4. I'd like to show my teacher that I'm smarter than the other students in my class.
5. Doing better than other students in class is important to me.

Alpha: .86

Descriptive Statistics

<u>Items</u> ^{**}	<u>Mean</u>	<u>Standard Deviation</u>
1	2.73	1.52
2	3.00	1.44
3	2.88	1.40
4	2.67	1.43
5	2.52	1.41

<u>Scale</u>		
<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.76	1.15	0.20

^{**} These scale items are not included in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Personal Achievement Goal Orientations

Performance-Avoid Goal Orientation (Original)²

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 goal orientation has been associated with maladaptive patterns of learning.

1. It's very important to me that I don't look stupid in my class.
2. An important reason I do my class work is so that I don't embarrass myself.
3. The reason I do my class work is so my teacher doesn't think I know less than others.
4. The reason I do my work is so others won't think I'm dumb.
5. One of my main goals is to avoid looking like I can't do my work.
6. One reason I would not participate in class is to avoid looking stupid.

Alpha: .75

Descriptive Statistics

<u>Items^{**}</u>	<u>Mean</u>	<u>Standard Deviation</u>
1	3.40	1.41
2	2.34	1.41
3	2.26	1.40
4	2.14	1.37
5	1.88	1.21
6	2.46	1.40

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.41	0.91	0.41

^{**} These scale items are not included in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Personal Achievement Goal Orientations

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.
- 49. It's important to me that I improve my skills this year.

Alpha: .85

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
9	3.99	1.17
25	4.28	1.05
29	4.09	1.16
38	4.07	1.09
49	4.34	1.02

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
4.15	0.88	-1.13

* Numbers refer to the items in the sample student survey (see page 39).

³ These goal orientation scales were revised to eliminate items that assess intrinsic value and to eliminate references to behaviors.

Patterns of Adaptive Learning Scales (PALS)

Personal Achievement Goal Orientations

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.

Alpha: .89

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
8	2.61	1.45
26	2.69	1.43
41	2.38	1.35
45	2.36	1.33
48	2.28	1.33

<u>Scale</u>		
<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.46	1.15	0.53

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Personal Achievement Goal Orientations

Performance-Avoid Goal Orientation (Revised)³

When oriented to performance-approach 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.
- 51. It's important to me that my teacher doesn't think that I know less than others in class.
- 55. One of my goals in class is to avoid looking like I have trouble doing the work.

Alpha: .74

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
3	2.41	1.40
33	2.03	1.33
51	2.63	1.47
55	2.52	1.38

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.40	1.04	0.54

** Numbers refer to the items in the sample student survey (see page 39).*

Patterns of Adaptive Learning Scales (PALS)

Perception of Teacher's Goals⁴

This refers to students' perceptions of the goals that their teachers emphasize in the classroom.

Teacher Mastery Goal

This refers to students' perceptions that their teacher emphasizes engaging in academic work in order to develop competence.

In this class:

1. My teacher thinks mistakes are okay as long as we are learning.
2. My teacher wants us to understand our work, not just memorize it.
3. My teacher really wants us to enjoy learning new things.
4. My teacher recognizes us for trying hard.
5. My teacher gives us time to really explore and understand new ideas.

Alpha: .83

Descriptive Statistics

<u>Items^{**}</u>	<u>Mean</u>	<u>Standard Deviation</u>
1	3.72	1.34
2	4.12	1.21
3	3.36	1.33
4	3.41	1.33
5	3.20	1.24

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.56	0.99	-0.47

^{**} These scale items are not included in the sample student survey (see page 39).

⁴ The teacher goal scales (mastery, performance-approach, performance-avoid) are not intended to be used in the same analysis with classroom goal structure scales (mastery, performance-approach, performance-avoid).

Patterns of Adaptive Learning Scales (PALS)

Perception of Teacher's Goals

Teacher Performance-Approach Goal

This refers to students' perceptions that their teacher emphasizes engaging in academic work in order to demonstrate competence.

In this class:

1. My teacher points out those students who get good grades as an example to all of us.
2. My teacher lets us know which students get the highest scores on a test.
3. My teacher tells us how we compare to other students.

Alpha: .79

Descriptive Statistics

<u>Items</u> ^{**}	<u>Mean</u>	<u>Standard Deviation</u>
1	2.26	1.40
2	2.30	1.43
3	1.89	1.22

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.15	1.13	0.81

*** These scale items are not included in the sample student survey (see page 39).*

Patterns of Adaptive Learning Scales (PALS)

Perception of Teacher's Goals

Teacher Performance-Avoid Goal

This refers to students' perceptions that their teacher focuses on engaging in academic work in order to avoid the demonstration of incompetence.

In this class:

1. My teacher tells us that it is important that we don't look stupid in class.
2. My teacher says that showing others that we are not bad at class work should be our goal.
3. My teacher tells us it's important to join in discussions and answer questions so it doesn't look like we can't do the work.
4. My teacher tells us it's important to answer questions in class, so it doesn't look like we can't do the work.

Alpha: .71

Descriptive Statistics

<u>Items</u> ^{**}	<u>Mean</u>	<u>Standard Deviation</u>
1	1.66	1.08
2	1.92	1.18
3	2.29	1.33
4	1.93	1.24
<u>Scale</u>		
<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
1.95	0.88	0.71

^{**} These scale items are not included in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Perception of Classroom Goal Structures⁵

This refers to students' perceptions of the purposes for engaging in academic work that are emphasized in the classroom.

Classroom Mastery Goal Structure

This scale refers to students' perceptions that the purpose of engaging in academic work in the classroom is to develop competence.

- 59. In our class, trying hard is very important.
- 61. In our class, how much you improve is really important.
- 63. In our class, really understanding the material is the main goal.
- 66. In our class, it's important to understand the work, not just memorize it.
- 68. In our class, learning new ideas and concepts is very important.
- 70. In our class, it's OK to make mistakes as long as you are learning.

Alpha: .76

Descriptive Statistics

Items [*]	Mean	Standard Deviation
59	4.26	1.00
61	4.26	1.02
63	3.92	1.11
66	4.21	1.04
68	4.05	1.07
70	3.98	1.14

Scale

Mean	Standard Deviation	Skewness
4.11	0.72	-0.86

** Numbers refer to the items in the sample student survey (see page 39).*

⁵ The classroom goal structure scales (mastery, performance-approach, performance-avoid) are not intended to be used in the same analysis with teacher goal structure scales (mastery, performance-approach, performance-avoid).

Patterns of Adaptive Learning Scales (PALS)

Perception of Classroom Goal Structures

Classroom Performance-Approach Goal Structure

This refers to students' perceptions that the purpose of engaging in academic work in the classroom is to demonstrate competence.

- 62. In our class, getting good grades is the main goal.
- 64. In our class, getting right answers is very important.
- 71. In our class, it's important to get high scores on tests.

Alpha: .70

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
62	3.51	1.27
64	3.00	1.22
71	3.49	1.23

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.34	0.98	-0.20

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Perception of Classroom Goal Structures

Classroom Performance-Avoid Goal Structure

This refers to students' perceptions that the purpose of engaging in academic work in the classroom is to avoid demonstrating incompetence.

- 60. In our class, showing others that you are not bad at class work is really important.
- 65. In our class, it's important that you don't make mistakes in front of everyone.
- 67. In our class, it's important not to do worse than other students.
- 69. In our class, it's very important not to look dumb.
- 72. In our class, one of the main goals is to avoid looking like you can't do the work.

Alpha: .83

Descriptive Statistics

Items*	<u>Mean</u>	<u>Standard Deviation</u>
60	2.17	1.21
65	2.05	1.16
67	2.00	1.15
69	2.00	1.18
72	1.91	1.12

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.03	0.90	0.79

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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.
52. I can do almost all the work in class if I don't give up.
56. Even if the work is hard, I can learn it.
58. I can do even the hardest work in this class if I try.

Alpha: .78

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
1	4.17	0.94
11	4.10	1.04
52	4.42	0.92
56	4.42	0.90
58	4.33	1.04

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
4.20	0.71	-1.02

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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.
- 53. My teacher makes sure that the work I do really makes me think.
- 57. My teacher accepts nothing less than my full effort.

Alpha: .79

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
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
53	3.53	1.14
57	3.63	1.97

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.62	0.77	-0.28

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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?

Alpha: .84

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
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

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
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Patterns of Adaptive Learning Scales (PALS)

2.09

1.01

0.77

* *Numbers refer to the items in the sample student survey (see page 39).*

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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.

Alpha: .78

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
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

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.92	1.00	0.05

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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.

Alpha: .87

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
22	1.48	0.96
31	1.70	1.08
39	1.74	1.08

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
1.64	0.94	1.76

** Numbers refer to the items in the sample student survey (see page 39).*

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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.
- 50. I sometimes don't follow my teacher's directions during class.
- 54. I sometimes disturb the lesson that is going on in class.

Alpha: .89

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
14	2.31	1.41
30	2.16	1.31
34	2.14	1.35
50	2.20	1.20
54	2.05	1.25

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.17	1.09	0.93

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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.

Alpha: .78

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
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

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
1.79	0.75	0.94

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Academic-Related Perceptions, Beliefs, and Strategies

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.

Alpha: .83

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
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

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
1.95	0.92	1.00

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Perceptions of Parents, Home Life, and Neighborhood

Parent Mastery Goal

This refers to students' perceptions that their parents want them to develop their competence.

- 75. My parents want me to spend time thinking about concepts.
- 80. My parents want my work to be challenging for me.
- 82. My parents would like me to do challenging class work, even if I make mistakes.
- 87. My parents want me to understand my class work, not just memorize how to do it.
- 89. My parents want me to see how my class work relates to things outside of school.
- 91. My parents want me to understand concepts, not just do the work.

Alpha: .71

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
75	3.27	1.23
80	3.18	1.23
82	3.78	1.19
87	4.38	0.95
89	3.12	1.27
91	4.22	0.99

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.66	0.73	-0.48

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Perceptions of Parents, Home Life, and Neighborhood

Parent Performance Goal⁶

This refers to students' perceptions that their parents want them to demonstrate their competence.

- 73. My parents don't like it when I make mistakes in my class work.
- 78. My parents would like it if I could show that I'm better at class work than other students in my class.
- 90. My parents would like me to show others that I am good at class work.
- 92. My parents think getting the right answers in class is very important.
- 94. My parents would be pleased if I could show that class work is easy for me.

Alpha: .71

Descriptive Statistics

<u>Items[*]</u>	<u>Mean</u>	<u>Standard Deviation</u>
73	2.11	1.17
78	2.01	1.24
90	2.50	1.32
92	3.50	1.24
94	3.39	1.33

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.70	0.86	0.38

** Numbers refer to the items in the sample student survey (see page 39).*

⁶ In factor analysis, this scale did not separate cleanly from the classroom performance-approach goal structure scale. Specifically, item 92 from this scale loaded with classroom performance-approach goal structure. Caution should be exercised when using these scales together in analyses.

Patterns of Adaptive Learning Scales (PALS)

Perceptions of Parents, Home Life, and Neighborhood

Dissonance Between Home and School

This refers to students' concern or discomfort because their home life and school life are different.

- 76. I don't like to have my parents come to school because their ideas are very different from my teachers' ideas.
- 81. I feel uncomfortable when my parents come to school, because they are different from the parents of many of my classmates.
- 83. I feel troubled because my home life and my school life are like two different worlds.
- 85. I am not comfortable talking to many of my classmates because my family is very different from theirs.
- 88. I feel upset because my teacher and my parents have different ideas about what I should learn in school.

Alpha: .76

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
76	1.80	1.23
81	1.96	1.33
83	1.96	1.32
85	1.64	1.15
88	1.94	1.29

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
1.87	0.91	1.01

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

Perceptions of Parents, Home Life, and Neighborhood

Neighborhood Space

This refers to students' perceptions that they can find safe and enjoyable places in their neighborhood in which to do useful things and meet with friends.

- 74. In my neighborhood, I have trouble finding safe places to hang out with my friends. (reversed)
- 77. After school, I find it difficult to find anything worthwhile to do in my neighborhood. (reversed)
- 79. On the weekends, I can find good and useful things to do in my neighborhood.
- 84. After school, I can find many interesting and positive things to do in my neighborhood.
- 86. In my neighborhood, there are places I can go to play outdoors and have fun.
- 93. In my neighborhood, there are no places I can go that are attractive and clean. (reversed)

Alpha: .76

Descriptive Statistics

<u>Items*</u>	<u>Mean</u>	<u>Standard Deviation</u>
74	3.99	1.33
77	3.56	1.42
79	3.67	1.39
84	3.53	1.34
86	3.85	1.38
93	3.91	1.31

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.74	0.93	-0.58

* Numbers refer to the items in the sample student survey (see page 39).

Patterns of Adaptive Learning Scales (PALS)

III. TEACHER SCALES

Patterns of Adaptive Learning Scales (PALS)

Perceptions of the School Goal Structure for Students

Mastery Goal Structure for Students

This refers to teachers' perceptions that the school conveys to students that the purpose of engaging in academic work is to develop competence.

In this school:

- 3. The importance of trying hard is really stressed to students.
- 5. Students are told that making mistakes is OK as long as they are learning and improving.
- 14. A lot of the work students do is boring and repetitious (reversed).
- 16. Students are frequently told that learning should be fun.
- 20. The emphasis is on really understanding schoolwork, not just memorizing it.
- 22. A real effort is made to recognize students for effort and improvement.
- 27. A real effort is made to show students how the work they do in school is related to their lives outside of school.

Alpha: .81

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
3	4.44	0.72
5	4.28	0.80
14	3.66	0.91
16	3.73	0.96
20	4.20	0.78
22	4.33	0.76
27	3.86	0.88

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
4.07	0.56	-0.33

* Numbers refer to the items in the sample teacher survey (see page 52).

Patterns of Adaptive Learning Scales (PALS)

Perceptions of the School Goal Structure for Students

Performance Goal Structure for Students

This refers to teachers' perceptions that the school conveys to students that the purpose of engaging in academic work is to demonstrate competence.

In this school:

- 7. It's easy to tell which students get the highest grades and which students get the lowest grades.
- 10. Students who get good grades are pointed out as an example to others.
- 12. Students hear a lot about the importance of getting high test scores.
- 15. Grades and test scores are not talked about a lot. (reversed)
- 25. Students hear a lot about the importance of making the honor roll or being recognized at honor assemblies.
- 29. Students are encouraged to compete with each other academically.

Alpha: .70

Descriptive Statistics

<u>Items</u> *	<u>Mean</u>	<u>Standard Deviation</u>
7	2.67	0.98
10	3.07	1.08
12	3.28	0.93
15	3.39	0.96
25	3.36	1.28
29	2.44	0.96

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.02	0.67	-0.17

* Numbers refer to the items in the sample teacher survey (see page 52).

Patterns of Adaptive Learning Scales (PALS)

Approaches to Instruction

Mastery Approaches

This refers to teacher strategies that convey to students that the purpose of engaging in academic work is to develop competence.

In my classroom:

- 4. I make a special effort to recognize students' individual progress, even if they are below grade level.
- 11. During class, I often provide several different activities so that students can choose among them.
- 13. I consider how much students have improved when I give them report card grades.
- 26. I give a wide range of assignments, matched to students' needs and skill level.

Alpha: .69

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
4	4.31	0.93
11	2.41	1.12
13	3.75	1.11
26	3.22	1.17

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.44	0.76	-0.16

* Numbers refer to the items in the sample teacher survey (see page 52).

Patterns of Adaptive Learning Scales (PALS)

Approaches to Instruction

Performance Approaches

This refers to teacher strategies that convey to students that the purpose of engaging in academic work is to demonstrate competence.

In my classroom:

1. I give special privileges to students who do the best work.
9. I display the work of the highest achieving students as an example.
17. I help students understand how their performance compares to others.
19. I encourage students to compete with each other.
21. I point out those students who do well as a model for the other students.

Alpha: .69

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
1	2.15	1.34
9	2.19	1.30
17	2.49	1.35
19	1.79	0.93
21	2.42	1.38

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
2.21	0.85	0.32

* Numbers refer to the items in the sample teacher survey (see page 52).

Patterns of Adaptive Learning Scales (PALS)

Personal Teaching Efficacy

This refers to teachers' beliefs that they are contributing significantly to the academic progress of their students, and can effectively teach all students.

- 2. If I try really hard, I can get through to even the most difficult student.
- 6. Factors beyond my control have a greater influence on my students' achievement than I do (reversed).
- 8. I am good at helping all the students in my classes make significant improvement.
- 18. Some students are not going to make a lot of progress this year, no matter what I do (reversed).
- 23. I am certain that I am making a difference in the lives of my students.
- 24. There is little I can do to ensure that all my students make significant progress this year (reversed).
- 28. I can deal with almost any learning problem.

Alpha: .74

Descriptive Statistics

<u>Items</u> [*]	<u>Mean</u>	<u>Standard Deviation</u>
2	3.40	1.11
6	2.54	1.02
8	3.64	0.87
18	2.80	1.17
23	3.99	0.93
24	3.99	1.03
28	3.12	1.19

Scale

<u>Mean</u>	<u>Standard Deviation</u>	<u>Skewness</u>
3.36	0.66	-0.12

* Numbers refer to the items in the sample teacher survey (see page 52).

Patterns of Adaptive Learning Scales (PALS)

IV. EXAMPLES OF SURVEYS

Patterns of Adaptive Learning Scales (PALS)

STUDENT SURVEY

The first question is an example.

I like strawberry ice cream.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

HERE ARE SOME QUESTIONS ABOUT YOURSELF AS A STUDENT IN THIS CLASS. PLEASE CIRCLE THE NUMBER THAT BEST DESCRIBES WHAT YOU THINK.

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

10. My teacher presses me to do thoughtful work.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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?

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

14. I sometimes annoy my teacher during class.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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?

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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?

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

31. I sometimes cheat on my class work.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

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?

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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?

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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?

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

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

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

49. It's important to me that I improve my skills this year.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

50. I sometimes don't follow my teacher's directions during class.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

51. It's important to me that my teacher doesn't think that I know less than others in class.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

52. I can do almost all the work in class if I don't give up.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

53. My teacher makes sure that the work I do really makes me think.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

54. I sometimes disturb the lesson that is going on in class.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

55. One of my goals in class is to avoid looking like I have trouble doing the work.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

56. Even if the work is hard, I can learn it.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

57. My teacher accepts nothing less than my full effort.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

58. I can do even the hardest work in this class if I try.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

THE FOLLOWING QUESTIONS ARE ABOUT THIS CLASS AND ABOUT THE WORK YOU DO IN CLASS. REMEMBER TO SAY HOW YOU REALLY FEEL. NO ONE AT SCHOOL OR HOME WILL SEE YOUR ANSWERS.

59. In our class, trying hard is very important.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

60. In our class, showing others that you are not bad at class work is really important.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

61. In our class, how much you improve is really important.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

62. In our class, getting good grades is the main goal.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

63. In our class, really understanding the material is the main goal.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

64. In our class, getting right answers is very important.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

65. In our class, it's important that you don't make mistakes in front of everyone.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

66. In our class, it's important to understand the work, not just memorize it.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

67. In our class, it's important not to do worse than other students.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

68. In our class, learning new ideas and concepts is very important.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

69. In our class, it's very important not to look dumb.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

70. In our class, it's OK to make mistakes as long as you are learning.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

71. In our class, it's important to get high scores on tests.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

72. In our class, one of the main goals is to avoid looking like you can't do the work.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

BELOW ARE EXAMPLES OF THINGS STUDENTS SOMETIMES FEEL ABOUT THEIR HOME, SCHOOL AND CULTURE. PLEASE BE VERY HONEST AND TELL US HOW TRUE EACH OF THESE IS FOR YOU. NO ONE AT HOME OR AT SCHOOL WILL EVER SEE YOUR ANSWERS.

73. My parents don't like it when I make mistakes in my class work.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

74. In my neighborhood, I have trouble finding safe places to hang out with my friends.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

75. My parents want me to spend time thinking about concepts.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

76. I don't like to have my parents come to school because their ideas are very different from my teachers' ideas.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

77. After school, I find it difficult to find anything worthwhile to do in my neighborhood.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

78. My parents would like it if I could show that I'm better at class work than other students in my class.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

79. On the weekends, I can find good and useful things to do in my neighborhood.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

80. My parents want my work to be challenging for me.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

81. I feel uncomfortable when my parents come to school, because they are different from the parents of many of my classmates.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

82. My parents would like me to do challenging class work, even if I make mistakes.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

83. I feel troubled because my home life and my school life are like two different worlds.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

84. After school, I can find many interesting and positive things to do in my neighborhood.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

85. I am not comfortable talking to many of my classmates because my family is very different from theirs.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

86. In my neighborhood, there are places I can go to play outdoors and have fun.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

87. My parents want me to understand my class work, not just memorize how to do it.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

88. I feel upset because my teacher and my parents have different ideas about what I should learn in school.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

89. My parents want me to see how my class work relates to things outside of school.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

90. My parents would like me to show others that I am good at class work.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

91. My parents want me to understand concepts, not just do the work.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

92. My parents think getting the right answers in class is very important.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

93. In my neighborhood, there are no places I can go that are attractive and clean.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

94. My parents would be pleased if I could show that class work is easy for me.

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Patterns of Adaptive Learning Scales (PALS)

TEACHER SURVEY

1. I give special privileges to students who do the best work.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

2. If I try really hard, I can get through to even the most difficult student.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

3. In this school: The importance of trying hard is really stressed to students.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

4. I make a special effort to recognize students' individual progress, even if they are below grade level.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

5. In this school: Students are told that making mistakes is OK as long as they are learning and improving.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

6. Factors beyond my control have a greater influence on my students' achievement than I do.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

7. In this school: It's easy to tell which students get the highest grades and which students get the lowest grades.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

Patterns of Adaptive Learning Scales (PALS)

8. I am good at helping all the students in my classes make significant improvement.

1 **2** **3** **4** **5**
STRONGLY DISAGREE SOMEWHAT AGREE STRONGLY AGREE

9. I display the work of the highest achieving students as an example.

1 **2** **3** **4** **5**
STRONGLY DISAGREE SOMEWHAT AGREE STRONGLY AGREE

10. In this school: Students who get good grades are pointed out as an example to others.

1 **2** **3** **4** **5**
STRONGLY DISAGREE SOMEWHAT AGREE STRONGLY AGREE

11. During class, I often provide several different activities so that students can choose among them.

1 **2** **3** **4** **5**
STRONGLY DISAGREE SOMEWHAT AGREE STRONGLY AGREE

12. In this school: Students hear a lot about the importance of getting high test scores.

1 **2** **3** **4** **5**
STRONGLY DISAGREE SOMEWHAT AGREE STRONGLY AGREE

13. I consider how much students have improved when I give them report card grades.

1 **2** **3** **4** **5**
STRONGLY DISAGREE SOMEWHAT AGREE STRONGLY AGREE

14. In this school: A lot of the work students do is boring and repetitious.

1 **2** **3** **4** **5**
STRONGLY DISAGREE SOMEWHAT AGREE STRONGLY AGREE

Patterns of Adaptive Learning Scales (PALS)

15. In this school: Grades and test scores are not talked about a lot.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

16. In this school: Students are frequently told that learning should be fun.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

17. I help students understand how their performance compares to others.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

18. Some students are not going to make a lot of progress this year, no matter what I do.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

19. I encourage students to compete with each other.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

20. In this school: The emphasis is on really understanding schoolwork, not just memorizing it.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

21. I point out those students who do well as a model for the other students.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

Patterns of Adaptive Learning Scales (PALS)

22. In this school: A real effort is made to recognize students for effort and improvement.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

23. I am certain that I am making a difference in the lives of my students.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

24. There is little I can do to ensure that all my students make significant progress this year.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

25. In this school: Students hear a lot about the importance of making the honor roll or being recognized at honor assemblies.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

26. I give a wide range of assignments, matched to students' needs and skill level.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

27. In this school: A real effort is made to show students how the work they do in school is related to their lives outside of school.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

28. I can deal with almost any learning problem.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

Patterns of Adaptive Learning Scales (PALS)

29. In this school: Students are encouraged to compete with each other academically.

1	2	3	4	5
STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE

Patterns of Adaptive Learning Scales (PALS)

V. SELECTED MANUSCRIPTS USING PALS

Patterns of Adaptive Learning Scales (PALS)

The following is a list of selected publications using scales from PALS.⁷

- Anderman, E. M., & Young, A. J. (1994). Motivation and strategy use in science: Individual differences and classroom effects. *Journal of Research in Science Teaching*, 31, 811-831.
- Anderman, E. M., Maehr, M. L., & Midgley, C. (1999). Declining motivation after the transition to middle school: Schools can make a difference. *Journal of Research and Development in Education*, 32, 131-147.
- Anderman, E., & Midgley, C. (1997). Changes in personal achievement goals and the perceived classroom goal structures across the transition to middle level schools. *Contemporary Educational Psychology*, 22, 269-298.
- Anderman, L. H. (1999). Classroom goal orientation, school belonging, and social goals as predictors of students' positive and negative affect following the transition to middle school. *Journal of Research and Development in Education*, 32, 89-103.
- Anderman, L. H., & Anderman, E. (1999). Social predictors of changes in students' achievement goal orientations. *Contemporary Educational Psychology*, 25, 21-37.
- Arunkumar, R., Midgley, C., & Urdan, T. (1999). Perceiving high or low home/school dissonance: Longitudinal effects on adolescent academic and emotional adjustment. *Journal of Research on Adolescence*, 9, 441-467.
- Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American adolescents during the middle school transition. *Journal of Youth and Adolescence*, 29, 223-248.
- Kaplan, A., & Maehr, M. L. (1999). Achievement goals and student well-being. *Contemporary Educational Psychology*, 24, 330-358.
- Kaplan, A., & Midgley, C. (1997). The effect of achievement goals: Does level of academic efficacy make a difference? *Contemporary Educational Psychology*, 22, 415-435.
- Kaplan, A., & Midgley, C. (in press). The relationship between perceptions of the classroom environment and early adolescents' affect in school: The role of coping strategies. *Learning and Individual Differences*.

⁷Scales from PALS have been refined and improved over the years. Therefore, the scales used in some of these studies are not identical, though very similar, to scales included in this manual.

Patterns of Adaptive Learning Scales (PALS)

- Middleton, M., & Midgley, C. (1997). Avoiding the demonstration of lack of ability: An under-explored aspect of goal theory. *Journal of Educational Psychology*, 89, 710-718.
- Middleton, M., & Midgley, C. (2000). *Beyond motivation: Middle school students' perceptions of press for understanding in math*. Manuscript submitted for publication.
- Middleton, M., Kaplan, A., & Midgley, C. (2000). *The relations among middle school students' achievement goals in math over time*. Manuscript submitted for publication.
- Midgley, C., Anderman, E., & Hicks, L. (1995). Differences between elementary and middle school teachers and students: A goal theory approach. *Journal of Early Adolescence*, 15, 90-113.
- Midgley, C., Arunkumar, R., & Urdan, T. C. (1996). "If I don't do well tomorrow, there's a reason": Predictors of adolescents' use of self-handicapping strategies. *Journal of Educational Psychology*, 88, 423-434.
- Midgley, C., Kaplan, A., Middleton, M., Urdan, T., Maehr, M. L., Hicks, L., Anderman, E., & Roeser, R. W. (1998). Development and validation of scales assessing students' achievement goal orientation. *Contemporary Educational Psychology*, 23, 113-131.
- Midgley, C., & Urdan, T. (1995). Predictors of middle school students' use of self-handicapping strategies. *Journal of Early Adolescence*, 15, 389-411.
- Midgley, C., & Urdan, T. (in press). Academic self-handicapping and achievement goals: A further examination. *Contemporary Educational Psychology*.
- Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K., & Midgley, C. (in press). Teachers' communication of goal orientation in four fifth-grade classrooms. *Elementary School Journal*.
- Patrick, H., Hicks, L., & Ryan, A. M. (1997). Relations of perceived social efficacy and social goal pursuit to self-efficacy for academic work. *Journal of Early Adolescence*, 17, 109-128.
- Roeser, R. W., Midgley, C., & Urdan, T. C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88, 408-422.
- Roeser, R., & Midgley, C. (1997). Teachers' views of issues involving students' mental health. *Elementary School Journal*, 98, 115-133.

Patterns of Adaptive Learning Scales (PALS)

- Ryan, A. M., & Midgley, C. (2000). *Change in students' help seeking behavior during early adolescence*. Manuscript submitted for publication.
- Ryan, A. M., & Patrick, H. (2000). *The classroom social environment and the development of early adolescent achievement beliefs and behaviors*. Manuscript submitted for publication.
- Ryan, A. M., Gheen, M. H., & Midgley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social-emotional role, and the classroom goal structure. *Journal of Educational Psychology*, 90, 528-535.
- Ryan, A. M., Hicks, L., & Midgley, C. (1997). Social goals, academic goals, and avoiding seeking help in the classroom. *Journal of Early Adolescence*, 17, 152-171.
- Urdu, T. C. (1997). Examining the relations among early adolescent students' goals and friends' orientation toward effort and achievement in school. *Contemporary Educational Psychology*, 22, 165-191.
- Urdu, T., Midgley, C., & Anderman, E. (1998). The role of classroom goal structure in students' use of self-handicapping strategies. *American Educational Research Journal*, 35, 101-122.
- Urdu, T., Midgley, C., & Hrudu, L. (2000). *Changes in the perceived classroom goal structure and patterns of adaptive learning during early adolescence*. Manuscript submitted for publication.

Patterns of Adaptive Learning Scales (PALS)

VI. SAMPLES USED FOR PALS SCALES

Patterns of Adaptive Learning Scales (PALS)

STUDENT SURVEY

Section	Scale	Scale administered to:
Personal Achievement Goal Orientations		
	Personal Mastery Goal (Original)	6 th Grade, Middle School ⁸
	Personal Performance-Approach Goal (Original)	6 th Grade, Middle School ⁸
	Personal Performance-Avoid Goal (Original)	6 th Grade, Middle School ⁸
	Personal Mastery Goal (Revised)	6 th Grade, Elementary
	Personal Performance-Approach Goal (Revised)	6 th Grade, Elementary
	Personal Performance-Avoid Goal (Revised)	6 th Grade, Elementary
Perceptions of Teachers' Goals		
	Teacher Mastery Goal	9 th Grade, High School
	Teacher Performance-Approach Goal	9 th Grade, High School
	Teacher Performance-Avoid Goal	9 th Grade, High School
Perceptions of Classroom Goal Structures		
	Class Mastery Goal Structure	7 th Grade, Middle School
	Class Performance-Approach Goal Structure	7 th Grade, Middle School
	Class Performance-Avoid Goal Structure	7 th Grade, Middle School
Academic-Related Perceptions, Beliefs, and Strategies		
	Academic Efficacy	5 th Grade, Elementary
	Academic Press	7 th Grade, Middle School
	Academic Self-Handicapping	5 th Grade, Elementary
	Avoiding Novelty	6 th Grade, Elementary
	Cheating Behavior	6 th Grade, Elementary
	Disruptive Behavior	6 th Grade, Elementary
	Self-Presentation of Low Achievement	7 th Grade, Middle School
	Skepticism	6 th Grade, Elementary
Perceptions of Parents, Home Life, and Culture		
	Parent Mastery Goal	7 th Grade, Middle School
	Parent Performance Goal	7 th Grade, Middle School
	Home/School Dissonance	5 th Grade, Elementary
	Neighborhood Space	7 th Grade, Middle School

⁸ This is the same scale included in Midgley, C., Kaplan, A., Middleton, M., Urdu, T., Maehr, M. L., Hicks, L., Anderman, E., & Roeser, R. W. (1998). Development and validation of scales assessing students' achievement goal orientation. *Contemporary Educational Psychology*, 23, 113-131.

Patterns of Adaptive Learning Scales (PALS)

TEACHER SURVEY

Section	Scale	Scale administered to:
<u>School Goal Structure for Students</u>		
	Mastery Goal Structure	All Elementary Teachers
	Performance Goal Structure	All Elementary Teachers
<u>Goal-Related Approaches to Instruction</u>		
	Mastery Approaches	Math Teachers of Participating 6 th Grade Elementary Students
	Performance Approaches	Math Teachers of Participating 6 th Grade Elementary Students
<u>Beliefs and Strategies</u>		
	Personal Teaching Efficacy	9 th Grade High School Math Teachers