Appendix B

Survey of Motivational States

Project Student Code: _____

I. Implicit Theories of Intelligence Scale for Children

DIRECTIONS: Read each sentence below and then select the *one* number that shows how much you agree with it. There is no right or wrong answers.	*Strongly disagree*	*Disagree*	*Mostly disagree*	*Mostly agree*	*Agree*	*Strongly agree*
1. You have a certain amount of intelligence, and you really can't do much to change it.	1	2	3	4	5	6
2. Your intelligence is something about you that you can't change very much.	1	2	3	4	5	6
3. You can learn new things, but you can't really change your basic intelligence.	1	2	3	4	5	6
4. No matter who you are, you can change your intelligence a lot.	1	2	3	4	5	6
5. You can always greatly change how intelligent you are.	1	2	3	4	5	6
6. No matter how much intelligence you have, you can always change it quite a bit.	1	2	3	4	5	6

II. Personal Achievement Goal Orientation (Midgley, et al., 2000)

DIRECTIONS: Read each sentence below and then select the *one* number that shows how much you agree with it. There are no right or wrong answers.	*Strongly disagree*	*Disagree*	*Mostly disagree*	*Mostly agree*	*Agree*
1. It's important to me that I learn a lot of new concepts in writing this year.	1	2	3	4	5
2. One of my goals in class is to learn as much as I can about writing.	1	2	3	4	5
3. One of my goals is to master a lot of new writing skills this year.	1	2	3	4	5
4. It is important to me that I thoroughly understand my writing classwork.	1	2	3	4	5
5. It's important to me that I improve my writing skills this year.	1	2	3	4	5
6. It is important to me that other students in my class think that I am good at writing.	1	2	3	4	5
7. One of my goals is to show others that I am good at my writing class work.	1	2	3	4	5
8. One of my goals is to show others that writing is easy for me.	1	2	3	4	5

DIRECTIONS: Read each sentence below and then select the *one* number that shows how much you agree with it. There are no right or wrong answers.	*Strongly disagree*	*Disagree*	*Mostly disagree*	*Mostly agree*	*Agree*
9. One of my goals is to look smart in comparison to the other students in my class.	1	2	3	4	5
10. It is important to me that I look like I am a good writer compared to others in my class.	1	2	3	4	5
11. It is important to me that I don't look like I cannot write.	1	2	3	4	5
12. One of my goals is to keep others from thinking I'm not a good writer.	1	2	3	4	5
13. It's important to me that my teacher doesn't think that I know less about writing than others in class.	1	2	3	4	5
14. One of my goals in class is to avoid looking like I have trouble with writing.	1	2	3	4	5

III. Student Self-Efficacy for Writing (Andrade, 2009)

DIRECTIONS: On a scale from 0 (*cannot do it*) to 100 (*completely sure I can do it*), show how confident you are that you can perform each of the writing tasks below on this week's essay. You may use any number between 0 and 100. Write the number on the blank next to each statement.

Cannot do it	Medium/ Sure I can do it	Completely sure I can do it

0   10   20   30   40   50   60   70   80   90   100

____ 1. Write a clear, focused essay that stays on topic.
____ 2. Use details to support my ideas.
____ 3. Write a well-organized essay with an inviting beginning, developed middle, and meaningful ending.
____ 4. Correctly use paragraph format in the essay.
____ 5. Write with an engaging voice or tone.
____ 6. Use effective words in the essay.
____ 7. Write well-constructed sentences in the essay.
____ 8. Use correct grammar in the essay.
____ 9. Correctly spell all words in the essay.
____ 10. Correctly use punctuation in the essay.
____ 11. Write an essay good enough to earn a high grade.

IV. <u>**Task Motivation**</u>

(This was administered with the Responses to Feedback Survey)

On a scale from 1 (*very low*) to 5 (*very high*)…	*Very Low*	*Low*	*Indifferent*	*High*	*Very High*
1. how important is this essay to you or your future?	1	2	3	4	5
2. how relevant is this essay to you or your future?	1	2	3	4	5
3. how interested are you in working on this essay?	1	2	3	4	5