

School Motivation and Learning Strategies Inventory (SMALSI)

Teen Form WPS Score Report

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12031 Wilshire Blvd., Los Angeles, California 90025-1251
Version 1.210

ID Number: 000000002

Age: 13

Gender: Female

Grade: 7

Ethnicity: White

Name: Sample

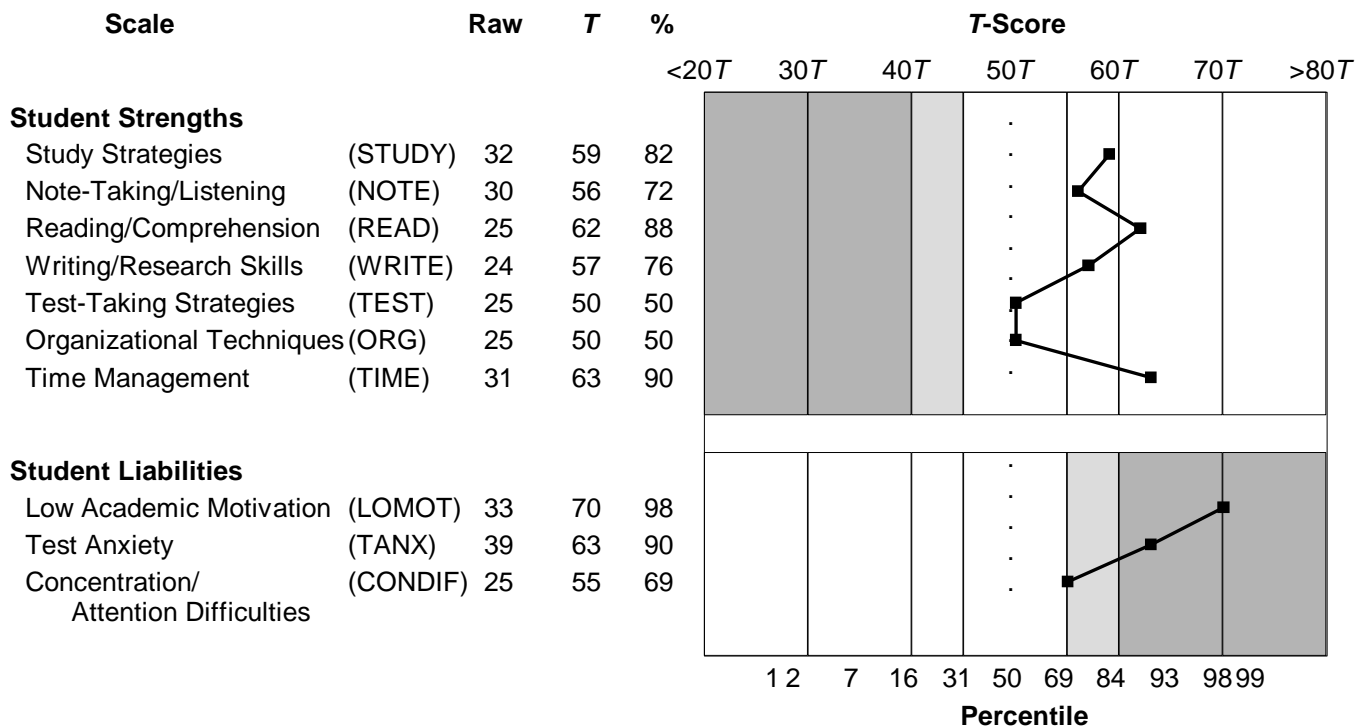
Administration Date: 01/05/06

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Users of this WPS TEST REPORT should be familiar with the information presented in the SMALSI Manual (WPS Product No. W-398G). All interpretations made on the basis of the information in this report must be verified against informed clinical judgment.

Inconsistent Responding (INC) Index. Inconsistent responses have been given to 5 of the 15 INC item pairs. This individual may not have paid close attention to the meaning of each item when giving her responses. She should be consulted about the reason for these inconsistencies, and due caution should be exercised when interpreting these SMALSI results.



For Student Strengths, high scores indicate relatively better development. For Student Liabilities, high scores indicate relatively more difficulty. T-score ranges: <40T low; 40T-44T low average; 45T-54T average; 55T-59T high average; 60T-69T high; >=70T very high.

Inconsistent Responding (INC) Index

The Inconsistent Responding (INC) index can help to detect sets of SMALSI responses that appear inconsistent due to noncompliance, carelessness, or lack of understanding of item content. When the index score is 5 or greater, the responses to the SMALSI items may have been given without sufficient regard for their meaning.

24. When I get a test back, I review the questions that I missed.	Sometimes
32. I pay attention to the mistakes I made on a test so that I won't make them again.	Almost Always
79. I have trouble getting to class on time.	Sometimes
143. I am often late getting to school.	Almost Always
84. I try to relate what I read to other things I already know.	Almost Always
92. When my teacher is introducing something, I try to tie the new information to things I already know.	Sometimes
90. I try to avoid homework for as long as I can.	Sometimes
121. I put off turning in homework for as long as I can.	Almost Always
113. I don't like to come to school.	Almost Always
167. School is boring.	Sometimes

Student Strengths

This student's responses to Student Strengths items that are printed below offer points of departure for follow-up activities.

Study Strategies (STUDY)

The STUDY scale assesses the student's ability to develop a strategy and apply it, identify important information, make associations when learning, use a variety of resources when a concept is not understood, and use strategies for memory and encoding.

95. When I study, I "test myself" or make up questions that my teacher may ask.	Never
25. I study differently for different kinds of tests (multiple choice, true/false, or essay).	Sometimes
42. I try to find out ahead of time what kind of test I will have (true/false, essay, etc.).	Sometimes
51. I make sure I learn key words given in class or in my reading assignments.	Sometimes
80. When studying, I try to guess what my teacher will ask on the test.	Sometimes
115. I can find ways to make boring subjects more interesting.	Sometimes
135. When I am trying to learn something, it helps me to explain it to someone else.	Sometimes
152. If I get stuck on something when I study, I skip it and come back to it later.	Sometimes

Note-Taking/Listening Skills (NOTE)

The NOTE scale assesses the student's ability to discriminate important information in the classroom, organize the note-taking process, and be efficient and strategic when taking notes. Strategies and skills in listening in a discerning manner and discriminative note taking are key elements in academic success.

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| 38. I leave spaces when I take notes so that I can add other information later. | Never |
| 9. I look over my notes to make sure I understand them. | Sometimes |
| 14. I usually write down everything my teacher says when I take notes. | Sometimes |
| 29. I rewrite my class notes later in my own words. | Sometimes |
| 60. I write down everything that my teacher writes on the blackboard. | Sometimes |
| 92. When my teacher is introducing something, I try to tie the new information to things I already know. | Sometimes |
| 117. In class, I try to tie together ideas from my reading with the lecture. | Sometimes |
| 125. When listening to a class discussion, I write down the main points instead of each argument. | Sometimes |
| 163. I am a good listener. | Sometimes |

Reading/Comprehension Strategies (READ)

The READ scale assesses the student's ability to develop and apply an array of strategies that are known to improve comprehension and recall for reading materials.

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| 18. I review the questions at the end of chapters to make sure I understand the most important parts. | Never |
| 55. When reading, I make a list of words I don't understand so that I can look them up or ask someone what they mean. | Sometimes |
| 104. I try to scan the questions at the end of a passage or chapter before I read it. | Sometimes |
| 148. I know why a topic sentence is important. | Sometimes |
| 168. I like to learn new words. | Sometimes |

Writing/Research Skills (WRITE)

The WRITE scale assesses the student's ability to conduct research on topics, access and record the necessary information, and then organize the results and summarize them in written form.

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| 11. I can search for library books using the computer. | Never |
| 26. I use things in the library like videos, films, and tapes. | Sometimes |
| 52. I like to go to the library. | Sometimes |
| 74. I use transition words (<i>first, next, since, therefore</i>) when I write. | Sometimes |
| 108. I read a writing assignment out loud to make sure it sounds good. | Sometimes |
| 130. I make an outline before I start writing a paper. | Sometimes |

Test-Taking Strategies (TEST)

The TEST scale is designed to assess the student's knowledge and application of strategies for test taking, such as knowing when to guess, how to eliminate unlikely answers, noting key elements in item stems, and similar approaches to test taking, including time management during testing.

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| 24. When I get a test back, I review the questions that I missed. | Sometimes |
| 41. I read all the directions before answering test questions. | Sometimes |

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| 63. I try to arrive early for tests so that I have time to get ready. | Sometimes |
| 94. I try to get a good night's sleep the night before a test. | Sometimes |
| 114. I go back and check each answer before turning in a test. | Sometimes |
| 134. On a multiple-choice test, I try each answer to see if it makes sense. | Sometimes |
| 139. If I don't understand the directions on a test, I ask for help. | Sometimes |

Organizational Techniques (ORG)

The ORG scale is designed to assess the student's practices concerning the organization of class and study materials, the structuring of assignments both in and out of the classroom, and the organization of homework.

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| 166. A messy classroom bothers me. | Never |
| 143. I am often late getting to school. | Almost Always |
| 10. I keep "To Do" lists with my work. | Sometimes |
| 39. I break down large assignments into smaller parts. | Sometimes |
| 62. I try to study in the same place. | Sometimes |
| 66. I can find important papers easily when I need them. | Sometimes |
| 87. I use a calendar to keep track of big assignments. | Sometimes |
| 120. I have a specific place in my room where I do my schoolwork. | Sometimes |
| 127. When I study, I organize my notes so that they are easier to learn. | Sometimes |
| 156. I remember where I put things. | Sometimes |
| 118. I always seem to leave something at school that I need for my homework. | Often |
| 137. I leave work at home the day it is due. | Often |

Time Management (TIME)

The TIME scale is designed to assess the student's skills in managing and using time effectively, in recognizing the time required for tasks, and in budgeting time appropriately across assignments.

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| 19. I study at the same time every day. | Never |
| 5. I write the dates of weekly tests and other work for class on a calendar. | Sometimes |
| 57. I am good at deciding how quickly I can complete an assignment. | Sometimes |
| 61. I know how quickly I can finish my work. | Sometimes |
| 78. I use extra time between classes to do homework. | Sometimes |
| 136. I have a daily schedule, including school and other activities. | Sometimes |
| 169. I plan out the time I need for each school project. | Sometimes |

Student Liabilities

This student's responses to Student Liabilities items that are printed below offer points of departure for follow-up activities.

Low Academic Motivation (LOMOT)

The LOMOT scale is designed to assess a lack of intrinsic motivation to engage and succeed in various academic pursuits experienced by the student.

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| 72. School is just not important to me right now. | Almost Always |
| 105. I think that school is just too hard for me. | Almost Always |

113. I don't like to come to school.	Almost Always
121. I put off turning in homework for as long as I can.	Almost Always
129. I think I would just like to quit school.	Almost Always
144. Teachers are not fair to most kids.	Almost Always
99. If I'm not sure what to do on an assignment, I don't do it at all.	Often
110. I think school really has very little value in life.	Often
119. I feel stupid when I am at school.	Often
138. Other kids seem to learn things faster than I do.	Often
151. Tests are not good measures of what I have learned.	Often

Test Anxiety (TANX)

The TANX scale is designed to assess the student's experience of symptoms of anxiety associated directly with taking tests or engaging in related evaluative performances.

2. I get very nervous when I take tests.	Almost Always
83. I don't seem to do as well on more important tests.	Almost Always
102. I can't seem to calm myself down during tests.	Almost Always
109. I get nervous several days before a big test.	Almost Always
116. I worry so much about my grade that I have trouble taking a test.	Almost Always
7. When I take tests, I feel like I can't breathe.	Often
12. It is hard for me to pay attention when I'm taking a test.	Often
37. I am not a good test taker.	Often
75. I get nervous when getting a test back.	Often
81. Tests do not seem to get easier for me as the year goes on.	Often
96. I am never confident when I take tests.	Often
158. I get sick before a really big test.	Often

Concentration/Attention Difficulties (CONDIF)

The CONDIF scale is designed to assess the student's self-perception of skills in attending to lectures and other academic tasks, adjusting levels of attention to tasks as required, self-monitoring attention to academic tasks, and ignoring distractions. *This scale was not designed or intended to be used as a diagnostic scale for clinical disorders, such as any permutation of Attention-Deficit/Hyperactivity Disorder.*

3. My mind wanders a lot in class.	Almost Always
65. I am very forgetful.	Almost Always
103. It is hard for me to finish my homework.	Almost Always
28. I have a hard time listening to the teacher.	Often
70. I need to get up and move around during class.	Often
124. I miss instructions during class.	Often
154. My mind jumps around a lot.	Often

Item Responses:

1. O	31. S	61. S	91. O	121. A	151. O
2. A	32. A	62. S	92. S	122. A	152. S
3. A	33. A	63. S	93. O	123. S	153. S
4. O	34. O	64. A	94. S	124. O	154. O
5. S	35. A	65. A	95. N	125. S	155. A
6. A	36. A	66. S	96. O	126. A	156. S
7. O	37. O	67. S	97. S	127. S	157. S
8. S	38. N	68. A	98. O	128. O	158. O
9. S	39. S	69. O	99. O	129. A	159. O
10. S	40. S	70. O	100. A	130. S	160. O
11. N	41. S	71. O	101. A	131. O	161. S
12. O	42. S	72. A	102. A	132. A	162. N
13. A	43. O	73. O	103. A	133. A	163. S
14. S	44. O	74. S	104. S	134. S	164. A
15. O	45. A	75. O	105. A	135. S	165. N
16. O	46. S	76. S	106. O	136. S	166. N
17. S	47. A	77. O	107. A	137. O	167. S
18. N	48. A	78. S	108. S	138. O	168. S
19. N	49. A	79. S	109. A	139. S	169. S
20. N	50. O	80. S	110. O	140. O	170. S
21. O	51. S	81. O	111. O	141. O	
22. S	52. S	82. A	112. O	142. O	
23. A	53. S	83. A	113. A	143. A	
24. S	54. S	84. A	114. S	144. A	
25. S	55. S	85. A	115. S	145. A	
26. S	56. O	86. O	116. A	146. S	
27. N	57. S	87. S	117. S	147. S	
28. O	58. O	88. S	118. O	148. S	
29. S	59. S	89. S	119. O	149. O	
30. A	60. S	90. S	120. S	150. O	

Response Key

N = Never true

S = Sometimes true

O = Often true

A = Almost Always true

- = Missing Response

Number of Missing Responses: 0

This report was generated based on WPS TEST REPORT Microcomputer Data Entry.

END OF REPORT