Schoolwork Motivation Assessment
(adapted from Witt & Beck, 1999; Witt, VanDerHeyden & Gilbertson, 2004)

Student: ______________________________   Teacher/Classroom: _______________________
Date of Assessment: ___/___/___    Person Completing Assessment: _______________________

Step 1: Assemble an incentive menu. Create a 4-5 item menu of modest incentives or rewards that students in the class are most likely to find motivating. Examples of popular incentives include:
- small prizes such as pencils or stickers,
- 5 minutes of extra free time,
- an opportunity to play a computer game,
- praise note or positive phone call to parent

Incentive / Reward Menu
Idea 1: _________________________
Idea 2: _________________________
Idea 3: _________________________
Idea 4: _________________________
Idea 5: _________________________

Step 2: Create two versions of a CBM probe or timed worksheet. Make up two versions of a structured, timed worksheet with items of the type that the student appears to find challenging. Use one of the options below:

Option 1: Create Curriculum-Based Measurement probes. The probes should be at the same level of difficulty, but each probe should have different items or content to avoid a practice effect. NOTE: CBM probes in oral reading fluency, math computation, writing, and spelling can all be used.

Option 2: Make up two versions of custom student worksheets. The worksheets should be at the same level of difficulty, but each worksheet should have different items or content to avoid a practice effect. NOTE: If possible, the worksheets should contain standardized short-answer items (e.g., matching vocabulary words to their definitions) to allow you to calculate the student’s rate of work completion.

Step 3: Administer the first CBM probe or timed worksheet to the student WITHOUT incentives. In a quiet, non-distracting location, administer the first worksheet or CBM probe under timed, standardized conditions. Collect the probe or worksheet and score.

Step 4: Compute an improvement goal. After you have scored the first CBM probe or worksheet, compute a ’20 percent improvement goal’. Multiply the student’s score on the worksheet by 1.2. This product represents the student’s minimum goal for improvement.

<table>
<thead>
<tr>
<th>Student Score on First CBM Probe or Worksheet</th>
<th>Multiplied by: 1.2</th>
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<tbody>
<tr>
<td></td>
<td>Yields an improvement goal of: _____________</td>
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Step 5: Have the student select an incentive for improved performance. Tell the student that if he or she can attain a score on the second worksheet that meets or exceeds your goal for improvement (Step 3), the student can earn an incentive. Show the student the reward menu. Ask the student to select the incentive that he or she will earn if the student makes or exceeds the goal.

Step 6: Administer the second timed worksheet to the student WITH incentives. Give the student the second CBM probe. Collect and score. If the student meets or exceeds the pre-set improvement goal, award the student the incentive.

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<tr>
<th>Student Score on Second CBM Probe or Worksheet</th>
<th>Improvement goal of:</th>
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<td>____________</td>
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Step 7: Interpret the results of the academic motivation assessment to select appropriate interventions. Use the decision-rules below to determine recommended type(s) of intervention:

- **ACADEMIC INTERVENTIONS ONLY.** If the student fails to meet or exceed the improvement goal, an academic intervention should be selected to teach the appropriate skills or to provide the student with drill and practice opportunities to build fluency in the targeted academic area(s).

- **COMBINED ACADEMIC AND PERFORMANCE INTERVENTIONS.** If the student meets or exceeds the improvement goal but continues to function significantly below the level of classmates, an intervention should be tailored that includes strategies to both improve academic performance and to increase the student’s work motivation. The academic portion of the intervention should teach the appropriate skills or to provide the student with drill and practice opportunities to build fluency in the targeted academic area(s). Ideas for performance interventions include (a) providing the student with incentives or ‘pay-offs’ for participation and/or (b) structuring academic lessons around topics or functional outcomes valued by the student.

- **PERFORMANCE INTERVENTIONS ONLY.** If the student meets or exceeds the improvement goal with an incentive and shows academic skills that fall within the range of ‘typical’ classmates, the intervention should target only student work performance or motivation. Ideas for performance interventions include (a) providing the student with incentives or ‘pay-offs’ for participation and/or (b) structuring academic lessons around topics or functional outcomes valued by the student.

References:
