

Chapter 5

Scoring and Interpretation

Scoring The Arc's Self-Determination Scale

Scoring *The Arc's Self-Determination Scale* involves the determination of raw scores for all domain and subdomain areas, calculation of a total score and interpretation of these raw scores based on conversion tables. The back page of each protocol contains a scoring sheet onto which raw and converted scores can be copied. Converted percentile scores can also be graphed to track individual progress and for comparison with data from the sample norms.

Autonomy

The questions in the *Autonomy* domain use a common response method. Students respond to each statement with a response from one of four choices:

- I do not even if I have the chance.
- I do sometimes when I have the chance.
- I do most of the time I have the chance.
- I do every time I have the chance.

Students should respond to only one of these choices on each question. The student is assigned a score based on the response category, as follows:

I do not even if I have the chance.....	0
points	
I do sometimes when I have the chance.....	1 point
I do most of the time I have the chance.....	2
points	
I do every time I have the chance.....	3
points	

Spaces are provided on the protocol into which a scorer can record the subtotal scores. Once all subtotal scores are determined, a total Autonomy score can be calculated by adding each of these subtotals. There are 96 points possible in the *Autonomy* section. Low scores represent low levels of autonomy, higher scores indicate higher levels of autonomy.

Self-Regulation

The *Self-Regulation* section consists of two subdomains, with questions which require students to write (or dictate) answers. Section I involves story-based items where the student identifies what he or she considers the best solution to a problem. Student responses are scored on a scale of 0 to 2 points, depending on the effectiveness of the solution to resolve the problem. A “0” score means that the student either gave no answer or the solution the student gave would fail to achieve the indicated ending to the story. A “1” score indicates that the answer the student provided was okay, but might have limited utility to achieve the ending identified. A “2” score indicated that the answer provided was an acceptable, adequate way to achieve the indicated ending. Due to the nature of this process, scorers must use some judgment on the appropriateness of students’ answers, including how they relate to geographic, cultural, and socioeconomic differences among students. A score of “2” does not represent an “optimal” answer, but simply an answer that would achieve the ending.

To facilitate the scoring process for this section, each question from the Interpersonal Cognitive Problem-Solving subdomain (questions 33 - 38) will be addressed individually, with suggestions as to what to look for in scoring items and examples of answers from the normative sample. These examples are not intended as guidelines, simply examples of the types of answers in each category.

Question 33:

Beginning -- You are sitting in a planning meeting with your parents and teachers. You want to take a class where you can learn to work as a cashier in a store. Your parents want you to take the Family and Child Care class. You can only take one of the classes.

Ending -- The story ends with you taking a vocational class where you will learn to be a cashier.

Components to look for when scoring:

0 points - Student does not address problem, offers no means to resolve differences or simply restates given information without resolving situation.

1 point - Response indicates an action on the part of a student or another, but does not suggest how to resolve differences, such as simply stating that “I will take the class I want”.

2 points - Answer addresses conflict resolution, possibly through compromise and negotiation, identifies actions on both sides.

Examples of responses:

0 points:

“I would do what I need to learn more.”

“You want to take a class where you can learn to work as cashier.”

“Get mad.”

“I like my teacher and book and math.”

“I want to take family and child care class.”

“I want to take art.”

“I will like to work as a cashier at a store because my grades are good.”

“My parents want me to take the child care class. I want to be a cashier in a store.”

“We want to take a class test.”

“Cause you want the best out of life so you can get a good job and make something of yourself.”

1 point:

“Well, you tell your parents that you want to take that class really bad.”

“Compromise with them saying there will always be next year.”

“My Mom and Dad are cool, I ask for the job and they said OK.”

“Make my own choices.”

“My parents let me make my own decisions.”

“I told my parents I wanted to take the class.”

“I do what I want to.”

“I don't like children - tell teacher I'd quit school.”

“Talk to parents/teacher/parents and teacher.”

“I ask the teachers to put me in next year.”

2 points:

“I told my parents that I would rather do something I enjoy. And ask them please can I take the cashier class.”

“Tell my parents I want to take that class better because I'm interested in it.”

“Talk to them. Try to convince them.”

“I'd say I need this class. I'd convince them.”

“So I take the class that I want to take first and learn how to cashier and after I am finished with that class I will take the other.”

“You express your desire to take the cashier class and explain what you want to your parents, who respect

your decision because they feel you are mature enough.”

“My teacher and I got together and we talked about what should take and adjusted for me to take the cashier’s class.”

“I will tell my parents that I want to take the cashier class first cause I always wanted to take cashier class. I might take other classes later.”

Question 34:

Beginning -- You hear a friend talking about a new job opening at the local bookstore. You love books and want a job. You decide you would like to work at the bookstore.

Ending -- The story ends with you working at the bookstore.

Components to look for when scoring:

0 points - Student does not offer means to get a job, restates given information.

1 point - Response indicates action only on the part of one party (e.g., student, friend, boss) in pursuing job.

2 points - Answer provides actions to pursue job and action by employer in hiring.

Examples of responses:

0 points:

“I would let my friend try first.”

“I will like to work at a bookstore just to have a very nice job.”

“In a couple of days you worked at the bookstore.”

“I love to read books and write stories. I would like to be an author.”

“I went in with him.”

“I want an application, I won’t fill it out and take it but I won’t want them to call me.”

“I got the job.”

“I like to work in the bookstore. My friend opening the bookstore.”

“I will take them to a library.”

“I want to stack books and work as a cashier.”

“I learn how to give correct change and give back and take marketing class.”

1 point:

“I will get information about the job and work very hard on trying to get it.”

"I'd go see how much they would pay. Wages, and see what the hours are and how many days a week I would work."

"You go in and ask for the job."

"I go to the bookstore and fill out an application."

"Put in an application."

"I get info from my friend and apply for the job."

"I decided to look for the job and get the job."

"Check if you know how to do books and stuff."

"You would go to the bookstore. Then you would ask them for a job to work there."

"Ask friend where it is and apply for the job."

2 points:

"You submitted an application, they accepted you and now you are working and enjoying what you are doing."

"One of my friends, he is working there. I ask him to get me a job there. He asks the boss if one of my friends can work with us. The boss said yes, tell your friend come down tomorrow we will give him the job for a week to see if he can hold it. My friend calls and said yes, yes you got the job."

"I went with my friend to the bookstore for an interview. A week later I got a call to go to the new job opening."

"You go to the store, fill out application, talk to manager, go for the interview, make a good impression by being groomed and the manager hires you."

"I had to sign some paper and take some kind of test and then I asked the boss. That is how I got the job."

"I called and went in for an interview for the job and the Librarian hires me for the job and then I start working."

"I go and fill out application to work and talk to boss. Boss hires me!"

"Learn how to do the job. Tell manager you want the job. He says OK."

"I went to the bookstore and got an application and fill it out and talk to the bookstore owner and I got hired."

"I put in application and manager hires me."

Question 35:

Beginning -- Your friends are acting like they are mad at you. You are upset about this.

Ending -- The story ends with you and your friends getting along just fine.

Components to look for when scoring:

0 points - Restating given information, no effort to address conflict.

1 point - Limited attempt to initiate contact with friends or counselor.

2 points - Initiation of discussion/dialogue with some aspect of working out a resolution and getting along afterward.

Examples of responses:

0 points:

“My friends are mad at me because I ate all the caramel corn pop up and I said it was good popcorn.”

“I would not talk to them until they talk to me.”

“Do nothing.”

“Maybe your friends were just in a bad mood.”

“Well, I would like to take them to the movies.”

“Because they are mad at me.”

“I will not call them my friends anymore.”

“Because I don’t know what I did wrong.”

“Friends like mine don’t get mad.”

“I’d be happy.”

1 point:

“We shook hands and made up.”

“I ask them for what reason or why they aren’t talking to me.”

“I would talk to them about it.”

“I say sorry.”

“Try to talk to them.”

“I just ignore it and it blows over.”

“Go to them and ask why they got mad at you in the first place.”

“Talk to my teacher.”

“Well, I ignored them and act like I don’t know anything and wait for one of my friends to come up to me.”

2 points:

“Why are you acting like you are mad at me? We’re not mad at you. We thought you were mad at us. No, I’m not mad so let’s settle it, ok?”

“I’d talk to them and see if there was a problem and then talk to them about it and see if we resolve whatever it is that happened.”

“I’d ask what was going on. After I find out I would try and work with them on the problem.”

“I would talk to them and work it out together.”

“Me and my friends went to the counselor.”

“You and your friends sit down and talk it out.”

“I will say it is OK and they will say I am your friend.”

“I just want to talk to them and they realized that and they said sorry.”

“You ask your friends what they are upset about, you listen to them and respect what they are saying. Then you explain your side of the story reasonably.”

Question 36:

Beginning -- You go to your English class one morning and discover your English book is not in your backpack. You are upset because you need that book to do your homework.

Ending -- The story ends with you using your English book for homework.

Components to look for when scoring.

0 points - Restating given information, no effort to address finding or borrowing a book.

1 point - Stating possible locations, with no follow-up, stating possible consequences.

2 points - Finding, borrowing or other means of obtaining a book to use in completing assignment.

Examples of responses:

0 points:

“You were upset because you need that book to do your homework.”

“I got F.”

“Get mad.”

“I don’t like to do homework.”

“The teacher will get mad at me and talk to my parents I think.”

“You should had did your homework at home and not at school.”

“I got one.”

“Listen carefully in class, take notes.”

“I don’t have my English book one morning. I was upset. I look in my backpack.”

“I tell one of them where I’m going.”

1 point:

“I will talk to my teacher.”

“I get a pass to look for it.”

"I go to lost and found to see if it's there."

"Go back to the last place you were then you might find it."

"Go look for it."

"Tell the teacher and ask what I can do."

"I will try to look much harder for my English book and think harder where I left it."

"Go to the locker to look. Go to lost and found to look for it."

"I go to my locker to see if it's there but it's not so I go to my boyfriends locker because I'm so upset and I look in his locker."

"I seem to misplace books, I can't find it. I think it's in my locker so I go look."

2 points:

"I would ask the teacher if she/he could give me another book to borrow so I could do my homework."

"I will tell my teacher and ask what I could do. Hopefully, my teacher would let me borrow another book for homework."

"I find it in a hidden part of my bag where I forgot it. I had put it there so I wouldn't forget it."

"You ask your teacher to go to your locker. In your locker you find your book and take it back to class."

"So you look on with someone else and look at home later."

"You go to lost and found and see if someone turned it in. If not go to teacher and ask cost of book. Reimburse her and get another book."

"I went to lost and found and it was not there so I went to my locker and I find it."

"Somebody took the book. Somebody else let me borrow their books."

"You probably left it at home - you can't find it. Tell your teacher and she loans you one of hers."

"I ask to use my sister's. She says OK."

Question 37:

Beginning -- You are in a club at school. The club advisor announces that the club members will need to elect new officers at the next meeting. You want to be the president of the club.

Ending -- The story ends with you being elected as the club president.

Components to look for when scoring:

0 points - Restating given information, no actions to indicate running for office, nomination or election by others.

1 point - Response indicates action by student indicating a desire for office or action by others to choose him or her for office.

2 points - Answer indicates desire for office and action by other in electing or choosing the student.

Examples of responses:

0 points:

“I’ll be rich, famous.”

“Talk to the President of the United States.”

“I am ashamed to be in a club because I don’t like to speak in front of a crowd.”

“Most of the club are my friends.”

“Work to meet your goals and you will have a high standard in life.”

“To show everyone that you can be a good president.”

“I was hoping I would be the next president.”

“What I would do is to get what I get. I will not go up to him or her.”

“I got everybody in if I could.”

“I don’t know that.”

1 point:

“I will run for president.”

“Tell them you want to be president.”

“They vote 9 - 5 and I won.”

“Bribe them.”

“I won the nomination and I became the president.”

“I will vote on who I want to be the next president.”

“Work really hard for it.”

“I told them I’d be a good president.”

“Run for the president.”

“I will go up to him or her and say I want to be president of the club right now.”

“I will sign up and start by having a campaign party.”

2 points:

“You announce your intention of running for president to everyone. You put up posters and campaign by asking members to vote for you and by saying what you plan to do as president. They vote and you win.”

“I entered my name in the box and two boys and girl entered so the kids voted for me.”

“Persuade the members of the club that you’re the best man for the job and that you have the leadership qualities.”

“You think you should run for president of the club. They vote for you.”

“You ask your friends to nominate you and ask them to support you and they do.”

“I will do a lot of speeches and paint posters. I beat everyone in the club.”

“You ask people to vote for you and they do.”

“Work really hard for it. They the kids at school will have to vote who they want.”

“Work to meet your goal and vote. If they vote, you win.”

Question 38:

Beginning -- You are at a new school and you don't know anyone. You want to have friends.

Ending -- The story ends with you having many friends at the new school.

Components to look for when scoring:

0 points - Restating given information, stating why they want friends with no means to achieve this, stating activities with no interactions indicated.

1 point - Response indicates action by the student to initiate interactions or responses of others to the student.

2 points - Response indicates action by the student to initiate interactions and responses of others to the student.

Examples of responses:

0 points:

“It is fun to have good friends not the ones who steal or break into the house.”

“I was at a new school and didn't know anyone.”

“I had a thousand friends.”

“I don't know anyone. I want to have friends.”

“You have to make new friends at the new school.”

“Take one day at a time.”

“Don't act stuck on yourself.”

“I looked around.”

“I don't know about that.”

1 point:

“I will ask if anyone will show me around the new school.”

“Talk to people at lunch, recess, and during class.”

“I will go around and tell everyone my name.”

“Go to my classes and be myself.”

“I go up and talk to them and I go flirt with them, I’m a flirter.”

“You could go to the teachers and ask them to be your friend.”

“Counselor introduces you to others.”

“They ask if you are new and what your name is.”

“I went to talk to people and invite them over to my house.”

“Just be yourself at all times and make friends.”

2 points:

“Go to the office first day, get a counselor, counselor introduces you to student who introduces you to others.”

“I went up to them and introduced myself to them and then they became my friends.”

“I go talk to some girls and they introduce me to their friends and on and on until I had many friends.”

“You join clubs, get involved in sports, and other extracurricular activities. You invite people to go to your house or to do something else with you and they do.”

“Try to find someone with the same interest as you and do it together.”

“I looked around for people I fit in with and they talked to me.”

“I talked to them at recess and they asked me to sit with them at lunch.”

“I asked him where my class was and he showed me around.”

“So at lunch you sit next to a girl with no other students around and you become friends. Later you meet her usual lunch buddies and you live happily ever after.”

“You join the team and you are the best player and every girl wants to go out with you.”

These examples are not meant to be standards for scoring, simply exemplary responses to use when reaching decisions. Scorers should take into consideration the individual characteristics of the student and decide if the answer achieves the ending. After each question there is a line to record the score assigned by the evaluator. At the end of the section these subtotals can be summed for a subdomain score. This portion of the *Self-Regulation*

domain has 12 points possible, with higher scores representing more effective interpersonal cognitive problem-solving.

Section II of the *Self-Regulation* domain asks students to identify goals in several life areas and identify steps they need to take to achieve these goals. Points are accumulated based on the presence of a goal and the number of steps identified to reach that goal. If a student responds to the initial inquiry about the presence of a goal with the “I have not planned for that yet” response, he or she is awarded 0 points. If the student identifies a goal, but no steps to reach that goal, he or she is awarded 1 point. For a goal with 1 or 2 steps the student receives 2 points and students who identify a goal and 3 or 4 steps receive 3 points. Goals are not judged on the probability that the student can achieve them, but simply on their presence or absence. Steps to achieve the goal are, however, judged based on whether they are viable steps in the process or unrelated to achieving the goal. As in the previous section, the following section lists some components to look for when scoring these items and examples from the norming sample.

Question 39:

Where do you want to live when you graduate?

Components to look for when scoring:

0 points - No plan or goal is unrelated to where student would live after graduation.

1 point - Some living goal with no steps to indicate how to achieve that goal.

2 points - Goal stated, plus one or two steps that would lead to achieving the goal.

3 points - Goal stated, plus three or four steps that would lead to achieving the goal.

Examples of responses:

0 points:

“I have not planned for that yet.”

“Not Sure.”

“Happily ever after.”

1 point:

“In my own house.”

“In (name of town or state).”

“With parents/friends/other family.”

“House, apartment, on campus, hospital, mansion.”

2 (Goal plus 1-2 steps) or 3 (Goal plus 3 - 4 steps) points

“Work” or “Get a job.”

“Find an apartment.”
“Become a manager.”
“Finish school” or “Do homework.”
“Get good qualifications.”
“Keep out of trouble.”
“Get furniture.”
“Get a house.”
“Help out with chores.”
“Pay rent.”
“Pack clothes.”
“Graduate.”
“Buy a car.”
“Keep my bills up.”
“Meet new friends” or “Get roommate.”
“Save money.”
“Learn to cook.”

Question 40:

Where do you want to work after you graduate?

Components to look for when scoring:

0 points - No plan or goal is unrelated to where student would work after graduation.

1 point - Some work or continuing education goal with no steps to indicate how to achieve that goal.

2 points - Goal stated, plus one or two steps that would lead to achieving the goal.

3 points - Goal stated, plus three or four steps that would lead to achieving the goal.

Examples of responses:

0 points:

“I have not planned for that yet.”

“Just live on my check.”

“Not sure.”

1 point:

“In a store.”

“My own place/office/business.”

“As a (list profession or job title).”

“Record Store” or “Captain D’s” or the name of another business.

“On small motors” or “teaching children” or other job description.

2 (Goal plus 1-2 steps) or 3 (Goal plus 3 - 4 steps) points

“Want ads.”

“Get job application.”

“Finish school.”

“Ride the bus.”

“Know social security number.”
“Trade school in cooking.”
“Talk to a manager.”
“Learn to read and write.”
“Go to classes at college.”
“Train.”
“Get an office.”

Question 41:

What type of transportation do you plan to use after graduation?

Components to look for when scoring:

0 points - No plan or goal is unrelated to what type of transportation student plans to use after graduation.

1 point - Some transportation goal with no steps to indicate how to achieve that goal.

2 points - Goal stated, plus one or two steps that would lead to achieving the goal.

3 points - Goal stated, plus three or four steps that would lead to achieving the goal.

Examples of responses:

0 points:

“I have not planned for that yet.”

“Go out of town.”

1 point:

“Car/Truck/Motorcycle/Limo or other type of vehicle.”

“Use family/friend’s/parent’s car, etc.”

“BMW/Toyota/Ford or make of vehicle.”

“Take a bus/subway, etc.”

“Ask other people to take me.”

2 (Goal plus 1-2 steps) or 3 (Goal plus 3 - 4 steps) points

“Work” or “Get a job.”

“Get a driver’s license” or “Learn driving book.”

“Buy gas/insurance, etc.”

“Save money.”

“Pay for car/truck, etc.”

“Bus pass.”

“Learn route.”

“Buy car.”

As before, these examples are not meant to be standards for scoring, simply examples of responses to use when reaching decisions. At the end of the section is a line for the subdomain score. This portion of the *Self-Regulation* has 9 points possible, with higher scores representing more effective goal-setting and task attainment skills.

Psychological Empowerment

This domain consists of 16 questions asking students to choose which best describes them. Answers that reflect psychological empowerment (e.g., beliefs in ability, perceptions of control, and expectations of success) are scored with a 1. Answers that do not reflect a psychologically empowered belief or attitude are scored with a 0. The total points available are 16 and higher scores indicate that students are more psychologically empowered. The following provides a scoring key for this section:

- | | |
|---------------------|--|
| 42. 0 points | I usually do what my friends want. |
| 1 point | I tell my friends if they are doing something I don't want to do. |
| 43. 1 point | I tell others when I have new or different ideas or opinions. |
| 0 points | I usually agree with other peoples' opinions or ideas. |
| 44. 0 points | I usually agree with people when they tell me I can't do something. |
| 1 point | I tell people when I think I can do something that they tell me I can't. |
| 45. 1 point | I tell people when they have hurt my feelings. |
| 0 points | I am afraid to tell people when they have hurt my feelings. |
| 46. 1 point | I can make my own decisions. |
| 0 points | Other people make decisions for me. |
| 47. 0 points | Trying hard at school doesn't do me much good. |
| 1 point | Trying hard at school will help me get a good job. |
| 48. 1 point | I can get what I want by working hard. |
| 0 points | I need good luck to get what I want. |
| 49. 0 points | It is no use to keep trying because that won't change things. |
| 1 point | I keep trying even after I get something wrong. |
| 50. 1 point | I have the ability to do the job I want. |

	0 points	I cannot do what it takes to do the job I want.
51.	0 points	I don't know how to make friends.
	1 point	I know how to make friends.
52.	1 point	I am able to work with others.
	0 points	I cannot work well with others.
53.	0 points	I do not make good choices.
	1 point	I can make good choices.
54.	1 point	If I have the ability, I will be able to get the job I want.
	0 points	I probably will not get the job I want even if I have the ability.
55.	0 points	I will have a hard time making new friends.
	1 point	I will be able to make friends in new situations.
56.	1 point	I will be able to work with others if I need to.
	0 points	I will not be able to work with others If I need to.
57.	0 points	My choices will not be honored.
	1 point	I will be able to make choices that are important to me.

Self-Realization

The final section of *The Arc's Self-Determination Scale* measures individual self-knowledge and self-awareness. Like the previous section, answers are scored with either 0 or 1 points based on the direction of the answer. That is, answers reflecting a positive self-awareness and self-knowledge are scored with a 1 and answers that do not are scored with a 0. There are 15 items (questions 58 - 72) and the total possible for this domain is 15. Higher scores reflect greater self-realization. Table 5.1 provides the key to scoring for this section:

Table 5.1: Scoring for Self-Realization section

Question	Agree	Disagree
58. I do not feel ashamed of any of my emotions	1	0
59. I feel free to be angry at people I care for.	1	0
60. I can show my feelings even when people might see me.	1	0

61. I can like people even if I don't agree with them.	1	0
62. I am afraid of doing things wrong.	0	1
63. It is better to be yourself than to be popular.	1	0
64. I am loved because I give love.	1	0
65. I know what I do best.	1	0
66. I don't accept my own limitations.	0	1
67. I feel I cannot do many things.	0	1
68. I like myself.	1	0
69. I am not an important person.	0	1
70. I know how to make up for my limitations.	1	0
71. Other people like me.	1	0
72. I am confident in my abilities.	1	0

Entering Raw Scores on Protocol: Scoring Steps 1 and 2

The scoring sheet (last page of each protocol) includes sections to enter raw and converted scores. Once scoring is completed, scores from each domain and subdomain should be entered into the section labeled **Scoring Step 1**. The domain scores should be summed to determine a total raw score, which should be entered into the appropriate box in **Scoring Step 2**.

Converting Raw Scores: Scoring Step 3

Once raw scores are entered onto the protocol, the next step in the scoring process is to convert these raw scores into percentile scores for comparison with the sample norms and to determine the percentage of positive responses. This is accomplished using the tables that appear in the **Conversion Tables** section at the end of the Procedural Guide. Each table provides conversion information for one subdomain/domain area or the total score and provides percentile scores for the sample norms and the positive scores. Identify the raw score appropriate for each domain/subdomain or total and record the appropriate percentage scores on the protocol at **Scoring Step 3**.

Interpreting Scores: Scoring Steps 4 and 5

It is rarely justifiable to interpret findings based on raw scores alone. There are a number of reasons for this, among them the fact that there are usually different “points” possible for any given subscale and comparing between two subscales, one with a total of 12 points and another with a total of 18 points, is like comparing apples and oranges. Additionally, some topics are much more difficult than others and a low raw score might be more the norm than high scores. *The Arc's Self-Determination Scale* should be interpreted using the converted percentile scores described above. These include: (1) a percentage score for the sample norms, and (2) individual percentage positive scores.

To ease the interpretation process, **Scoring Step 4** and **Scoring Step 5** provide graphs in which converted scores can be entered. The graphs provide an easy way to view a student’s overall progress overall. Once raw scores are converted and **Scoring Step 3** is filled in, the teacher and student should fill in the graphs. For example, if the converted norm sample score for 1A (*Autonomy, Independence: Self and Family Care*) was 70, this point should be identified in **Scoring Step 4** under graph column “One A” and the boxes below the 70% mark filled.

Percentage scores for comparison with the sample norms indicate the percent of scores from the norm sample which were equal to or less than the student’s score. Thus, a 70 indicates that 70% of the scores from the sample norms were the same or lower than the student’s score. The individual percent positive scores indicate the percentage positive for each domain. The total points available for the *Autonomy* domain is 96. A student who scored a 72 will have a 75% positive score conversion where a score of 96 reflects 100% positive and 0 indicates 0% positive.

How to Use Scores from The Arc's Self-Determination Scale

The **Introduction and Overview** chapter described the appropriate and inappropriate uses of the Scale. Once converted scores are graphed, teachers and students can examine the trends in the data to describe areas of individual strengths and weaknesses, compare scores with previous assessments to determine areas of growth and use the information provided by examining Scale items to generate potential goals and objectives.

It is presumed that the Scale’s utility for research will be to measure student’s self-determination to examine program or intervention efficacy, to examine environmental and individuals contributors to self-determination, and to evaluate the importance of self-determination on related outcomes and issues. These

comparisons will be conducted by using raw scores, although intervention-based research may track percentage positive scores.