

A SCALE OF INTRINSIC VERSUS EXTRINSIC ORIENTATION IN THE CLASSROOM

Manual

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The articles listed in the References section provide a complete description of the theoretical rationale for the development of this scale, as well as additional data on the psychometric properties of the scale.

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INTRODUCTION AND RATIONALE

The question of what motivates a child to learn has been of central interest to educators, psychologists, and clinicians for many years; although we have witnessed shifts in theoretical perspective. Within the domain of motivation, there has been increasing emphasis on “intrinsic” motivation. In my own work (see Harter, 1978, 1981, 2012), I am attempting to develop a theoretical model of intrinsic motivation, taking Robert White’s model of “effectance motivation” as a point of departure. In 1959, White proposed this new motivational construct, one which impels the child to engage in mastery attempts. He viewed this need to deal effectively with the environment as “intrinsic”, postulating that its gratification produced inherent pleasure. The manual cites more recent issues that involve the relationship between motivation and overt action and self processes (Harter, 2012).

The original effectance motive construct has obvious heuristic appeal, particularly for the study of the developing child in whom strivings toward mastery and competence are universally evident. However, the global nature of this construct has made it difficult to assess precisely. My own efforts have focused on refining and extending White’s formulation, casting it within a developmental framework. A complete discussion of the model can be found in the references cited above. However, basically we are interested in determining how intrinsic motivation is maintained, enhanced, or attenuated across the course of development. The present scale was devised in order to examine these questions, as well as to explore the educational implications of the intrinsic motivation construct.

Several general considerations guided the development of this self-report scale:

- (a) We wanted to identify the possible *components* of intrinsic motivation, rather than treat it as a unitary or global construct.
- (b) We felt that such a measure should be sensitive to sources of *extrinsic* motivation, as well as intrinsic motivation, so that we could examine the relative strength of each orientation.
- (c) We wanted a measure that would be appropriate across a number of age levels in order to assess developmental change.
- (d) It was important that our measure be psychologically meaningful to children, as well as psychometrically sound, i.e., we placed particular emphasis on the ecological validity of our instrument.
- (e) The scale should be one which we can administer to groups of children, as well as to the individual child, in cases where this may be necessary or desirable for diagnostic purposes.

We chose classroom learning as a situational context in which the motivational orientation of the child would be particularly relevant. As a starting point, we addressed the following question: To what degree is a child’s motivation for classroom learning determined by his or her intrinsic interest in learning and mastery, curiosity, preference for challenge in contrast to a more extrinsic orientation in

which the child is motivated to obtain teacher approval and/or grades, and is very dependent on the teacher for guidance? With this as a framework, we delineated five dimensions of classroom learning which could be characterized as having both an intrinsic and extrinsic motivational pole:

Intrinsic Pole		Extrinsic Pole	
A. Preference for Challenge	vs.	Preference for Easy Work Assigned	
(Does the child like hard challenging work...	or	Does the child like the easier assignments and school subjects?)	
B. Curiosity/Interest	vs.	Pleasing the Teacher/Getting Grades	
(Does the child work to satisfy his/her own interest and curiosity...	or	Does the child do schoolwork in order to satisfy the teacher, obtain marks and grades?)	
C. Independent Mastery	vs.	Dependence on the Teacher	
(Does the child prefer to do their own work and figure out problems on his/her own...	or	Does the child rely on the teacher for help and guidance, particularly when it comes to figuring out problems and assignments?)	
D. Independent Judgment	vs.	Reliance on Teacher's Judgment	
(Does the child feel that he/she is capable of making certain judgments about what to do...	or	Is the child primarily dependent on the teacher's opinion and judgment about what to do?)	
E. Internal Criteria	vs.	External Criteria	
(Does the child know when he/she has succeeded or failed on school assignments or tests...	or	Is the child dependent upon external sources of evaluation such as teacher feedback, grades, marks?)	

Our psychometric efforts were guided by the following criteria. While we had isolated components that seemed meaningful, it was critical to determine whether the scale structure which we imposed actually emerged in the children's responses such that we could meaningfully interpret subscale scores. Thus we relied heavily on factor analytic procedures in examining the structure of the scale. We also placed emphasis on the internal consistency of given subscales as our primary index of reliability. Our sensitivity to the tendency for many self-report measures to pull for socially desirable responding caused us to devote considerable energy to the design of a new question format which would offset this tendency.

QUESTION FORMAT

The question format utilized was one initially devised in the construction of the Perceived Competence Scale for Children. The rationale for this format has been described in detail in the presentation of that scale (see Harter, 1999). Our previous experience with true-false formats has revealed several problems, the most critical of which has been their susceptibility to social desirability response tendencies. These problems attenuate both the reliability and the validity of such scales. After considerable pilot work, much of which involved the individual interviewing of children, we devised a “structured alternative format” in which the child is presented with the following type of question:

Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
<input type="checkbox"/>	<input type="checkbox"/>	Some kids know when they've made a mistake without checking with the teacher	BUT	Other kids need to check with the teacher to know if they've made a mistake	<input type="checkbox"/>	<input type="checkbox"/>

The child is first asked to decide which kind of kid is most like him or her, and then asked whether this is only sort of true or really true for him or her. The effectiveness of this question format lies in the implication that half of the kids in the world (or in one's reference group) view themselves in one way, whereas the other half view themselves in the opposite manner. That is, this type of question legitimizes either choice. The option of checking *sort of true for me* or *really true for me* broadens the range of choices over the typical two-choice format. Additionally, none of the choices involve the response “false”. Rather, the child must decide which of the options is most true for him or her. Our confidence in this format is bolstered by the fact that the verbal elaborations given for their choice indicate that children are giving accurate perceptions of their motivational orientations rather than socially desirable responses.

SCALE CONSTRUCTION

Over 3,000 pupils have participated in various phases of our scale construction studies. Data have been collected in four states: Colorado, Connecticut, New York, and California. While our target group has been third through sixth grade, we have also obtained data on junior high samples. The present scale has undergone several revisions, both at the item and subscale level. The earliest versions of the scale were all individually administered. Each item was read out loud to the child. After making his or her choice, the child was then asked to elaborate on why he or she responded in that particular manner. One purpose of this procedure was to bolster the face validity of the items, or conversely, to identify items which were misunderstood or misinterpreted. After several revisions based on individual administration of this nature, group administration procedures were employed, testing classrooms of children. We read each question out loud, as the child followed along in his or her

booklet. The data from our group administration indicates that the scale can be effectively used with groups of normal children, from the third grade on.

The scale has also undergone revision at the subscale level. Our reliance on the factorial validity of the measure dictated that the subscales which we constructed emerged as meaningful factors in the data. That is, each subscale had to tap a separate dimension of classroom motivation that was meaningful to the child in order for us to be able to justify the interpretation of the child's *profile* of scores across the five subscales. Considerable pilot work indicated that we needed to redefine or re-label certain factors, as well as to construct new items to reflect the subscale structure which emerged.

SPECIFIC SCALE STRUCTURE

Each of the five subscales contains six items. (Two additional sample items are included at the beginning, for practice, although these are not scored.) Within each subscale, three of the items are worded to begin with the intrinsic orientation, and three begin with the extrinsic orientation. With regard to item order, there were two constraints: no two consecutive items are from the same subscale, and no more than two consecutive items are keyed in the same direction. A master list of items grouped according to subscale is presented below. In the appendix is the actual form administered to the child, where the order of items meets the conditions just specified.

MASTER LIST OF ITEMS GROUPED ACCORDING TO SUBSCALE

Item # refers to the position on the child's form and the scoring key. Items keyed I-E present the intrinsic aspect first in the sentence, whereas items keyed E-I present the extrinsic aspect first.

Item #	Keyed	Preference for Challenge vs. Preference for Easy Work Assigned
1	I-E	Some kids like hard work because it's a challenge BUT Other kids prefer easy work that they are sure they can do
6	I-E	Some kids like difficult problems because they enjoy trying to figure them out BUT Other kids don't like to figure out difficult problems
11	E-I	Some kids would rather just learn what they have to in school BUT Other kids would rather learn about as much as they can
16	I-E	Some kids like to go on to new work that's at a more difficult level BUT Other kids would rather stick to the assignments which are pretty easy to do
22	E-I	Some kids like school subjects where it's pretty easy to just learn the answers BUT Other kids like those school subjects that make them think pretty hard and figure things out
28	E-I	Some kids don't like difficult schoolwork because they have to work too hard BUT Other kids like difficult schoolwork because they find it more interesting

Item #	Keyed	Curiosity/Interest vs. Pleasing the Teacher/Getting Grades
3	I-E	Some kids work on problems to learn how to solve them BUT Other kids work on problems because you're supposed to
7	E-I	Some kids do their schoolwork because the teacher tells them to BUT Other kids do their schoolwork to find out about a lot of things they've been wanting to know
13	I-E	Some kids read things because they are interested in the subject BUT Other kids read things because the teacher wants them to
18	I-E	Some kids ask questions in class because they want to learn new things BUT Other kids ask questions because they want the teacher to notice them
25	E-I	Some kids do extra projects so they can get better grades BUT Other kids do extra projects because they can learn about things that interest them
30	E-I	Some kids work really hard to get good grades BUT Other kids work hard because they really like to learn things

Item #	Keyed	Independent Mastery vs. Dependence on the Teacher
2	E-I	When some kids don't understand something right away they want the teacher to tell them the answer BUT Other kids would rather try and figure it out by themselves
8	I-E	When some kids make a mistake they would rather figure out the right answer by themselves BUT Other kids would rather ask the teacher how to get the right answer
15	E-I	If some kids get stuck on a problem they ask the teacher for help BUT Other kids keep trying to figure out the problem on their own
20	E-I	Some kids like the teacher to help them plan what to do next BUT Other kids like to make their own plans for what to do next
24	I-E	Some kids like to try to figure out how to do school assignments on their own BUT Other kids would rather ask the teacher how it should be done
29	I-E	Some kids like to do their schoolwork without help BUT Other kids like to have the teacher help them do their schoolwork

Item #	Keyed	Independent Judgment vs. Reliance on the Teacher's Judgment
4	E-I	Some kids almost always think that what the teacher says is OK BUT Other kids sometimes think their own ideas are better
10	E-I	Some kids agree with the teacher because they think that the teacher is right about most things BUT Other kids don't agree with the teacher sometimes and stick to their own opinion
12	I-E	Some kids like to learn things on their own that interest them BUT Other kids think it's better to do things that the teacher thinks they should be learning
17	E-I	Some kids think that what the teacher thinks of their work is the most important thing BUT For other kids what <i>they</i> think of their work is the most important thing
21	I-E	Some kids think they should have a say in what work they do in school BUT Other kids think that the teacher should decide what work they should do
26	I-E	Some kids think it's best if they decide when to work on each school subject BUT Other kids think that the teacher is the best one to decide when to work on things

Item #	Keyed	Internal Criteria for Success/Failure vs. External Criteria
5	I-E	Some kids know when they've made mistakes without checking with the teacher BUT Other kids need to check with the teacher to know if they've made a mistake
9	I-E	Some kids know whether or not they're doing well in school without grades BUT Other kids need to have grades to know how well they are doing in school
14	E-I	Some kids need to get their report cards to tell how they are doing in school BUT Other kids know for themselves how they are doing even before they get their report card
19	E-I	Some kids aren't really sure if they've done well on a test until they get their papers back with a mark on it BUT Other kids pretty much know how well they did even before they get their paper back
23	E-I	Some kids aren't sure if their work is really good or not until the teacher tells them BUT Other kids know if it's good or not before the teacher tells them
27	I-E	Some kids know they didn't do their best on an assignment when they turn it in BUT Other kids have to wait until the teacher grades it to know that they didn't do as well as they could have

Please note that the actual version administered to the child can be found in the Appendix. You have permission to copy the instrument for your own use.

ADMINISTRATION

The administration procedure and instructions are basically the same, whether the scale is administered in individual or group form. Children are given the booklet, asked to fill out the information at the top, and are then given the instructions. (See verbatim instructions below.) Several key points should be emphasized. First, it is essential that the question format employed on this scale be visually presented as such, since this depiction assists the child in making the necessary judgments. With regard to explaining the format to the child, the aspect that needs to be highlighted at the outset is that they have two decisions to make for each statement. First they decide which kind of kid they are most like, the one on the left or the right side. Then they decide how true that is for them. That is, it needs to be clear that they only check one box on each item (they *don't* check a box on *each* side). We have also found it important to emphasize that this is not a test-- there are no right or wrong answers. We convey the fact that kids are different from each other, and we are interested in these differences. Thus, we also highlight the fact that we are interested in "what's true *for you*".

Instructions to the Child

We have some sentences here and, as you can see from the top of your sheet where it says "In the Classroom", we are interested in what kinds of things you like to do in school. This is not a test. There are no right or wrong answers. Since kids are very different from one another, each of you will be putting down something different.

First let me explain how these questions work. There are two sample questions at the top. I'll read the first one out loud, which is marked (a), and you follow along with me. (Examiner reads first sample question.) This question talks about two kinds of kids.

- (1) What I want you to decide *first* is whether you are more like the kids on the left side who would rather play outdoors, or whether you are more like the kids on the right side who would rather watch T.V. Don't mark anything down yet, but first decide which kind of kid is most like you, and go to that side.
- (2) Now, the *second* thing I want you to think about, now that you have decided which kind of kid is most like you, is to decide whether that is only *sort of true* for you or *really true*. If it's only *sort of true*, then put an X in the box under *sort of true*; if it's *really true* for you, then put an X in that box, under *really true*.
- (3) For each sentence you only check *one* box. Sometimes it will be on one side of the page, and other times it will be on the other side of the page, but you can only check one box for each sentence. Do you have any questions?
- (4) OK, let's try the second sample one, which is (b). (Examiner reads and goes through the same explanation above in points 1, 2, and 3.)
- (5) OK, those were just for practice. Now we have some more sentences which I'm going to read out loud. For each one, just check one box, the one that goes with what is true for *you*, what *you* are most like.

SCORING KEY

The scoring key is presented on p. 22 of this manual. Each item is given a two-letter code under its number. As described in the earlier sample question, a score of 4 designates the maximum intrinsic orientation, and a score of 1 designates the maximum extrinsic orientation. Since items were counterbalanced with regard to which aspect of the statement was presented first, the two orders of the four possible scores vary from question to question. For items where the intrinsic aspect occurs first, the order is 4, 3, 2, 1. For those in which the extrinsic aspect is first, the order is just the reverse, 1, 2, 3, 4.

After the individual items have been scored, it is suggested that they be transferred to a Data Coding Sheet, such as the one on p. 25, following the scoring key. After the individual items have been transferred, average or mean scores for each child, on each subscale, can be obtained by adding the six item values for that subscale and dividing by six. Thus, each child will have five scores, namely the five averages or means from each subscale. These five mean scores, which can range from 1 to 4, will depict the child's profile across the five dimensions. Given the focus on isolating the *components* of a child's orientation to classroom learning, no total scale score is to be calculated since such a score would mask subscale differences found in the profiles of individual children.

Following the Data Coding Sheet is a form entitled Master List for Subscale Scores. Here one can transfer the five subscale means from the Data Coding Sheet. Following that is an Individual Pupil Profile form for plotting subscale scores for a given child. Since often one is interested in comparing the change in a pupil's profile over some period of time, there are two graphs provided for two different testing dates. It is strongly recommended that individual scores be considered only in relation to the norms for the child's grade or group. Group scores change systematically with grade (as described in the following section) and a given child's score can only be meaningfully interpreted with this norm in mind. Thus, it is recommended that the group average also be plotted on the individual pupil profile form in order to facilitate this comparison.

STATISTICAL PROPERTIES OF THE SCALE

A complete description of the statistical properties of the scale can be found in a comprehensive article devoted to the construction and analysis of the scale (Harter, 1981). That paper presents data from numerous samples which we have now tested. The major findings will be summarized here in the manual.

FACTORIAL VALIDITY. Our initial attempts to assess the validity of the scale were based on factor analytic procedures. Recall that in the section describing the rationale for this type of scale structure, the point was made that before one can meaningfully interpret subscale profiles, it is necessary to demonstrate that the children themselves make the distinctions reflected in the five dimensions of classroom learning which we delineated. (A complete description of the factoring procedures and results can be found in Harter, 1981.) In summary, the factor pattern clearly reveals that a five-factor solution, reflecting the five subscales we identified, is appropriate. The average loadings for items on their designated factors is between .46 and .53, and no items systematically cross-load on other factors.

MEANS AND STANDARD DEVIATIONS FOR EACH SUBSCALE BY GRADE

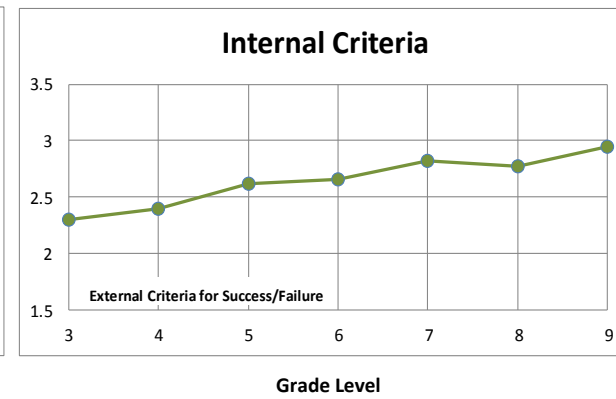
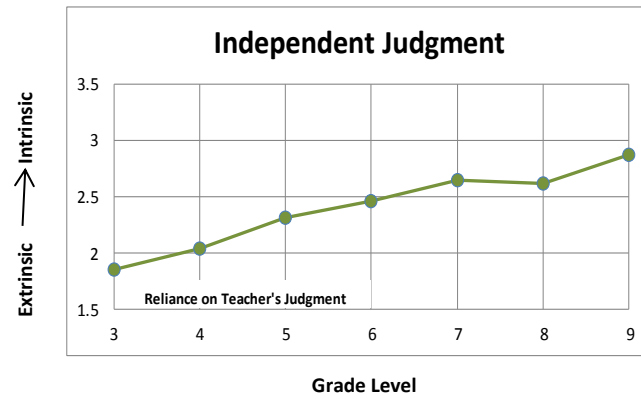
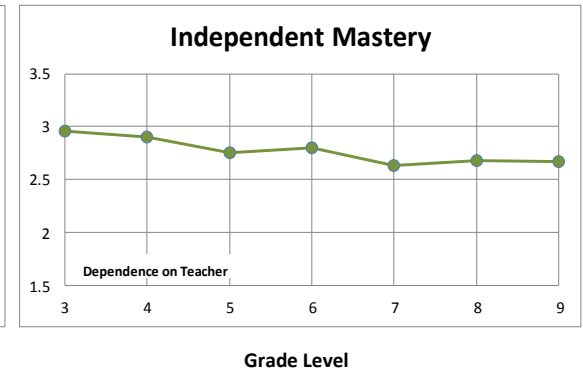
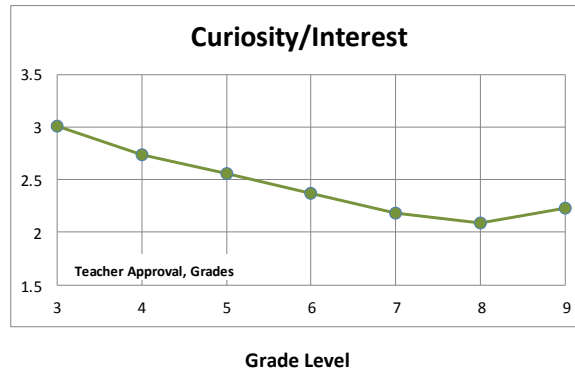
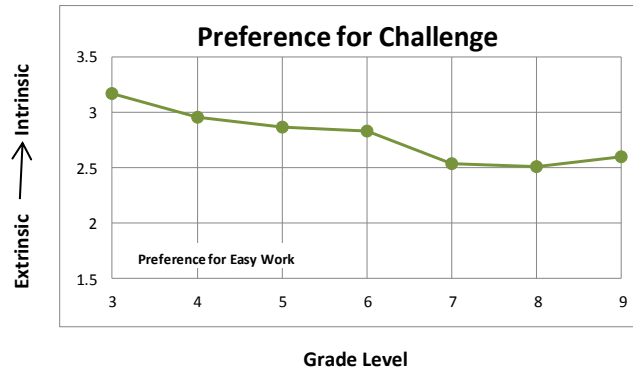
	<i>Challenge</i>		<i>Curiosity</i>		<i>Mastery</i>		<i>Judgment</i>		<i>Criteria</i>	
	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>
3 rd	3.17	0.63	3.01	0.77	2.96	0.62	1.85	0.45	2.30	0.67
4 th	2.96	0.66	2.74	0.77	2.90	0.65	2.04	0.52	2.40	0.73
5 th	2.87	0.71	2.56	0.83	2.75	0.65	2.31	0.64	2.62	0.70
6 th	2.83	0.65	2.37	0.79	2.80	0.63	2.46	0.65	2.66	0.71
7 th	2.54	0.63	2.18	0.64	2.63	0.60	2.64	0.56	2.82	0.56
8 th	2.51	0.62	2.09	0.52	2.68	0.53	2.61	0.52	2.77	0.63
9 th	2.60	0.69	2.23	0.71	2.67	0.59	2.87	0.53	2.95	0.58

Above are the means and standard deviations for each of the five subscales or seven grade levels, 3rd through 9th grade, in our California sample. This same pattern was replicated in a follow-up study one year later. The trends for third through sixth grade were replicated in both the New York and Colorado sample.

The subscale means for each grade are plotted graphically on the next page, in order to show the systematic developmental differences which the scale consistently yields. As can be seen in the figure, three of the subscales, Preference for Challenge versus Preference for Easy Work, Curiosity/Interest versus Teacher Approval, and Independent Mastery versus Dependence on the Teacher, begin with relatively high intrinsic scores in the third grade and show a systematic shift toward the extrinsic pole across the grade levels. The opposite linear trend was obtained for the remaining two subscales, Independent Judgment versus Reliance on Teacher’s Judgment and Internal versus External Criteria for Success/Failure. For the latter two subscales, third graders are relatively extrinsic and, with grade level, pupils become increasingly intrinsic in their orientation. Linear trend analyses indicated that for all five subscales, these trends were significant at $p < .001$.

INTERCORRELATIONS AMONG SUBSCALES

While the emphasis has been on the identification of the components of motivational orientation, moderate correlations were anticipated among subscales. These intercorrelations are presented on page 13 for the California and New York samples. For both samples, the intercorrelations among Curiosity, Challenge, and Independent Mastery are moderate to high. Independent Judgment and Internal Criteria bear a moderate relationship to each other, but do not correlate as highly with the other three subscales. Higher order factoring has revealed that a two-factor solution best described this subscale pattern, with Curiosity, Challenge, and Mastery defining one factor, and Independent Judgment and Internal Criteria defining the second.



<i>California Sample</i>				
	Preference Challenge	Curiosity Interest	Independent Mastery	Independent Judgment
Curiosity Interest	.39			
Independent Mastery	.48	.34		
Independent Judgment	-.10	-.05	.04	
Internal Criteria	.27	.07	.24	.39

<i>New York Sample</i>				
	Preference Challenge	Curiosity Interest	Independent Mastery	Independent Judgment
Curiosity Interest	.56			
Independent Mastery	.61	.39		
Independent Judgment	.10	.14	.24	
Internal Criteria	.33	.33	.33	.38

VALIDITY

Our initial goal, as reported, was to establish the factorial validity of the scale. Subsequently we addressed the discriminate validity of the scale. In one study we predicted differences between two groups of 4th, 5th, and 6th graders. These groups varied in several respects, each of which we expected would influence motivational orientation. The first group included 26 pupils in a private “open” school, from upper-middle class families, which strongly supported the educational philosophy espoused by the school. The school was chosen based on its emphasis on precisely those principles captured by the intrinsic pole of our subscales. School personnel reinforced children for their intrinsic interest in learning, for curiosity, for working on their own, and setting their own classroom goals. In the comparison group were pupils, matched for age and sex, in a “traditional” public school, drawn from lower middle-class families. These pupils attended the neighborhood school to which they had been assigned. Mean scores for the two groups were as follows: 2.98 versus 1.81 for Challenge ($p < .001$); 3.10 versus 2.30 for Curiosity ($p < .001$); 2.80 versus 2.47 for Independent Mastery ($p < .05$); 2.92 versus 2.25 for Independent Judgment ($p < .001$); 3.00 versus 1.85 for Internal Criteria ($p < .001$).

These findings *cannot* be viewed as demonstrating the effects of “open” education per se, since social class, related ability levels, educational philosophy of the family may have also contributed to the group differences. The purpose of the comparison was to demonstrate that when several variables, each of which were predicted to influence motivational orientation, were “compounded” in this fashion, large group differences would result, providing one type of evidence for the validity of the

scale. Additional studies are necessary to determine the precise contribution of each variable included.

In a second study, the scale was administered to 61 educable mentally retarded children, ages 10 to 12, whose primary instruction was conducted in special (segregated) classes. Given the intellectual deficits and poor achievement history of this group, it was anticipated that they should realistically be more extrinsic in their orientation, particularly with regard to their dependence on the teacher. Mean scores were: 2.62 for Challenge, 2.60 for Curiosity, 2.61 for Independent Mastery, 2.07 for Independent Judgment, and 2.11 for Internal Criteria. When one compares these values to the normative data presented in the figure, it can be seen that with the exception of chronological age peers, namely 5th and 6th graders. The differences are particularly dramatic for Independent Judgment and Internal Criteria, where their low scores reveal considerable reliance on the teacher's judgment and dependence on external criteria for success and failure. A comparison with their mental age peers, the normal IQ 3rd and 4th graders, reveals that they are also more extrinsic, with the exception of the Independent Judgment subscale where the normal sample was also relatively extrinsic.

Additionally, we have begun to explore the construct validity of the scale. A central hypothesis derived from the model is that perceived competence in a particular domain should be related to one's motivational orientation, i.e., the higher one's perceived competence, the more intrinsic one's orientation. This prediction has been supported by correlational data revealing that perceived cognitive competence is strongly related to Challenge ($r = .57$), Curiosity ($r = .33$), and Independent Mastery ($r = .54$). Correlations with Independent Judgment and Internal Criteria are much lower in magnitude ($r = .03$ and $.26$, respectively). Higher order factoring reveals that Perceived Cognitive Competence, Challenge, Curiosity, and Mastery form a distinct factor with extremely high loadings of $.76$, $.87$, $.70$, and $.80$, respectively.

Finally, the predictive validity of one subscale, Preference for Challenge, has now been examined in one study. Children were given anagram task in which they were permitted to choose anagrams representing four difficulty levels, 3-, 4-, 5-, and 6-letters. The correlation between the Preference for Challenge subscale and the mean number of letters in the anagrams chosen was $.72$.

INTERPRETATION AND DISCUSSION OF THE PATTERNS OBTAINED

The findings indicate that our scale construction efforts were successful and that we met the criteria described at the outset. We clearly have a reliable and valid measure sensitive to individual differences in both intrinsic and extrinsic orientation. The results demonstrate that we can meaningfully isolate five measureable components, as reflected in the very clean five-factor solution obtained. The data strongly support the argument that one should identify the components or dimensions of a construct such as motivational orientation, rather than consider it a global or unitary construct. Had our efforts been dictated by the latter viewpoint, such that we merely summed across all items and calculated a total scale score, the distinct developmental trends for separate subscales would have been obscured.

While it was anticipated that the subscales would all correlate to a moderate degree, the intercorrelations, the higher order factor structure, and the developmental data all suggest that there are two relatively independent clusters of subscales. The first is comprised of Preference for

Challenge versus Preference for Easy Work Assigned, Curiosity/Interest versus Teacher Approval, and Independent Mastery versus Dependence on the Teacher. The second cluster was defined by Independent Judgment versus Reliance on Teacher's Judgment, and Internal versus External Criteria for Success/Failure. How are these unpredicted but highly replicable clusters to be interpreted?

In more closely examining the subscale and item content, the following distinction emerged. The Challenge, Curiosity, and Mastery subscales each had a distinctive *motivational* flavor in that they tapped issues involving what the child *wants* to do, *likes* to do, *prefers*. A child with a high score on these subscales is telling us that he or she is intrinsically *motivated* to engage in the *mastery process*. In contrast, the Independent Judgment and Internal Criteria subscales seem to tap more *cognitive-informational* structures. What does the child *know*, on what basis does he or she make decisions, how much has the child learned about the rules of the game called "school"? A high scorer on these subscales is telling us that they can make these judgments rather autonomously. The developmental data, as well as individual profiles, indicate that a child can be relatively intrinsic on one of these clusters and relatively extrinsic on the other. For example, third graders are very intrinsic on the first cluster, demonstrating strong intrinsic mastery motivation, but are very extrinsic with regard to the second cluster, reflecting their dependence on the information provided by the teacher. The pattern for the ninth graders is just the opposite. Their extrinsic scores on the first cluster suggest that they are doing assignments to meet the teacher expectations and to get grades. Their relatively high intrinsic scores on the second cluster suggest that they have acquired sufficient information about the school system to make their own judgments and to determine whether or not they are successful.

The findings further argue for the need to be precise in our use of the term "intrinsic motivation". Too often, this term is employed rather loosely, both at the conceptual level as well as at the level of one's operational definition. Our interpretation of the data suggests that only three of the given subscales are truly motivational in nature, whereas the remaining two are more informational. Thus while this scale was initially viewed as a scale of motivational orientation, we now view it as a scale of intrinsic versus extrinsic orientation, with separable motivational and informational components.

Within this framework, how are the developmental data to be interpreted? Across grades 3 through 9, the dramatic shift from Reliance on Teacher's Judgment to Independent Judgment and from need for External Criteria to determine whether one is successful to Internal Criteria made intuitive sense. It seemed plausible that with increasing grade, children should become more knowledgeable, should be more capable of making their own judgments, of determining whether or not they are successful. The underlying process would appear to be one in which they gradually internalize the rules for making judgments about school-related issues. The developmental decrease, however, in those three subscales which seemingly tap more motivational components was open to a more complex set of interpretations.

Perhaps the most value-laden interpretation is that our school systems are gradually stifling children's intrinsic interest in school learning, specifically with regard to challenge, curiosity, and independent mastery. A related manner of viewing these data is that the child is adapting to the demands of the school culture which reinforces a more extrinsic orientation. It should be noted that this trend may be very domain specific. That is, while it would appear that one's motivation to perform in school is becoming less intrinsic with age, one's motivation in other domains may not show this trend. The child may be channeling intrinsic interest into other areas of his or her life,

e.g., one's social relationships, sports, and other extracurricular activities. Since this particular scale allowed us to tap the cognitive domain only, we do not have data to bear on this interpretation (see Harter, 2012).

IMPLICATIONS FOR THE INTERPRETATION OF INDIVIDUAL PROFILES. The pattern of findings makes it clear that the calculation of a total score is inappropriate. Such a score not only masks the tremendous subscale differences we find in individual profiles, but also obscures the distinction between those subscales, reflecting motivational components and those which are more informational in nature. The very dramatic developmental differences also make it imperative that a given child's profile be viewed in relationship to the norms for his or her grade or group. Thus, the profile form provided encourages that you plot the grade or group means, in addition to the individual child's score.

While the measure was initially designed to examine particular questions posed by our theoretical model, we have found it to have a number of uses in applied settings, as well. The scale has now been employed by clinical colleagues who have included it as part of their diagnostic battery, particularly with children where school learning problems are central. The scale may also be fruitfully employed in those program evaluations efforts where classroom interventions designed to influence a child's motivation have been implemented. At a more informal level, individual teachers, counselors, or school psychologists may be interested in shifts in orientation for either an individual child or a classroom of pupils. The measure also holds promise as a predictive instrument, a screening device, to determine which type of educational curriculum may be more appropriate for a given child. Given the trend toward greater flexibility in the options of a relatively more structured versus "open" classroom environment, the scale may help to identify which children require more structure, are more extrinsic in their orientation, and which seem better able to meet the demands of a more "open" curriculum. Thus, while our initial focus was more theoretical in nature, we are also interested in the educational implications of our constructs, their ecological validity, and hope to explore their relevance to actual classroom learning in the near future.

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APPENDIX

- Child Questionnaire: *In the Classroom*
- Scoring Key for *In the Classroom*
- Data Coding Sheet
- *Teacher's Rating Scale of Child's Classroom Orientation*
- Scoring Key for Teacher's Rating Scale
- Master List for Subscale Scores
- Individual Pupil Profile Form
- Table Listing Domains Tapped by our Instruments at each Period of the Lifespan
- List of Harter and Colleagues' Self-Report Manuals Available Online

In the Classroom

Name _____ Age _____ Birthday _____ Boy Girl
 Month Day (check one)
 Grade _____ Teacher _____

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
Sample Questions							
a.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would rather play outdoors in their spare time	BUT	Other kids would rather watch T.V.	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like hamburgers better than hot dogs	BUT	Other kids like hot dogs better than hamburgers	<input type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like hard work because it's a challenge	BUT	Other kids prefer easy work that they are sure they can do	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	When some kids don't understand something right away they want the teacher to tell them the answer	BUT	Other kids would rather try and figure it out by themselves	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids work on problems to learn how to solve them	BUT	Other kids work on problems because you're supposed to	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids almost always think that what the teacher says is OK	BUT	Other kids sometimes think their own ideas are better	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids know when they've made mistakes without checking with the teacher	BUT	Other kids need to check with the teacher to know if they've made a mistake	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like difficult problems because they enjoy trying to figure them out	BUT	Other kids don't like to figure out difficult problems	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids do their schoolwork because the teacher tells them to	BUT	Other kids do their schoolwork to find out about a lot of things they've been wanting to know	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	When some kids make a mistake they would rather figure out the right answer by themselves	BUT	Other kids would rather ask the teacher how to get the right answer	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids know whether or not they're doing well in school without grades	BUT	Other kids need to have grades to know how well they are doing in school	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids agree with the teacher because they think that the teacher is right about most things	BUT	Other kids don't agree with the teacher sometimes and stick to their own opinion	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would rather just learn what they have to in school	BUT	Other kids would rather learn about as much as they can	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like to learn things on their own that interest them	BUT	Other kids think it's better to do things that the teacher thinks they should be learning	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids read things because they are interested in the subject	BUT	Other kids read things because the teacher wants them to	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids need to get their report cards to tell how they are doing in school	BUT	Other kids know for themselves how they are doing even before they get their report card	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	If some kids get stuck on a problem they ask the teacher for help	BUT	Other kids keep trying to figure out the problem on their own	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like to go on to new work that's at a more difficult level	BUT	Other kids would rather stick to the assignments which are pretty easy to do	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that what the teacher thinks of their work is the most important thing	BUT	For other kids what <i>they</i> think of their work is the most important thing	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids ask questions in class because they want to learn new things	BUT	Other kids ask questions because they want the teacher to notice them	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids aren't really sure if they've done well on a test until they get their papers back with a mark on it	BUT	Other kids pretty much know how well they did even before they get their paper back	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like the teacher to help them plan what to do next	BUT	Other kids like to make their own plans for what to do next	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think they should have a say in what work they do in school	BUT	Other kids think that the teacher should decide what work they should do	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like school subjects where it's pretty easy to just learn the answers	BUT	Other kids like those school subjects that make them think pretty hard and figure things out	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids aren't sure if their work is really good or not until the teacher tells them	BUT	Other kids know if it's good or not before the teacher tells them	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like to try to figure out how to do school assignments on their own	BUT	Other kids would rather ask the teacher how it should be done	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids do extra projects so they can get better grades	BUT	Other kids do extra projects because they can learn about things that interest them	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think it's best if they decide when to work on each school subject	BUT	Other kids think that the teacher is the best one to decide when to work on things	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids know they didn't do their best on an assignment when they turn it in	BUT	Other kids have to wait until the teacher grades it to know that they didn't do as well as they could have	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't like difficult schoolwork because they have to work too hard	BUT	Other kids like difficult schoolwork because they find it more interesting	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like to do their schoolwork without help	BUT	Other kids like to have the teacher help them do their schoolwork	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids work really hard to get good grades	BUT	Other kids work hard because they really like to learn things	<input type="checkbox"/>	<input type="checkbox"/>

Susan Harter, Ph.D., University of Denver, 1981

Intrinsic Versus Extrinsic Orientation in the Classroom

Scoring Key: 4 = most intrinsic, 1 = most extrinsic

Scores (4, 3, 2, or 1) are in the box for each individual item.

Subscale designations are indicated under each item number coded in terms of the intrinsic pole:

PC: Preference for Challenge vs. Preference for Easy Work Assigned

CI: Curiosity/Interest vs. Pleasing the Teacher, Getting Grades

IM: Independent Mastery vs. Dependence on the Teacher

IJ: Independent Judgment vs. Reliance on the Teacher's Judgment

IC: Internal Criteria for Success/Failure vs. External Criteria

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
1. PC	4	3	Some kids like hard work because it's a challenge	BUT	Other kids prefer easy work that they are sure they can do	2	1
2. IM	1	2	When some kids don't understand something right away they want the teacher to tell them the answer	BUT	Other kids would rather try and figure it out by themselves	3	4
3. CI	4	3	Some kids work on problems to learn how to solve them	BUT	Other kids work on problems because you're supposed to	2	1
4. IJ	1	2	Some kids almost always think that what the teacher says is OK	BUT	Other kids sometimes think their own ideas are better	3	4
5. IC	4	3	Some kids know when they've made mistakes without checking with the teacher	BUT	Other kids need to check with the teacher to know if they've made a mistake	2	1
6. PC	4	3	Some kids like difficult problems because they enjoy trying to figure them out	BUT	Other kids don't like to figure out difficult problems	2	1
7. CI	1	2	Some kids do their schoolwork because the teacher tells them to	BUT	Other kids do their schoolwork to find out about a lot of things they've been wanting to know	3	4
8. IM	4	3	When some kids make a mistake they would rather figure out the right answer by themselves	BUT	Other kids would rather ask the teacher how to get the right answer	2	1

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
9. IC	4	3	Some kids know whether or not they're doing well in school without grades	BUT	Other kids need to have grades to know how well they are doing in school	2 1
10. IJ	1	2	Some kids agree with the teacher because they think that the teacher is right about most things	BUT	Other kids don't agree with the teacher sometimes and stick to their own opinion	3 4
11. PC	1	2	Some kids would rather just learn what they have to in school	BUT	Other kids would rather learn about as much as they can	3 4
12. IJ	4	3	Some kids like to learn things on their own that interest them	BUT	Other kids think it's better to do things that the teacher thinks they should be learning	2 1
13. CI	4	3	Some kids read things because they are interested in the subject	BUT	Other kids read things because the teacher wants them to	2 1
14. IC	1	2	Some kids need to get their report cards to tell how they are doing in school	BUT	Other kids know for themselves how they are doing even before they get their report card	3 4
15. IM	1	2	If some kids get stuck on a problem they ask the teacher for help	BUT	Other kids keep trying to figure out the problem on their own	3 4
16. PC	4	3	Some kids like to go on to new work that's at a more difficult level	BUT	Other kids would rather stick to the assignments which are pretty easy to do	2 1
17. IJ	1	2	Some kids think that what the teacher thinks of their work is the most important thing	BUT	For other kids what <i>they</i> think of their work is the most important thing	3 4
18. CI	4	3	Some kids ask questions in class because they want to learn new things	BUT	Other kids ask questions because they want the teacher to notice them	2 1
19. IC	1	2	Some kids aren't really sure if they've done well on a test until they get their papers back with a mark on it	BUT	Other kids pretty much know how well they did even before they get their paper back	3 4
20. IM	1	2	Some kids like the teacher to help them plan what to do next	BUT	Other kids like to make their own plans for what to do next	3 4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
21. IJ	4	3	Some kids think they should have a say in what work they do in school	BUT	Other kids think that the teacher should decide what work they should do	2 1
22. PC	1	2	Some kids like school subjects where it's pretty easy to just learn the answers	BUT	Other kids like those school subjects that make them think pretty hard and figure things out	3 4
23. IC	1	2	Some kids aren't sure if their work is really good or not until the teacher tells them	BUT	Other kids know if it's good or not before the teacher tells them	3 4
24. IM	4	3	Some kids like to try to figure out how to do school assignments on their own	BUT	Other kids would rather ask the teacher how it should be done	2 1
25. CI	1	2	Some kids do extra projects so they can get better grades	BUT	Other kids do extra projects because they can learn about things that interest them	3 4
26. IJ	4	3	Some kids think it's best if they decide when to work on each school subject	BUT	Other kids think that the teacher is the best one to decide when to work on things	2 1
27. IC	4	3	Some kids know they didn't do their best on an assignment when they turn it in	BUT	Other kids have to wait until the teacher grades it to know that they didn't do as well as they could have	2 1
28. PC	1	2	Some kids don't like difficult schoolwork because they have to work too hard	BUT	Other kids like difficult schoolwork because they find it more interesting	3 4
29. IM	4	3	Some kids like to do their schoolwork without help	BUT	Other kids like to have the teacher help them do their schoolwork	2 1
30. CI	1	2	Some kids work really hard to get good grades	BUT	Other kids work hard because they really like to learn things	3 4

Susan Harter, Ph.D., University of Denver, 1981

Teacher's Rating Scale of Child's Classroom Orientation

(Parallels the Self-Perception Profile for Children)

Child's Name _____ Child's Grade/Class _____ Rater _____

For each pupil, please indicate what you feel to be his/her classroom orientation on each question, in your opinion. First decide what kind of pupil he or she is like—the one described on the left or right—then indicate whether this is just sort of true or really true for that individual. Thus, for each item, check *one* of four boxes.

	Really True	Sort of True		OR		Sort of True	Really True
1.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil prefers easy work he/she is sure he/she can do	OR	This pupil likes hard work that is challenging	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil doesn't agree with the teacher sometimes and sticks to his/her own opinion	OR	This pupil usually agrees with the teacher about most things	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil does extra projects to learn about things that interest him/her	OR	This pupil does extra projects to get better grades	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil likes to have help from the teacher in doing his/her schoolwork	OR	This pupil likes to do his or her schoolwork without help	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil knows how well he/she is doing without grades or marks	OR	This pupil needs to have grades to know how well he or she is doing in school	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil likes to go on to new work that's at a more difficult level	OR	This pupil would rather stick to the assignments that are easy to do	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil almost always thinks that what the teacher says is O.K.	OR	This pupil sometimes thinks his/her own ideas are better	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil does his/her schoolwork because the teacher expects him/her to	OR	This pupil does schoolwork to find out about a lot of things he/she wants to know	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil likes to try to figure out how to do school assignments on his/her own	OR	This pupil would rather ask the teacher how it should be done	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	This pupil isn't sure if his/her work is really good or not until the teacher tells him/her	OR	This pupil knows if it's good or not before the teacher tells him/her	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Teacher's Rating Scale of Child's Orientation

Scoring Key

Child's Name _____ Child's Grade _____ Rater _____

For each child, please indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he or she is like—the one described on the left or right—then indicate whether this is just sort of true or really true for that individual. Thus, for each item, check *one* of four boxes.

		Really True	Sort of True		OR		Sort of True	Really True
Preference for Challenge	1.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	This pupil prefers easy work he/she is sure he/she can do		This pupil likes hard work that is challenging	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Independent Judgment	2.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	This pupil doesn't agree with the teacher sometimes and sticks to his/her own opinion		This pupil usually agrees with the teacher about most things	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Curiosity Interest	3.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	This pupil does extra projects to learn about things that interest him/her		This pupil does extra projects to get better grades	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Independent Mastery	4.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	This pupil likes to have help from the teacher in doing his/her schoolwork		This pupil likes to do his or her schoolwork without help	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Internal Criteria	5.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	This pupil knows how well he/she is doing without grades or marks		This pupil needs to have grades to know how well he or she is doing in school	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Preference for Challenge	6.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	This pupil likes to go on to new work that's at a more difficult level		This pupil would rather stick to the assignments that are easy to do	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Independent Judgment	7.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	This pupil almost always thinks that what the teacher says is O.K.		This pupil sometimes thinks his/her own ideas are better	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Curiosity Interest	8.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	This pupil does his/her schoolwork because the teacher expects him/her to		This pupil does schoolwork to find out about a lot of things he/she wants to know	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Independent Mastery	9.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	This pupil likes to try to figure out how to do school assignments on his/her own		This pupil would rather ask the teacher how it should be done	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Internal Criteria	10.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	This pupil isn't sure if his/her work is really good or not until the teacher tells him/her		This pupil knows if it's good or not before the teacher tells him/her	<input type="checkbox"/> 3	<input type="checkbox"/> 4

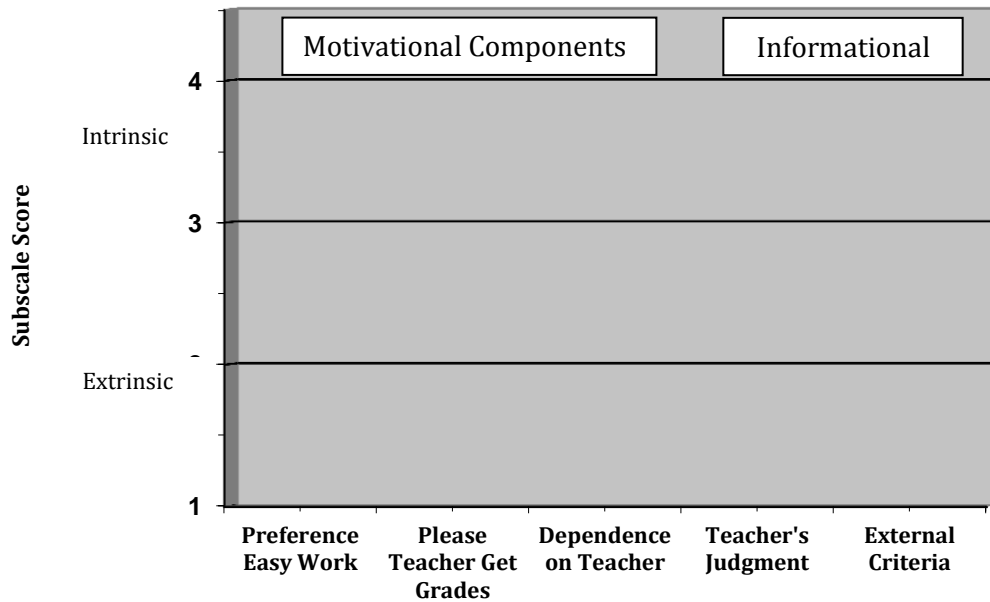
Individual Pupil Profile Form

INTRINSIC VERSUS EXTRINSIC ORIENTATION IN THE CLASSROOM

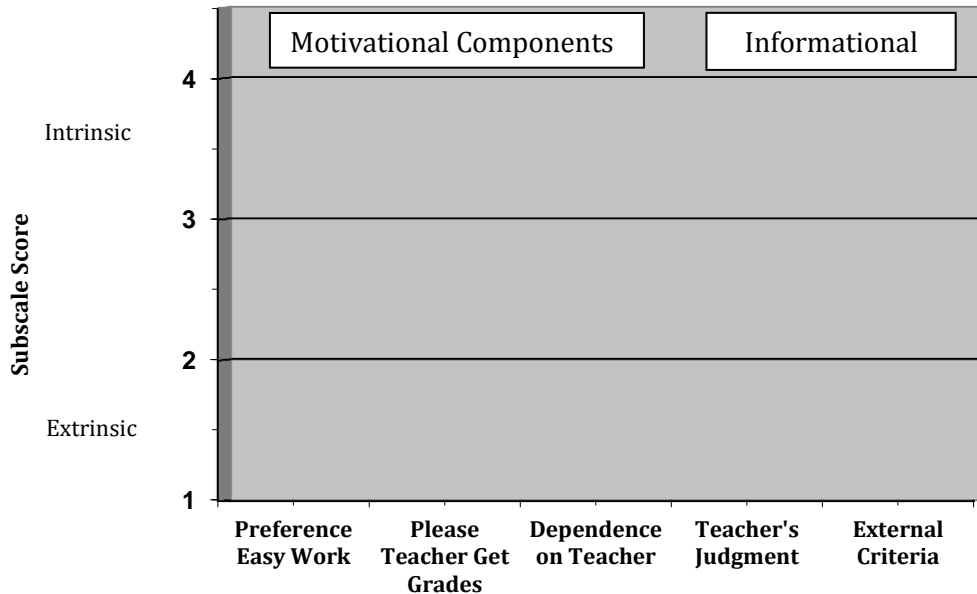
Name: _____ Grade: ____ Age: ____ Gender: ____

●————● Pupil's Rating ●-----● Average for this group

First Testing Date:



Second Testing Date:



Scores obtained from *A Scale of Intrinsic Versus Extrinsic Orientation in the Classroom*

DOMAINS TAPPED BY OUR INSTRUMENTS AT EACH PERIOD OF THE LIFESPAN

(Harter, 2012; *Construction of the Self*)

<i>Early childhood</i>	<i>Middle to late childhood</i>	<i>Adolescence</i>	<i>College years</i>	<i>Early through middle adulthood</i>	<i>Late Adulthood</i>
Cognitive competence	Scholastic competence	Scholastic competence	Scholastic competence Intellectual ability Creativity	Intelligence	Cognitive abilities
Physical competence	Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence
Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance
Social competence	Social competence	Social competence	Peer acceptance	Sociability	
		Close friendship Romantic relationships	Close friendship Romantic relationships Relationships with parents	Close friendship Intimate relationships	Relationships with friends Family relationships
Behavioral conduct	Behavioral conduct	Conduct/morality	Morality Sense of humor	Morality Sense of humor Nurturance Household management	Morality Nurturance Personal, household management
				Adequacy as a provider	Adequacy as a provider Leisure activities Health status Life satisfaction Reminiscence
	Global self-worth	Global self-worth	Global self-worth	Global self-worth	Global self-worth

HARTER AND COLLEAGUES' SELF-REPORT MANUALS AVAILABLE ONLINE

- (a) The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children

Manual for all four versions:

Picture Plates for preschool-kindergarten BOYS

Picture Plates for preschool-kindergarten GIRLS

Picture Plates for first-second grade BOYS

Picture Plates for first-second grade GIRLS

- (b) The Self-Perception Profile for Children: Manual and Questionnaires
- (c) The Self-Perception Profile for Adolescents: Manual and Questionnaires
- (d) The Self-Perception Profile for Learning Disabled Students: Manual and Questionnaires
- (e) The Self-Perception Profile for College Students: Manual and Questionnaires
- (f) The Self-Perception Profile for Adults: Manual and Questionnaires
- (g) The Self-Perception Profile for those in Late Adulthood: under preparation, 2012
- (h) The Social Support Scale for Children and Adolescents: Manual and Questionnaire
- (i) The Dimensions of Depression Scale for Children and Adolescents: Manual and Questionnaire
- (j) Intrinsic versus Extrinsic Motivation in the Classroom for Children and Adolescents: Manual and Questionnaire