

Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
<b>Motivation (Getting Work Done)</b>					
<b>Academic Discipline</b>	Amount of effort a student puts into schoolwork and the degree to which a student sees himself/herself as hardworking and conscientious.	<ul style="list-style-type: none"> <li>If I don't feel like going, I skip classes. (reverse-scored)</li> <li>People describe me as a hard worker.</li> </ul>	Place great value on schoolwork and make academic tasks and assignments a high priority.	May avoid schoolwork, cut classes, and view other areas of their lives as more important than the completion of school-related tasks.	<ul style="list-style-type: none"> <li>Introduce goal setting, time management, organization, and prioritization skills to students.</li> <li>Promote mastery of learning strategies with students.</li> </ul>
<b>General Determination</b>	The extent to which one strives to follow through on commitments and obligations.	<ul style="list-style-type: none"> <li>I give my undivided attention to something important.</li> <li>I am serious about fulfilling my obligations.</li> </ul>	Have a strong sense of responsibility and are often perceived as trustworthy and likely to fulfill their commitments.	Are generally less committed and responsible.	<ul style="list-style-type: none"> <li>Help students understand the value of meeting commitments.</li> <li>Introduce students to trust-building skills.</li> </ul>
<b>Goal Striving</b>	The strength of one's efforts to achieve objectives and end goals.	<ul style="list-style-type: none"> <li>I bounce back after facing disappointment or failure.</li> <li>Once I set a goal, I do my best to achieve it.</li> </ul>	Set important goals, make efforts to achieve these goals, and are confident in their ability to succeed.	Generally don't set goals, don't work as hard to achieve any set goals, and are less confident in their ability to achieve them.	<ul style="list-style-type: none"> <li>Share goal-setting strategies with students.</li> <li>Help students with career/major identification and planning.</li> </ul>
<b>Commitment to College</b>	One's commitment to stay in college and get a degree.	<ul style="list-style-type: none"> <li>A college education will help me achieve my goals.</li> <li>I am committed to attend and finish college regardless of obstacles.</li> </ul>	Feel determined to complete college regardless of obstacles and appreciate the value of education.	May have difficulty identifying how college will benefit them and may feel ambivalent about completing a degree.	<ul style="list-style-type: none"> <li>Help students identify a career that requires postsecondary education.</li> <li>Provide assistance with college search and financial planning.</li> <li>Help students understand the relationship between majors and careers.</li> <li>Introduce students to professional life values.</li> </ul>
<b>Communication Skills</b>	Attentiveness to others' feelings and flexibility in resolving conflicts with others.	<ul style="list-style-type: none"> <li>I'm sensitive to others' feelings.</li> <li>I'm willing to compromise when resolving a conflict.</li> </ul>	Know how to handle interpersonal problems effectively and can work cooperatively with others in group/team settings.	May have difficulty working in teams and may exhibit some rigidity in decision making.	<ul style="list-style-type: none"> <li>Promote and help students practice conflict resolution skills, listening skills, and sensitivity training.</li> </ul>
<b>Study Skills</b>	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.	<ul style="list-style-type: none"> <li>I summarize important information in diagrams, tables, or lists.</li> <li>I organize my thoughts before I prepare an assignment.</li> </ul>	Generally complete more assignments and thus perform better academically.	Generally struggle with completing their work and subsequently perform less well academically.	<ul style="list-style-type: none"> <li>Develop techniques that help students improve note-taking, outlining, problem solving, and reading skills.</li> </ul>

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<b>Social Engagement (Getting Along)</b>					
<b>Social Activity</b>	One's comfort in meeting and interacting with other people.	<ul style="list-style-type: none"> <li>I avoid activities that require meeting new people. (reverse-scored)</li> <li>I make friends easily.</li> </ul>	May have trouble keeping up with schoolwork because they focus more on social activities than on their education, especially students who score very high.	Report feeling shy and nervous when speaking with others, avoiding social activities, and feeling isolated, especially students who score very low.	<ul style="list-style-type: none"> <li>Introduce students who score low to activities that increase assertiveness and reduce social anxiety.</li> <li>Introduce students who score too high to exercises in prioritization and handling social pressures.</li> </ul>
<b>Social Connection</b>	One's feelings of connection and involvement with the school community.	<ul style="list-style-type: none"> <li>I feel part of this school.</li> <li>I have a sense of connection with others at school.</li> </ul>	Tend to feel more connected to their school; may be more likely to stay at that school and to graduate with a high school diploma.	Feel less connected, which might result in less commitment to remaining in high school and earning a high school diploma.	<ul style="list-style-type: none"> <li>Encourage increased involvement in extracurricular activities and organized school-sponsored social events.</li> </ul>
<b>Self-Regulation (Keeping Your Cool)</b>					
<b>Academic Self-Confidence</b>	A belief in one's ability to perform well in school.	<ul style="list-style-type: none"> <li>I am a fast learner.</li> <li>I am less talented than other students. (reverse-scored)</li> </ul>	Possess confidence in their ability to do well in school, which may help them persist in challenging tasks.	Are less confident and can be more easily frustrated by challenging tasks.	<ul style="list-style-type: none"> <li>Develop and share exercises to reduce pessimism and negative self-talk.</li> <li>Develop and share exercises to reduce test anxiety.</li> </ul>
<b>Steadiness</b>	One's responses to and management of strong feelings.	<ul style="list-style-type: none"> <li>I get easily irritated. (reverse-scored)</li> <li>I stay calm in difficult situations.</li> </ul>	May be overcontrolled and lack outlets for stress, especially students who score very high.	May be easily frustrated and overwhelmed.	<ul style="list-style-type: none"> <li>Help students find positive outlets for frustration and introduce relaxation techniques.</li> </ul>

For additional resources (user's guide, case studies), visit our website at [www.act.org/engage](http://www.act.org/engage).