**School Motivation and Learning Strategies Inventory (SMALSI)**

**Teen Form WPS Score Report**

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**ID Number:** 000000002  
**Age:** 13  
**Gender:** Female  
**Grade:** 7  
**Ethnicity:** White  
**Name:** Sample  

**Administration Date:** 01/05/06  
**Processing Date:** 01/05/06  
**Examiner ID:** 000000000

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

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

<table>
<thead>
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<th>Scale</th>
<th>Raw</th>
<th>T</th>
<th>%</th>
<th>T-Score</th>
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<tr>
<td><strong>Student Strengths</strong></td>
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<tr>
<td>Study Strategies (STUDY)</td>
<td>32</td>
<td>59</td>
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<tr>
<td>Note-Taking/Listening (NOTE)</td>
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<td>56</td>
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<tr>
<td>Reading/Comprehension (READ)</td>
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<tr>
<td>Writing/Research Skills (WRITE)</td>
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<tr>
<td>Test-Taking Strategies (TEST)</td>
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<td>Organizational Techniques (ORG)</td>
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<tr>
<td>Time Management (TIME)</td>
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<td><strong>Student Liabilities</strong></td>
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<td>Low Academic Motivation (LOMOT)</td>
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<td>25</td>
<td>55</td>
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<td>.</td>
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</table>

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

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

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

Student Strengths

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

Study Strategies (STUDY)

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

95. When I study, I “test myself” or make up questions that my teacher may ask. Never
25. I study differently for different kinds of tests (multiple choice, true/false, or essay). Sometimes
42. I try to find out ahead of time what kind of test I will have (true/false, essay, etc.). Sometimes
51. I make sure I learn key words given in class or in my reading assignments. Sometimes
80. When studying, I try to guess what my teacher will ask on the test. Sometimes
115. I can find ways to make boring subjects more interesting. Sometimes
135. When I am trying to learn something, it helps me to explain it to someone else. Sometimes
152. If I get stuck on something when I study, I skip it and come back to it later. Sometimes
Note-Taking/Listening Skills (NOTE)
The NOTE scale assesses the student’s ability to discriminate important information in the classroom, organize the note-taking process, and be efficient and strategic when taking notes. Strategies and skills in listening in a discerning manner and discriminative note taking are key elements in academic success.

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

Reading/Comprehension Strategies (READ)
The READ scale assesses the student’s ability to develop and apply an array of strategies that are known to improve comprehension and recall for reading materials.

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

Writing/Research Skills (WRITE)
The WRITE scale assesses the student’s ability to conduct research on topics, access and record the necessary information, and then organize the results and summarize them in written form.

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

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

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

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

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

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

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

Student Liabilities

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

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

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

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

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

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

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

30. A 60. S 90. S 120. S 150. O

Response Key
N = Never true
S = Sometimes true
O = Often true
A = Almost Always true
- = Missing Response

Number of Missing Responses: 0

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