

Name _____

Ms. Schiavo-Rostam's Secondary English Motivation Survey

FOLLOW ALONG AS I READ THIS PARAGRAPH ALOUD

This survey was created to find out what motivates you to do your best in a classroom setting. Because this survey is designed to tell me more about you, this will NOT be for a grade. The following survey contains eight sections. Each section contains ten statements with a box next to it. Read the statements CAREFULLY. If the statement applies to you, put a checkmark in the box beside it. At the end of each section, add up how many boxes you checked in that particular section and write the number in the space provided. When you complete the survey, review which section(s) you scored the highest and refer to the last page. This page will explain which stage of motivation applies mostly to you based on the questions asked in this survey. It is common for some section questions to overlap or some sections to "tie" with others. If this happens to you, it probably means you can be motivated by a variety of things. There will be a short prompt at the end of this survey.

Section One

I care about what my peers/teachers/principals think of me

If a new student came to school, I would introduce myself immediately

I am surrounded by a large group of friends

A lot of my peers look up to me

Before I make a decision, I look to my friends for guidance

I am well-known in the school

I tend to avoid making comments on subjects in class because I am afraid of what people might think

I am comfortable talking about myself/my life/my family in writing activities

I am afraid of rejection

I like being told I did well on an assignment

Number of Checked Boxes _____

Section Two

After finishing a lesson, I am often curious to learn more

I love to read

I prefer to read non-fiction stories/novels/texts/etc.

I would rather watch a documentary than a fictitious film

I get excited when the teacher announces a new unit/chapter/lesson

When reading a novel, I have a desire to understand the meaning behind it

When reading a book series, I immediately read the next book out of curiosity

I hate when movies/stories/books/TV shows end in a “cliffhanger”

When I go to a museum or zoo, I read the captions to find out fun facts about the object/animal

I try to make every experience a learning one
(EX: reading about a vacation spot before traveling,
stopping at important monuments on a road trip, or
meeting someone new and asking about their background)

Number of Checked Boxes _____

Section Three

I am involved in several school-related clubs

I am involved in sports in school/outside of school

I attend some type of church/religious gathering

I am actively involved in all of my extra-curricular activities

I am proud of the groups I am a part of

I believe that teamwork is essential for success

I prefer to do schoolwork in small groups

I am more comfortable working with others on projects than I am alone

Many of my friends and I like the same sports teams/bands/artists/actors/etc.

When doing a reading assignment for class, I like to work with others to check my understanding

Number of Checked Boxes _____

Section Four

When given an assignment, I prefer to have options
(EX: After finishing a book for class, you can write a short response or an alternate ending)

When assigned groups, I naturally take charge

In groups, I often create a “plan” or “timeline” for everyone to stick to

After completing a unit, I would like to be asked what I feel comfortable being tested over

I hold leadership positions in many of my clubs/sports teams

When it comes to book reports, I would rather analyze a book of my choice

I would like for my opinions to be considered when a new unit is being taught

When working in groups, I often volunteer to be the “spokesperson”

If I don’t understand an assignment, I will ask the teacher for an alternative assignment

When asked to write in our daily journals, I would prefer many prompts to choose from

Number of Checked Boxes _____

Section Five

I am actively involved in class discussions

I express my opinions in class proudly

I like giving presentations to the class

When giving group presentations, I prefer to introduce and conclude the topic

When working in groups, if I don't like someone's idea, I try to provide a different one

If I have something to say, I NEVER keep it to myself

I only express my opinions in groups where I feel safe

I like when others agree with my opinions

My friends would describe me as "loud" or "outspoken"

I think it is important for my opinions to be known and valued

Number of Checked Boxes _____

Section Six

I prefer to work alone

When the teacher assigns group projects, I become anxious

I make decisions without confronting my parents/friends/teachers/etc.

I take on many responsibilities in school and outside of school

I was eager to find a job shortly after my sixteenth birthday

My decisions do not usually play into the "social norms"

I firmly believe that someone should not do something just because "everyone else is"

I think I work better alone than I do in groups

When I work alone, I am not afraid to be creative or take risks on projects

If I am asked to work with a group, I often ask for an alternative assignment

Number of Checked Boxes _____

Section Seven

If one of my assignments is extraordinary, I would like to let the teacher keep it as a model

If one of my poems/short stories is the best in class, I would like it displayed on the board

I like going to the end-of-the-year awards banquet and receiving recognition for my hard work

When walking across the stage for graduation, I will wear all of my cords so everyone knows how hard I worked during high school

Throughout high school, I have received many awards which are displayed in my house

If I do well on an assignment, I would like the teacher to recognize me in class

If I am proud of a piece I have written, I would like to read it in front of the class

If I am in the top ten percentile of my graduating class, I would like for my principal to formally recognize me

If presented with an award, I would like to give a formal acceptance speech

If something good happens to me at school, I call my friends/parents/grandparents/etc.

Number of Checked Boxes _____

Section Eight

I prefer to work on assignments in a group

If my teacher gives us an independent activity, I become anxious

If I work alone, I often second-guess myself

I believe that working in groups can help check understanding

I believe it is important to learn about other people's opinions

My friends would describe be as an “extrovert” or “outgoing”

I like to socialize

I hate when we are assigned “quiet time” in class

I am more enthusiastic about a project if it requires group work

I am often more distracted working alone than I am in a group

Number of Checked Boxes _____

Reference Page

Find the section(s) you scored the highest in and read the description. The description should describe how you are motivated to do things in a classroom setting. However, if the section does not ENTIRELY suit you, find a section that does. Below the table is a short prompt.

Section	Description
<p style="text-align: center;">Section One: Status</p>	<p>IN GENERAL: People in this section want to feel important and valued. They care an awful lot about what people think about them. Contrary to popular belief, THIS IS NOT A BAD THING. The idea of “not caring what people think about you” has been romanticized to an extreme that makes this group look like a “bad” or “insecure” group, when it isn’t at all. There is nothing wrong with wanting to please people or being afraid of rejection. People in this section want to be popular in some way. They want to be liked and have people “know” them.</p> <p>IN THE CLASSROOM: Students in this section may feel more comfortable talking about themselves in writing activities than any other topics in class. However, it may be difficult to participate in classroom discussions out of fear of rejection. Regardless, students in this section may respond better to activities that deal with the “self” or explore “self-identity.”</p>
<p style="text-align: center;">Section Two: Inquisitiveness</p>	<p>IN GENERAL: People in this section are always curious about things beyond what is taught in the classroom. Inquisitiveness means that a person is more likely to ask questions. They would rather watch an educational program instead of a cartoon or fictitious movie. They are constantly exploring or reading beyond what is required of them. People in this section like to be challenged or find meaning and understanding in works/masterpieces/the world.</p> <p>IN THE CLASSROOM: Students in this section may find themselves constantly asking questions. They may go outside of the classroom lesson and explore more than what was asked of them. Students in this section may enjoy assignments that challenge them, or make them search for answers outside of their minds.</p>

Section Three: Affiliation

IN GENERAL: People in this section have the desire to be connected with a larger group of people. They may be very social or have the desire to “fit in” with the latest trends, music, technology, and movies. People in this group think teamwork is important and would rather be seen as a member of a group rather than an individual.

IN THE CLASSROOM: Students in this section probably prefer to work in groups when it comes to projects or assignments. They believe that things can be done more efficiently if it is completed as a group effort. Students in this section may prefer to not be recognized on an individual basis and would rather be “lost in the crowd.”

Section Four: Power

IN GENERAL: People in this section tend to thrive off of asserting their authority. These are the type of people that take on leadership roles in school, clubs, sports, and eventually become bosses or CEO’S. They like to feel like the leader of their own lives and prefer to be given a collection of choices when faced with a decision.

IN THE CLASSROOM: Students in this section are often silenced at school because they may seem like a “threat” to the classroom. Because of this, many students in this section have become unmotivated. However, if this student is given small amounts of power in their learning, they are more likely to excel in their work. Students in this section may prefer to be given a choice when it comes to assignments (such as giving a presentation or writing an essay). Students in this section may also like to voice their opinions about an upcoming lesson or test (EX: “I would like to learn more about this,” “I feel more comfortable being tested on this.”)

<h2>Section Five: Assertiveness (Aggression)</h2>	<p>IN GENERAL: People in this section have the need to assert, or “stand up for”, themselves. When a person asserts themselves they cause others to recognize them in a confident way. This person is someone who may grow up to be a motivational public speaker or an opinion editorial writer for a newspaper. People in this section may be described as “social”, in the sense that they always feel the need to express their opinions.</p> <p>IN THE CLASSROOM: Students in this section may work better in group settings. They will tend to take on the “leadership” role, or plan out the groups’ activities. Students in this section may prefer open-ended questions on prompts to openly express themselves. They also may like open classroom discussions so they can voice their opinions.</p>
<h2>Section Six: Autonomy</h2>	<p>IN GENERAL: People in this section have the desire to gain independence. They prefer to do things alone. They would rather work independently simply because working with others is open to more distractions and may take a longer period of time to complete a task. People in this section may open up their own business, do online writing, work from home, or become their own boss. People in this section can be described as an “introvert,” or prefer to keep things to themselves.</p> <p>IN THE CLASSROOM: Students in the section work much better when they are asked to do a project alone. When group assignments are assigned, they may become anxious, or may decide to not help with the project at all. Students in this section can stay motivated if they are given the option to work independently, or if a group projects’ tasks are broken up into individual parts.</p>

Section Seven: Achievement

IN GENERAL: People in this section thrive off of recognition. These people prefer a “pat on the back” when they have succeeded at something. This is another section that society might tell you is “bad” or even “conceited.” However, there is **NOTHING WRONG WITH WANTING RECOGNITION.** A lot of times when people are recognized they worked really hard on a project, plan, paper, etc. and want to be told they did a good job. Sometimes, recognition comes with rewards such as a good grade, a small ceremony, or even a promotion at work.

IN THE CLASSROOM: Students in this section love to be recognized for their hard work. They want everyone to know they worked hard and because of that, received a good grade, an honorable mention, etc. (Again, there is nothing wrong with this). Students in this section feel proud if their hard work is displayed on the wall in class or if their poem is read aloud.

Section Eight: Gregariousness

IN GENERAL: People in this section have the desire to feel like they “belong.” Being gregarious means that you are person that is fond of company. Because of this, people in this section prefer to work with others and are considered “sociable” or an “extrovert.” People in this section may go on to be business partners in a company, doctors, or anyone else that works in teams.

IN THE CLASSROOM: Students in this section thrive during group work. They prefer to participate in open discussions in class or present projects together as a group. They would rather talk to others to gain understanding than find the answers themselves.

Survey Writing Prompt

Did the section(s) you score highest in best suit you and your motivation style? Why or why not? If the section(s) did not apply to you, which section(s) did and why? Did you like this survey? Did you find out more about yourself? What can I change on this survey in the future? ***PLEASE WRITE AT LEAST FIVE COMPLETE SENTENCES***
