



Schoolwork Motivation: Can't Do/Won't Do Assessment

(adapted from Duhon et al., 2004; VanDerHeyden & Witt, 2008)

Student: _____ Teacher/Classroom: _____

Date of Assessment: ___/___/___ Person Completing Assessment: _____

<p>Step 1: Assemble an incentive menu. Create a 4-5 item menu of modest incentives or rewards that student(s) whom you are to assess are most likely to find motivating. Examples of popular incentives include:</p> <ul style="list-style-type: none"> • small prizes such as pencils or stickers, • 5 minutes of extra free time, • an opportunity to play a computer game, • praise note or positive phone call to parent 	<p>Incentive / Reward Menu</p> <p>Idea 1: _____</p> <p>Idea 2: _____</p> <p>Idea 3: _____</p> <p>Idea 4: _____</p> <p>Idea 5: _____</p>
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Step 2: Create two versions of a CBM probe or timed worksheet. Make up two versions of a structured, timed worksheet with academic items of the type that you wish to assess. Use one of the options below:

Option 1: Create Curriculum-Based Measurement probes. The probes should be at the same level of difficulty, but each probe should have different items or content to avoid a practice effect. NOTE: CBM probes in oral reading fluency, math computation, writing, and spelling can all be used.

Option 2: Make up two versions of custom student worksheets. The worksheets should be at the same level of difficulty, but each worksheet should have different items or content to avoid a practice effect. NOTE: If possible, the worksheets should contain standardized short-answer items (e.g., matching vocabulary words to their definitions) to allow you to calculate the student's rate of work completion.

Step 3: Administer the first CBM probe or timed worksheet to the student WITHOUT incentives. In a quiet, non-distracting location, administer the first worksheet or CBM probe under timed, standardized conditions. Collect the probe or worksheet and score.

<p>Step 4: Compute an improvement goal. After you have scored the first CBM probe or worksheet, compute a '20 percent improvement goal'. Multiply the student's score on the worksheet by 1.2. This product represents the student's threshold goal for improvement.</p>	<p>Student Score on First CBM Probe or Worksheet _____</p> <p>Multiplied by: 1.2</p> <p>Yields an improvement goal of: _____</p>
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Step 5: Have the student select an incentive. Tell the student that if he or she can attain a score on the second worksheet that exceeds their performance on the first worksheet **by at least 1 point**, the student can earn an incentive. Show the student the reward menu. Ask the student to select the incentive that he/she will earn if the student makes or exceeds the goal.



Step 6: Administer the second CBM probe or worksheet to the student WITH incentives. Give the student the second CBM probe or worksheet. Collect and score.

- If the student betters their previous performance by at least 1 point or item, award the student the incentive.
- (If the student fails to beat their previous score, consider providing a small 'consolation prize' such as a sticker.)

Step 7: Interpret the results of the academic motivation assessment to select appropriate interventions.

Student Score on Second CBM Probe or Worksheet: _____

vs.

Improvement Goal (calculated in Step 4): _____

Compare the student's second score to the improvement goal (above) and apply these decision-rules to determine recommended type(s) of intervention:

- ❑ **SKILL INTERVENTIONS ONLY.** If the student fails to meet or exceed the improvement goal, an academic intervention should be selected to teach the appropriate skills or to provide the student with drill and practice opportunities to build fluency in the targeted academic area(s).
- ❑ **COMBINED SKILL AND PERFORMANCE INTERVENTIONS.** If the student meets or exceeds the improvement goal but continues to function significantly below the level of classmates or benchmark norms, an intervention should be tailored that includes strategies to both improve academic performance and to increase the student's work motivation. The academic portion of the intervention should teach the appropriate skills or to provide the student with drill and practice opportunities to build fluency in the targeted academic area(s). Ideas for performance interventions include (a) providing the student with incentives or 'pay-offs' for participation and/or (b) structuring academic lessons around topics or functional outcomes valued by the student.
- ❑ **PERFORMANCE INTERVENTIONS ONLY.** If the student meets or exceeds the improvement goal with an incentive and shows academic skills that fall within the range of 'typical' classmates, the intervention should target only student work performance or motivation. Ideas for performance interventions include (a) providing the student with incentives or 'pay-offs' for participation and/or (b) structuring academic lessons around topics or functional outcomes valued by the student.

References:

Duhon, G. J., Noell, G. H., Witt, J. C., Freeland, J. T., Dufrene, B. A., & Gilbertson, D. N. (2004). Identifying academic skill and performance deficits: The experimental analysis of brief assessments of academic skills. *School Psychology Review, 33*(3), 429-443.

VanDerHeyden, A. M., & Witt, J. C. (2008). Best practices in can't do/won't do assessment. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology* (5th ed., pp. 131-140). Bethesda, MD: National Association of School Psychologists.