

STUDENT ATTRIBUTE SCALE (SAS) REPORT

Report Description: IMPORTANT - IN AUGUST 2012 DURING OUR DATABASE BUILD & TEST PHASE THIS REPORT IS FREE. IF DATA IS INCOMPLETE PLEASE CONTACT US & TRY AGAIN LATER.

Student Name: Stu One

Date: 01/08/2012

Introduction:

The Student Attribute Scale (SAS) is a report adapted for use at home and in schools from a more extensive questionnaire developed as part of a recent University of Western Australia (UWA) doctoral thesis on Student-School Suitability. This report provides a *snapshot* in time of students' perceptions about how well their current school meets their individual needs, evaluated across a range of relatively stable personal (endogenous) fulfilment attributes. Fulfilment of individual needs directly influence levels of student satisfaction, motivation and engagement with schooling. In turn, each of these elements within the student-schooling interaction influence students' achievement levels and sense of overall wellbeing. Specifically, the SAS compares students' perceptions of relative need fulfilment on each of nine (9) attributes derived from reasearch and compares these with those of their age appropriate peer cohort. Students' need fulfilment attributes, are usually well known to parents but have previously been describes as relatively *un-observable* in school settings.

Purpose:

The SAS report is a student progress monitoring and planning resource for parents and school personnel that provides practical insight into the dynamic motives, aspirations and wellbeing of individual students.

Philosophy:

To the extent that students' perceive their schooling context to fulfil their needs, this report can be used to compare the relative strengths and weaknesses of the current student-school interaction, viewed from the student's perspective. It provides parents and teachers with individual student information for within-school decision-making that can identify how student needs and school supports for such needs might be better aligned. HiScore advocates a positive education paradigm, e.g. student learning is most effective when instruction focuses on strengths of students rather than on their deficits. A strength based approach builds students' global motivation as a positive *force* for schooling success. This report assists this process by identifying the different needs of students and and advocates teaching to their attribute strengths.

Not all students are positively motivated to achieve academically, thus, parents and teachers are encouraged to access SAS report data to inform and adapt their short-term educational goals so as to align their expectations with the strengths of individual students. To assume that students have the requisite skills and resources to make a successful transition is too broad a generalisation to be helpful to many. Thus, adapting one's approach to attain alignment with a range of student styles is a core parenting and teaching skill that requires planning, practice and mindfulness. The ability to consciously *switch* instructional approach to work with student strengths is a skill that parents and school administrators expect of contemporary teachers.

Decisions about which is the most appropriate engagement approach to take with a particular individual or group of students should be based on reliable data rather than on intuition, hear-say, past experience or guesswork. The use of SAS data is particularly important at primary to secondary school transition when the student-school relationship is raw. SAS data gives parents the confidence to make decisions based on their child's individual attribute strengths and gives teachers a professional *edge* in understanding what motivates each child when relating with their peers, parents other teachers and school administrators. The SAS report provides a logical, practical and detailed evaluative framework conceptualized from a student perspective that enables parents and teachers to quickly *recognise* the unique fulfillment need attributes of the child in front of them. In so doing the SAS report provides timely guidance into the engagement approaches that will ensure every student has a positive schooling experience.

Report Format:

The SAS report graphs and tables are self-explanatory. The visual *graphical dashboard* output format is designed to communicate to parents and teachers as

much information about each student as is possible in a *snapshot* profile. Data on each of nine (9) key need fulfilment attributes that influence students' satisfaction, engagement and performance at school can be plotted with year-group cohort means of students from the same school. This gives an indication of the relative *fit* of student aspirants with their peer cohort profiles. SAS report indicators give parents and teachers an instant appraisal of individual students' standing relative to their peers. There are two graphs. The first plots students' suitability perceptions with those of their peer cohort. The second plots the percentile ranking of the individual with their grade peer cohort and a table identifies which of the student's attributes are significantly higher or lower than their peer cohort. A *Definition of Terms* tip-sheet is provided to assist in the interpretation of student scores. These definitions and other support information from the research are provided to assist the report reader interpret individual student data in context.

Definition Of Terms:

Confidence - personal aspiration focused on improving how one feels about self at the cognitive level of "being" - The extent to which students perceive that their need to be safe and free from worry is fulfilled at school.

Autonomy - personal aspiration focused on improving how one feels about self at the affective level of "doing" - The extent to which students perceive that their need to be doing things that reflect their personal style and tastes is fulfilled by the school.

Purpose - personal aspiration focused on improving how one feels about self at the outcomes level of "having" - The extent to which students perceive that their need to master the work is fulfilled at school.

Relevance - personal aspiration focused on improving how one feels about their ability to act in the world at the cognitive level of "being" - The extent to which students perceive that their need for empowerment is fulfilled at school

Competency - personal aspiration focused on improving how one feels about their ability to act in the world at the affective level of "doing" - The extent to which students perceive that their need to be engaged and productive is fulfilled at school

Competition - personal aspiration focused on improving how one feels about one's ability to act in the world at the outcomes level of "having" - The extent to which students perceive that their need for achievement is fulfilled at school

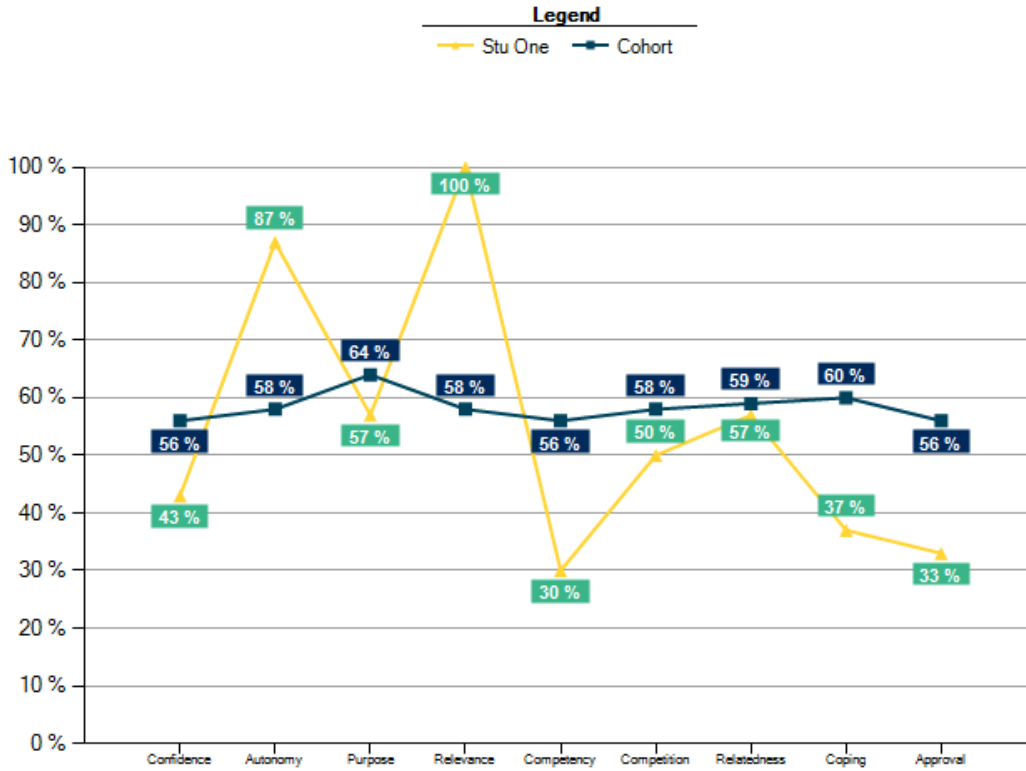
Relatedness - personal aspiration focused on improving how one feels about their connections with others at the cognitive level of "being" - The extent to which students perceive that their need for belonging is fulfilled at school

Coping - personal aspiration focused on improving how one feels about their connections with others at the affective level of "doing" - The extent to which students perceive that their need to cooperate and do things with others is fulfilled at school

Approval - personal aspiration focused on improving how one feels about their connections with others at the outcomes level of "having" - The extent to which students perceive that their need for acceptance is fulfilled at school.

Results

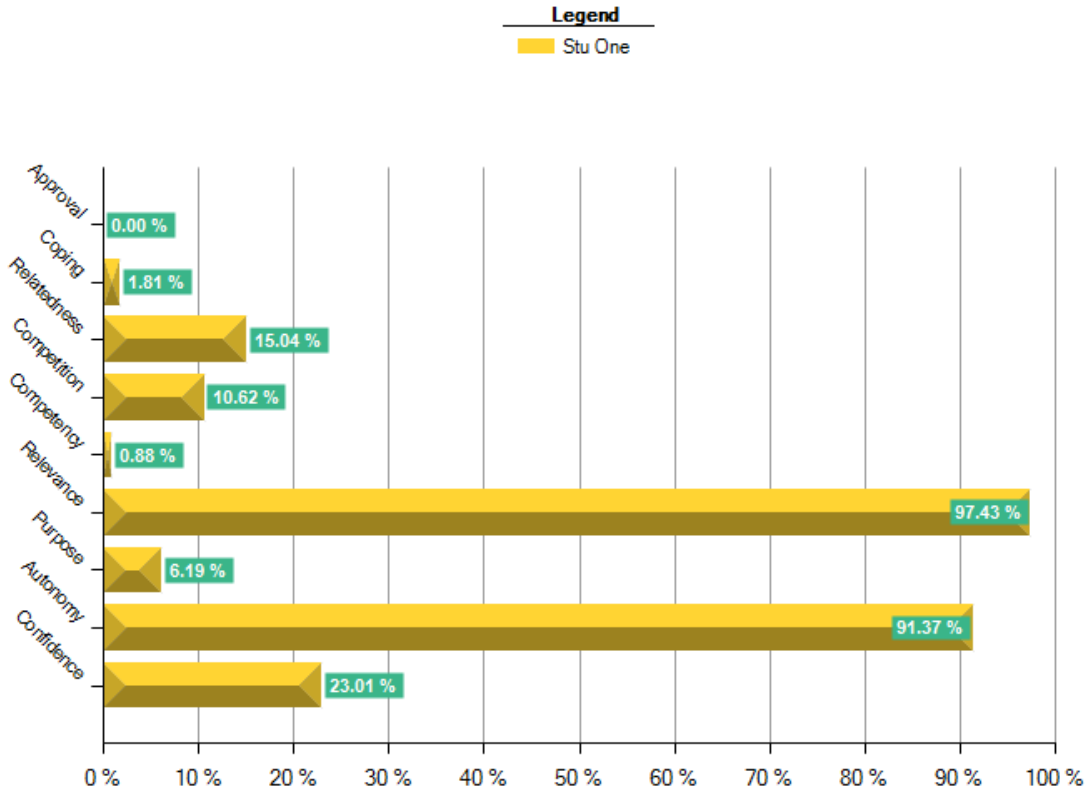
STUDENT'S ENDOGENOUS (UN-OBSERVED) FULFILMENT NEEDS



Interpretation of Graph1

This output shows student perceptions of how well the current school fulfils their endogenous (within the person) psychological, engagement and goal-achievement attributes.

STUDENT - COHORT RANKINGS (AVERAGE = 50%)



Interpretation of Graph2

This output show the percentage of their age appropriate peers that this individual scored higher than on each attribute.

Student's Difference from the Cohort (significantly LoScore or HiScore)

Student Need	Deviation Std.Dev.	Standardized Scores Z-score	HiScore Sig.higher than group...	LowScore Sig.lower than group...
Confidence	15.8748	-0.6812	FALSE	FALSE
Autonomy	14.9194	1.4455	FALSE	FALSE
Purpose	14.224	-1.7943	FALSE	TRUE
Relevance	17.1921	2.2937	TRUE	FALSE
Competency	14.1296	-3.7454	FALSE	TRUE
Competition	18.3672	-1.1077	FALSE	FALSE
Relatedness	16.9485	-1.1665	FALSE	FALSE

Coping	17.1567	-2.3356	FALSE	TRUE
Approval	15.4666	-3.3701	FALSE	TRUE

Interpretation Table1

This table displays the difference between the individual student's score and their peer cohort mean on each fulfilment need attribute. A HiScore column indicates student scores above the cohort mean (usually indicates a strength). A LoScore indicates student scores below the peer cohort mean (usually indicates a weakness). A "FALSE" output indicates that the score was within normal range. A "TRUE" output indicates a score that is significantly higher than their peer cohort calculated at a 90 % confidence level.

Background:

Student need fulfilment influences their schooling outcomes. When students focus on needs that are fulfilled well by contemporary schools they do better academically. However, for those with needs that are not well supported in school context, lack of fulfilment can undermine motivation for schooling. Thus, the relative fulfilment or thwarting of needs influences student preferences for schools with particular socialising styles, those with socialising supports that fulfil their individual needs and attributes.

UWA research has identified five student socialisation styles, each with significantly different socialisation preferences. Furthermore, students with different socialisation preferences also had different key needs. Thus students socialisation style develop from the fulfilment or non-fulfilment of personal endogenous psychological, motivational and achievement needs through interaction with the environment over time. Both need fulfilment and preferences correlated with schooling outcomes.

The culture of any single school cannot adequately cater for the full range of socialisation style in their student community but teachers can adopt flexible pedagogy to positively engage with a broad range of student styles. In this way teachers are uniquely placed socialising agents who can moderate negative and fostering positive perceptions resulting from the relative alignment or mismatch of the student-school fit. Thus, identifying and remaining mindful of individual student needs provides parents and teachers with insight into how to effectively engage them.

Application:

This report can be used in many ways, for example, parents and teachers can evaluate the effectiveness of a particular school over time. It can be used to proactively identify students' *at risk* of disengagement from school or to monitor student progress following a specific intervention and in reporting student progress to parents, pre-testing and post-testing can provide school personnel with a balanced, *holistic* report card to supplement standardised testing, particularly for less academically oriented students. These data are particularly salient in understanding how best to maintain students' academic motivation when they are entering unfamiliar schooling contexts such as when changing classes or moving schools, particularly at the juncture of primary to secondary school transition.

Concluding Statement:

Current research suggests that many more students than were previously thought to be are disengaging from formal schooling at transition. Understanding and adapting to individual student needs and socialisation preferences will enable parents, teachers and schools to align better with the endogenous attributes of individual children and will provide insight into the schooling experience seen "through their eyes".

About the Author

HiScore conducts applied research in school settings and seeks input from school leaders, practicing teachers, school psychologists and the community.

Disclaimer

- I. Our surveys are of a self-report format, therefore the author makes no claims about their reliability
- II. Our database is a dynamic build design, as survey data comes in, report reliability is auto-updated
- III. Relevant information is provided in each report but interpretation is made in context by the reader
- IV. In the analysis of these data significantly high and low findings are reported at a 90% confidence level. This

means that outputs have a 1 in 10 statistical probability of error.