

Construct List for the SPSS Data File Accompanying Statistics in Plain English, 3rd Edition

(**Note:** Wave 1 was the fall semester of the first year of the study, when students were either in 9th grade or 11th grade. Wave 2 was spring semester of the first year of the study. Wave 3 was fall semester in the 2nd year of the study, when most students had moved either to 10th or to 12th grade.)

Wave 1

Mastery goals (*taskw1*):

- v1: An important reason I do my class work is because I like to learn new things.
- v6: An important reason why I do my work in this class is because I want to get better at it.
- v12: It's important to me that I thoroughly understand the work in this class.
- v16: I like class work that I'll earn from even if make mistakes.
- v21: One of my goals is to develop new skills in this class.

Performance approach goals (*apprchw1*):

- v2: It's important to me that I look smart compared to others in this class.
- v8: I would feel successful in this class if I did better than most of the other students.
- v11: I want to do better than other students in this class.
- v19: Doing better than other students in this class is important to me.

Performance avoidance goals (*avoidw1*):

- v3: I do my work in this class so others won't think I'm dumb.
- v10: One of my goals in this class is to avoid looking like I have trouble doing the work.
- v17: The reason I do my class work is so that I don't look like I know less than others.
- v23: It's important to me that my teacher doesn't think that I know less than others in this class.
- v30: One of my goals is to keep others from thinking I'm not smart in English.

Value (*valuew1*):

- v7 The information we learn about in this class is useful.
- v15 The information we learn about in this class is interesting.
- v26 The information we learn about in this class is important.

Self efficacy (*selfew1*):

- v4 I am certain I can master the skills taught in this class this year.
- v13 I can do even the hardest work in this class if I try.
- v20 Even if the work is hard in this class I can learn it.

Self handicapping (*shandw1*):

- v33 Some students put off doing their work until the last minute so that if they don't do well on their work they can say that is the reason. How true is this of you?
- v34 Some students let their friends keep them from paying attention in class or from doing their homework. Then if they don't do as well as they had hoped, they can say friends kept them from working. How true is this of you?
- v35 Some students purposely don't try hard in school so that if they don't do well, they can say it is because they didn't try. How true is this of you?
- v36 Some students purposely get involved in lots of activities. Then if they don't do as well on their school work as they hoped, they can say it is because they are involved with other things. How true is this of you?
- v37 Some students fool around the night before a test so that if they don't do well they can say that is the reason. How true is this of you?
- v38 Some students look for reasons to keep them from studying (not feeling well, having to help their parents, taking care of a brother or sister, etc.). Then if they don't do well on their schoolwork, they can say this is the reason. How true is this of you?

Fear of failure (*fow1*):

- v5 When I start to do poorly on a task, I feel like giving up.
- v9 If given a choice, I have a tendency to select a relatively easy task rather than risk failure.
- v14 When I fail at a task, I am even more certain that I lack the ability to perform the task.
- v18 I tend to put forth a great deal of effort into a task, but I often know that this effort is of poor quality.
- v22 I often find that I am well prepared for a success on a task, but I do not perform the task well under pressure.
- v24 Sometimes I think it is better to not have tried at all than to have tried and failed.
- v27 When I am tackling a challenging task, I find that I am reminded of my previous failure.
- v29 I often avoid a task because I am afraid that I will make mistakes.
- v31 I find that I can learn to perform a task very well, but I "crack" under the pressure of the situation and often do not perform anywhere close to my potential.
- v32 I try to avoid failure at all costs.

Additional Wave 1 Items

Sex—Gender of the student

Teacher—English teacher this semester

Age—Age of student

Period—Class period of English class

School--School

Grade—Grade level of student

Ethnic—Self-reported ethnicity of student

Wlimgrnt: Generational status of student based on whether mother was native born or an immigrant to U.S.

S1y1gpa—First semester, first year of study grade point average

S1y1engd—First semester, first year of study English grade

S1y1mtgd—First semester, first year of study math grade

S1y1scgd—First semester, first year of study science grade

S1y1ssgd—First semester, first year of study social studies grade

Wave 2

Mastery goals (*masteryw2*):

- w2v1: An important reason why I do my class work is because I like to learn new things.
- w2v10: An important reason why I do my work in this class is because I want to get better at it.
- w2v15: It's important to me that I thoroughly understand the work in this class.
- w2v23: I like class work that I'll learn from even if I make a lot of mistakes.
- w2v32: One of my goals is to develop new skills in this class.

Performance approach goals (*apprchw2*):

- w2v2: It's important to me that I look smart compared to others in this class.
- w2v5: I would feel successful in this class if I did better than most of the other students.
- w2v11: I want to do better than other students in this class.
- w2v16: Doing better than other students in this class is important to me.
- w2v20: One of my goals is to show others that I'm good at English.
- w2v24: One of my goals is to show others that English is easy for me.
- w2v28: The main reason I do my work in English is so that I will look smarter than the other students in this class.
- w2v33: I want other students to think I am good at English

***Performance approach goals, longitudinal** (*w2applng*)

- w2v2: It's important to me that I look smart compared to others in this class.
- w2v5: I would feel successful in this class if I did better than most of the other students.
- w2v11: I want to do better than other students in this class.
- w2v16: Doing better than other students in this class is important to me.

Performance avoidance goals (*avoidw2*):

- w2v3: I do my work in this class so others won't think I'm dumb.
- w2v7: One of my goals in this class is to avoid looking like I have trouble doing the work.
- w2v12: The reason I do work in this class is so that I don't look like I know less than others.
- w2v17: It's important to me that my teacher doesn't think that I know less than others in this class
- w2v21: Its important to me that I do not do worse than other students in this class.
- w2v25: One of my goals is to keep others from thinking I'm not smart in English.
- w2v35: One of my main goals in this class is to not get lower grades than most of the other students.

Performance avoidance goals, longitudinal (*w2avdlng*)

- w2v3: I do my work in this class so others won't think I'm dumb.

w2v7: One of my goals in this class is to avoid looking like I have trouble doing the work.
w2v12: The reason I do work in this class is so that I don't look like I know less than others.
w2v17: It's important to me that my teacher doesn't think that I know less than others in this class
w2v25: One of my goals is to keep others from thinking I'm not smart in English.

Self-efficacy (*selfefw2*):

W2v4 I am certain I can master the skills taught in this class this year.
W2v14 I can do even the hardest work in this class if I try.
W2v29 Even if the work is hard in this class I can learn it.

Value: (*valuew2*)

W2v6 The information we learn about in this class is useful.
W2v22 The information we learn about in this class is interesting
W2v36 The information we learn about in this class is important.

Self-Handicapping (*shandw2*)

W2v39 Some students put off doing their work until the last minute so that if they don't do well on their work they can say that is the reason. How true is this of you?
W2v40 Some students let their friends keep them from paying attention in class or from doing their homework. Then if they don't do as well as they had hoped, they can say friends kept them from working. How true is this of you?
W2v41 Some students purposely don't try hard in school so that if they don't do well, they can say it is because they didn't try. How true is this of you?
W2v42 Some students purposely get involved in lots of activities. Then if they don't do as well on their school work as they hoped, they can say it is because they are involved with other things. How true is this of you?
W2v43 Some students fool around the night before a test so that if they don't do well they can say that is the reason. How true is this of you?
W2v44 Some students look for reasons to keep them from studying (not feeling well, having to help their parents, taking care of a brother or sister, etc.). Then if they don't do well on their schoolwork, they can say this is the reason. How true is this of you?

Family Orientation (*familyw2*)

W2v18 An important reason that I try to do well in school is to please my parents/siblings.
W2v26 I want to do well in school so that I can be better prepared to take care of my family.
W2v30 The main reason I try to do well in school is to bring honor to my family.
W2v37 It is important to me that my parents/guardians are proud of my achievement in school.

Opportunities for Critical Thinking (*oppcrtw2*)

W2v101 My teacher asks us to predict ahead of time what might happen in a situation.
W2v102 In this class we brainstorm on different topics to get ideas.

W2v103 My teacher has us keep a journal for this class.

W2v104 My teacher explains how the activities we do in class today relate to future class topics.

W2v105 My teacher shares the reasons behind her/ his decisions with the class.

W2v106 My teacher stops and asks questions that make us think while s/he is teaching.

Self Regulation (*selfrgw2*)

W2v8 If the way I'm studying for English does not seem to be working, I find a better way of learning the material.

W2v19 I try to adapt how I do my English assignments to fit with what the teacher wants or expects.

W2v27 I try to change the way I study for English to fit the type of material I am trying to learn.

W2v31 In preparing for an English test, I use different approaches depending on the type of questions I expect on the test.

W2v38 If what I am working on for English is difficult to understand, I change the way I learn the material.

Additional Wave 2 Items

W2momed—Mother's highest level of education

W2daded—Father's highest level of education

W2Sex—Gender of the student

W2Teach—English teacher this semester

W2Period—Class period of English class

W2School--School

W2Grade—Grade level of student

W2Age—Age of student

S2y1engd—Second semester, first year of study English grade

S2y1mtgd—Second semester, first year of study math grade

S2y1scgd—Second semester, first year of study science grade

S2y1ssgd—Second semester, first year of study social studies grade

WAVE 3

Mastery goals (*w3mastery*)

W3v34: An important reason I do my class work is because I like to learn new things.

W3v27: An important reason why I do my work is because I want to get better at it.

W3v7: It's important to me that I thoroughly understand the work in this class.

W3v4: I like class work that I'll learn from even if I make a lot of mistakes.

W3v10: One of my goals is to develop new skills in this class.

Performance approach goals (*w3apprch*)

W3v36: It's important to me that I look smart compared to others in this class.

W3v5: I would feel successful in this class if I did better than most other students.

W3v3: I want to do better than other students in this class.

W3v32: Doing better than other students in this class is important to me.

W3v30: One of my goals is to show others that I'm good at English.

W3v19: One of my goals is to show others that English is easy for me.

W3v14: The main reason I do my work in English is so that I will look smarter than the other students in this class.

W3v1: I want the other students in this class to think I am good at English

***Performance approach goals, longitudinal** (*w3applng*):

w3v36: It's important to me that I look smart compared to others in this class.

W3v5: I would feel successful in this class if I did better than most other students.

W3v3: I want to do better than other students in this class.

W3v32: Doing better than other students in this class is important to me.

Performance avoidance goals (*w3avoid*):

W3v26: I do my work in this class so others won't think I'm dumb.

W3v9: One of my goals in this class is to avoid looking like I have trouble doing the work.

W3v35: The reason I do my class work is so that I don't look like I know less than others.

W3v21: It's important to me that my teacher doesn't think that I know less than others in this class.

W3v28: It's important to me that I do not do worse than other students in this class.

W3v17: One of my goals is to keep others from thinking I'm not smart in English.

W3v12: One of my main goals in this class is to not get lower grades than most of the other students.

***Performance avoidance goals, longitudinal** (*w3avdlng*):

w3v26: I do my work in this class so others won't think I'm dumb.

W3v9: One of my goals in this class is to avoid looking like I have trouble doing the work.

W3v35: The reason I do my class work is so that I don't look like I know less than others.

W3v21: It's important to me that my teacher doesn't think that I know less than others in this class.

W3v17: One of my goals is to keep others from thinking I'm not smart in English.

Self-efficacy (*w3selfef*)

W3v2: I am certain I can master the skills taught in this class this year.

W3v16: Even if the work is hard in this class I can learn it.

W3v23: I can do even the hardest work in this class if I try.

Value (*w3value*)

W3v8: The information we learn about in this class is important.

W3v20: The information we learn about in this class is useful.

W3v25: The information we learn about in this class is interesting.

Self-Handicapping (*w3shand*)

W3v38: Some students put off doing their work until the last minute so that if they don't do well on their work they can say that is the reason. How true is this of you?

W3v39: Some students let their friends keep them from paying attention in class or from doing their homework. Then if they don't do as well as they had hoped, they can say friends kept them from working. How true is this of you?

W3v40: Some students purposely don't try hard in school so that if they don't do well, they can say it is because they didn't try. How true is this of you?

W3v41: Some students purposely get involved in lots of activities. Then if they don't do as well on their school work as they hoped, they can say it is because they are involved with other things. How true is this of you?

W3v42: Some students fool around the night before a test so that if they don't do well they can say that is the reason. How true is this of you?

W3v43: Some students look for reasons to keep them from studying (not feeling well, having to help their parents, taking care of a brother or sister, etc.). Then if they don't do well on their schoolwork, they can say this is the reason. How true is this of you?

Family orientation (*w3family*)

W3v6: An important reason that I try to do well in school is to please my parents/guardians.

W3v11: The main reason I try to do well in school is bring honor to family.

W3v15: It's important to me that my parents/guardians are proud of my achievement in school.

W3v37: I want to do well in school so that I can be better prepared to take care of my family.

Self Regulation (*selfrgw2*)

W2v8: If the way I'm studying for English does not seem to be working, I find a better way of learning the material.

W2v19: I try to adapt how I do my English assignments to fit with what the teacher wants or expects.

W2v27: I try to change the way I study for English to fit the type of material I am trying to learn.

W2v31: In preparing for an English test, I use different approaches depending on the type of questions I expect on the test.

W2v38: If what I am working on for English is difficult to understand, I change the way I learn the material.

Social Desirability Scale (*W3socdes*)

W3v44: It is sometimes hard for me to go on with my work if I am not encouraged.

W3v45: I sometimes feel resentful when I don't get my way.

W3v46: On a few occasions, I have given up on doing something because I thought too little of my ability.

W3v47: There have been times when I felt like rebelling against people in authority even though I knew they were right.

W3v48: No matter who I'm talking to, I'm always a good listener.

W3v49: There have been occasions when I took advantage of someone.

W3v50: I am always willing to admit it when I make a mistake.

W3v51: I sometimes try to get even, rather than forgive and forget.

W3v52: I am always courteous, even to people who are disagreeable.

W3v53: I have never been annoyed when people expressed ideas very different from my own.

W3v54: There have been times when I was quite jealous of the good fortune of another.

W3v55: I am sometimes irritated by people who ask favors of me.

W3v56: I have never deliberately said something that hurt someone's feelings.

Additional Wave 3 Items

W3rdgrad—Grade of student in wave 3, according to school records

W3rdeth—Ethnicity of student, wave 3, according to school records

W3cumgpa—Cumulative grade point average, wave 3

W3enggrd—Semester-end grade in English, wave 3

W3mthgrd—Semester-end grade in math, wave 3

W3scigrd—Semester-end grade in science, wave 3

W3ssgrd—Semester-end grade in social studies, wave 3

Gender—Student's gender

Class—Class student was in, wave 3

W3occdad—Father's occupation, reported by student

W3occslf—Student's desired occupation in the future

W3sex—Self-reported sex of student, wave 3

W3teach—English teacher, wave 3

W3period—Class period for English, wave 3

W3school—School student attended, wave 3

W3grade—Grade student was in, wave 3

W3age—Student's age, wave 3

W3sesmom: Socioeconomic status of mother's occupation

W3sesdad: Socioeconomic status of father's occupation

Race4: Ethnicity variable divided into four largest ethnic groups in the sample

W3imgrnt: Generational status of student based on whether mother was native born or an immigrant to U.S.

* Items matched across waves for use in longitudinal analyses.