Read Better Be Better

After School Literacy Program

Analysis of Fall, 2015 Data

Version 3

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Prepared by:

Melissa S. Kovacs, Ph.D.
FirstEval, LLC
602.361.8070 | mkovacs@firsteval.com

Findings, opinions, and recommendations expressed in this report are solely those of the preparer unless expressed otherwise.

Executive Summary

This report presents results from analyzing Read Better Be Better's program data from the Fall, 2015 semester.

The Read Better Be Better ("RBBB") program uses trained 8th grade student volunteers to implement a structured reading program to 3rd grade students. The program's mission is to help children improve their literacy skills and become better learners. The program targets Tier II students according to the Arizona State Literacy Plan.

This report represents an analysis of outcome data for the fall, 2015 RBBB program. This report is not a comprehensive evaluation report, and does not address RBBB processes or program implementation. Evidence of program improvement was obtained using the following educational assessments:

- Galileo
- Dibels DAZE and Dibels ORF
- AIMSweb
- Reader Self-Perception Scale
- Social and Personal Responsibility Scale
- Teacher Evaluations

The RBBB program has notable effects on its participants' literacy skills. For 3rd grade participants, or "Littles," program participation has strong effects on their perception of themselves as readers with respect to their observational comparison skills, social feedback skills, and physiological state. Program participation has significantly strong effects on their general perception as a reader and on their progress. Most importantly, 3rd grade participants show significant improvement in reading according to the Dibels DAZE, Dibels ORF, and AIMSweb. They show strong, but statistically insignificant, improvement in reading according to the Galileo assessment. For 8th grade tutor participants, or "Bigs," program participation has significant effects on their own literacy skills as evidenced by the Galileo assessment, and strong effects on their feelings of social and personal responsibility.

Introduction

This report presents results from analyzing Read Better Be Better's program data from the Fall, 2015 semester.

In January of 2015, Read Better Be Better ("RBBB") began its first pilot program of an after-school literacy program that pairs 8th-grade students to help 3rd grade students become better readers. The RBBB program uses trained 8th-grade student volunteers to implement a structured reading program to 3rd-grade students. The older students ("Bigs") work one-on-one with paired younger students ("Littles") to model reading behavior, help with reading skills, and provide activities that improve focus and concentration.

RBBB's mission and vision is shown in Figure 1 below, and the RBBB Logic Model is included in Appendix A.

Figure 1 – Read Better Be Better Mission and Vision

Mission: Read Better Be Better helps children improve literacy skills and become better learners.

We create change by:

1. Improving concentration
2. Encouraging an active enjoyment of reading
3. Helping develop a deeper understanding of what is being read

Vision: A Society in which children master the foundational skills necessary to become independent learners.

The program is intended to target Tier II students according to the Arizona State Literacy Plan. In the Arizona State Literacy Plan, Tier I students are in need of "universal instruction," consisting of a core reading program and benchmark testing. Tier II students need an additional small group intervention beyond Tier I instruction. Tier III students need intensive instruction and remediation services.[1]

Commonly, literacy programs address Tier III students, while RBBB is the only program specifically targeting Tier II students. Tier II students are often the ones "falling through the cracks," in that they do need additional literacy help, but are not the students in their schools who struggle the most with reading. Therefore, when resources are scarce, Tier II students' needs remain minimally addressed or unaddressed.

[1] The Arizona State Literacy Plan can be found here: https://www.azed.gov/standards-practices/files/2015/07/k12-az-literacy-plan-_revised-by-jessica-l.pdf and the definitions of Tier I, II, and III are found on pages 95-96.

Two schools from two school districts participated in the RBBB pilot program in the spring, 2015 semester, and five schools participated in the program during the fall, 2015 semester. The table below details participating schools and the program's growth:

Table 1 - Participating Schools and Program Dates

School	District	Spring 2015 (Pilot)	Fall 2015	Spring 2016
Lattie Coor	Avondale	X	X	X
Michael Anderson	Avondale		X	X
Edison	Phoenix		X	X
Garfield	Phoenix		X	X
Whittier	Phoenix	X	X	X

RBBB in Context

RBBB's cross-age peer tutoring model comes from a strong foundation of proven effectiveness. Numerous studies find that cross-age peer tutoring is beneficial for both the younger and older grade participating students.[2] Some studies also found that participation in these programs boosts views of oneself as a reader and leads to less negative thinking about reading.[3] A study in Syracuse found that tutees' participation in a cross-age peer reading program engendered bigger gains than their tutors experienced.[4]

One researcher found that the effects of participating in a cross-age peer tutoring reading program are stronger in later phases of the program.[5] This is important evidence for RBBB to monitor its long-term outcomes. RBBB's outcomes are displayed in the logic model in Appendix A.

Scope of This Report

This report represents an analysis of outcome data for the fall, 2015 RBBB program. This report is not a comprehensive evaluation report. FirstEval did not evaluate RBBB processes or program implementation. We did, however, analyze all existing RBBB program participant and comparison group data provided by RBBB. In this sense, this report addresses most of the short-term outcomes in the RBBB logic model, and all of the medium-term outcomes in the logic model. This report does not address any of the long-term outcomes in the logic model. The RBBB logic model, highlighted to show this report's scope, is attached as Appendix A.

[2] See, for example, Loretta Abassi, Cleveland State University, "Effects of Cross-Age Tutoring on Reading Attitudes of Elementary School Students;" John Hattie, 2006, "Cross-Age Tutoring and the Reading Together program," in *Studies in Educational Evaluation*; Van Keer et al., 2005, "Effects of Explicit Reading Strategies Instruction and Peer Tutoring on Second and Fifth Graders' Reading Comprehension and Self-Efficacy Perceptions," in the *Journal of Experimental Education*; Wright and Cleary, 2006, "Kids in the Tutor Seat: Building Schools' Capacity to Help Struggling Readers Through a Cross-Age Peer-Tutoring Program," in *Psychology in the Schools*; and Slavin and Madden, 1989, "What Works for Students at Risk: A Research Synthesis," in *Educational Leadership*.

[3] See Abassi and Van Keer

[4] See Wright and Cleary

[5] See Hattie

Instruments

Data from numerous educational assessment instruments were provided by RBBB for analysis by FirstEval. This section describes those instruments.

This report examines data from 3rd grade program participants and 8th grade program participants separately. We also report on two other groups – matched, paired data for 3rd grade participants and non-participants and matched, paired data for 7th / 8th grade participants and non-participants. As RBBB program participation was not randomly assigned, the non-participants do not represent a true control group, but rather a comparison group. This resulted in four total analytic groups, as shown in the columns in Table 2 below.

The following table details the data available for each examined group.

Table 2 – Instruments and Data Availability by Group

Instrument Name	3rd grade participants	8th grade participants	3rd grade comparison group	7th/8th grade comparison group
Reader Self-Perception Scale	X			
Teacher Evaluation of Students	X			
Galileo	X	X	X	
Dibels DAZE	X		X	
Dibels ORF	X		X	
AIMSweb	X			
Social and Personal Responsibility Scale		X		
ELADL				X

Note: Comparison group data only comes from students at the Lattie Coor and Michael Anderson schools.

Reader Self-Perception Scale

The Reader Self-Perception Scale ("RSPS") is RBBB's primary reading efficacy tool, and is a tool to measure how children feel about themselves as readers.[6] The instrument consists of 33 items, and is divided into 5 subscales for analytic purposes. The subscales measure general perception of one's own reading, progress (how one's perception of present reading performance compares with past performance), observational comparison (how a child perceives her or his reading performance to compare with the performance of classmates), social feedback (direct or indirect input about reading from teachers, classmates, and people in the child's family), and physiological state (internal feelings that the child experiences during reading). These subscales have been shown to have high internal consistency and reliabilities.[7] The instrument is included as Appendix B.

The RSPS fits neatly into measuring progress towards RBBB's mission and vision, by measuring an active enjoyment of reading.

[6] See Henk & Melnick, 1995. "The Reader Self-Perception Scale (RSPS): A New Tool for Measuring How Children Feel About Themselves as Readers," in *The Reading Teacher*, Vol. 48 No. 6.
[7] See Henk & Melnick mentioned previously.

Teacher Evaluation of Students

Teachers are asked to answer 3 brief questions of RBBB program students to assess whether the student is able to focus on the reading material; whether the student appears to enjoy reading; and whether the student understands reading material in class. This data is examined for changes between the beginning of the semester and the end of the semester, and these 3 questions are included as Appendix C.

Galileo

Galileo began at the University of Arizona in 1986 to examine whether students are ready; almost ready; or ready later to learn literacy concepts. Currently it integrates district curriculum with standards (like Common Core) and comprehension assessments. The assessments can be taken on computer, paper, or hand-held devices. Galileo exams are benchmark exams, intended to inform teachers how students are progressing through their school year.

The Galileo instrument is proprietary, and therefore not attached as an Appendix to this report. More information about Galileo can be found here: http://www.ati-online.com/

Dibels

RBBB receives data from participating schools on students' Dibels scores. Dibels is an acronym for Dynamic Indicators of Basic Early Literacy Skills. The Dibels family of instruments is widely used, and was developed at the University of Oregon. For purposes of this report, the Dibels DAZE and the Dibels ORF data provided useful information to gauge RBBB participants' progress. While RBBB receives other Dibels data, it was incomplete such that it could not be used to measure student progress for purposes of this report.

Dibels DAZE

DAZE, or the DIBELS maze comprehension task, is a group-administered measure of reading comprehension. According to the University of Oregon website, students are asked to read a passage silently. In the passage, every seventh word (approximately) is blank, with a maze of options (i.e., three possible word choices for the blank). One of the words in the maze is always correct, and the other two are incorrect. DAZE requires students to choose the correct word as they read the passage. Students are given three minutes to work on this task, and the results are scored.

The instrument has shown strong reliability and validity, and more information can be found here: https://dibels.uoregon.edu/assessment/dibels/measures/daze.php

Dibels ORF

Dibels ORF (oral reading fluency) is another comprehension tool that is individually administered to test for reading fluency. Students read passages while an administrator records miscues, then the student retells the passage, hitting certain highlights in the passage to prove comprehension.

More information about the Dibels ORF instrument can be found here: https://dibels.uoregon.edu/assessment/dibels/measures/orf.php

AIMSweb

AIMSweb is a national, computer-based test to guide response to intervention and help place students in reading and math groups. AIMS is owned by the Pearson company, and more information can be found here: http://www.aimsweb.com/

AIMSweb is not the same as Arizona's Instrument to Measure Success, or "AIMS."

Social and Personal Responsibility Scale

The Social and Personal Responsibility Scale ("SPRS") was developed in 1981 to measure and assess experiential learning programs, and specifically to measure social development.[8] The instrument consists of 21 items, and is a crucial indicator for RBBB's 8th grade participants. The instrument is divided into five subscales for analytic purposes, to assess attitudes on social welfare, attitudes on duty, competency to take responsibility, efficacy regarding responsibility, and performance of responsible acts. The SPRS scale instrument is attached as Appendix D.

ELADL

ELADL, or English Language Arts Development Level, is a tool that recently replaced AZ AIMS testing to measure performance in reading, grammar, and writing. The instrument itself is not appended to this report and there is little information online regarding this assessment tool.

[8] See Dan Conrad and Diane Hedin, 1981. "Instruments and Scoring Guide of the Experiential Education Evaluation Project." In ERIC.

Methodology

RBBB provided data to FirstEval to test for progress among program participants and non-participants, as measured by the instruments discussed in the previous section. RBBB receives the data itself from the participating schools. Data is provided at the individual student level.

FirstEval cleaned, compiled, and analyzed data to test for differences between baseline scores and post-program-participation scores among participants. We also tested for improvement among the comparison groups, and compared improvement rates between participant groups and comparison groups. When sample sizes allowed, and when appropriate, we employed paired-samples t-tests and repeated measures general linear models.[9] Our results follow.

Limitation

A limitation of this evaluation study is its lack of benchmark data. Benchmark assessments are given to students throughout the school year to gauge their knowledge levels. Ideally, along with measuring the pre-program-participation scores and the post-program-participation scores, this study would also show certain benchmarks, or assessment score levels that represent school-level knowledge. When program effects are compared to benchmarks, it helps to account for outside factors and isolate the program effect.

While some benchmark data was provided by schools, its coding was inconsistent and couldn't be used with confidence as to its validity for this evaluation. As well, determining benchmark data for each assessment instrument and each grade within each participating school was beyond the scope of this evaluation. Future evaluations may wish to include benchmark data to better place the RBBB data in context.

Ideally, this evaluation study will be the first of many examinations of RBBB data. In this sense, the results reported in this evaluation will stand as baseline measures of improvement due to RBBB participation.

Results

3rd Grade Participants

Third grade RBBB program participants are the highest priority category for RBBB. In fact, RBBB exists to better 3rd grade literacy levels. Data was collected on 3rd grade RBBB participants using the following instruments:

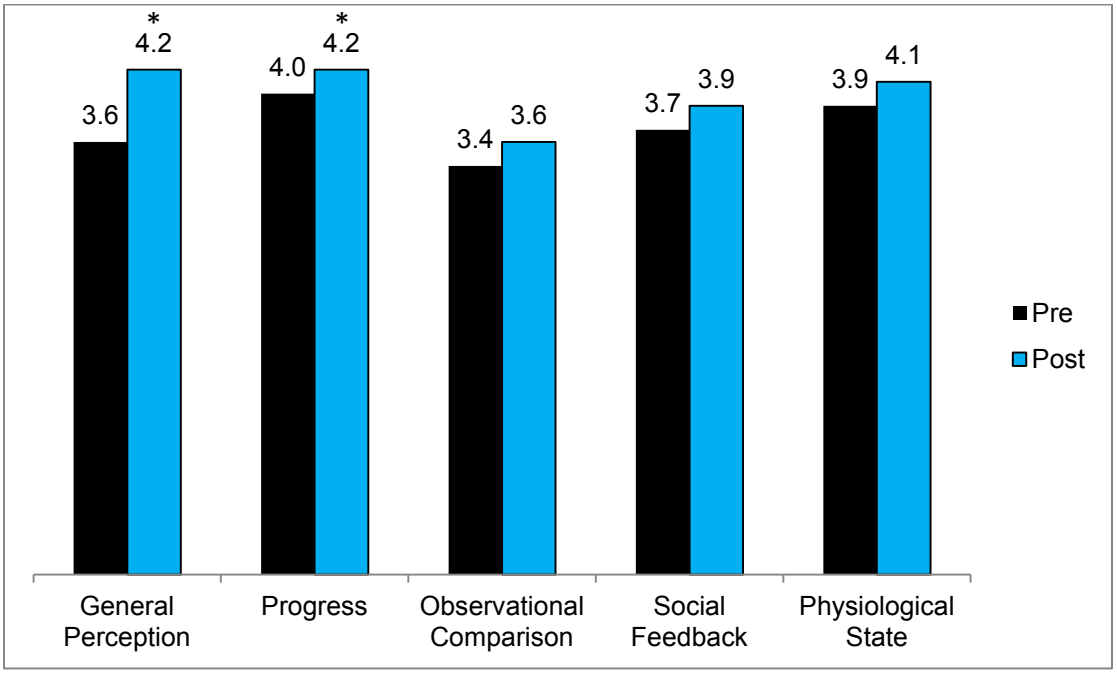
- Reader Self-Perception Scale ("RSPS")
- Teacher Evaluation of Students

[9] Paired samples t-tests were used to compare student growth from pre-test to post-test time. Repeated measures general linear models were used to test the differences in growth between program participants and non-participants in the comparison group.

- Galileo
- Dibels DAZE
- Dibels ORF
- AIMSweb

Figure 1 below shows results of 3rd grade participants' changes in scores on the RSPS. The "pre" score was taken at the beginning of the fall, 2015 semester, and the "post" score was taken at the end of the same semester. On the RSPS subscales denoted here, subscales are scored between zero and five, and a higher score indicates greater achievement. On the General Perception and the Progress subscales, participants demonstrated statistically significant improvement in their scores between pre-test time and post-test time. For the Observational Comparison, Social Feedback, and Physiological State subscales, students improved their scores, but the difference between pre-test score and post-test score was not statistically significant.

Figure 1 – RSPS Subscale Component Scores for 3rd Grade Participants
(Scored from zero to five)

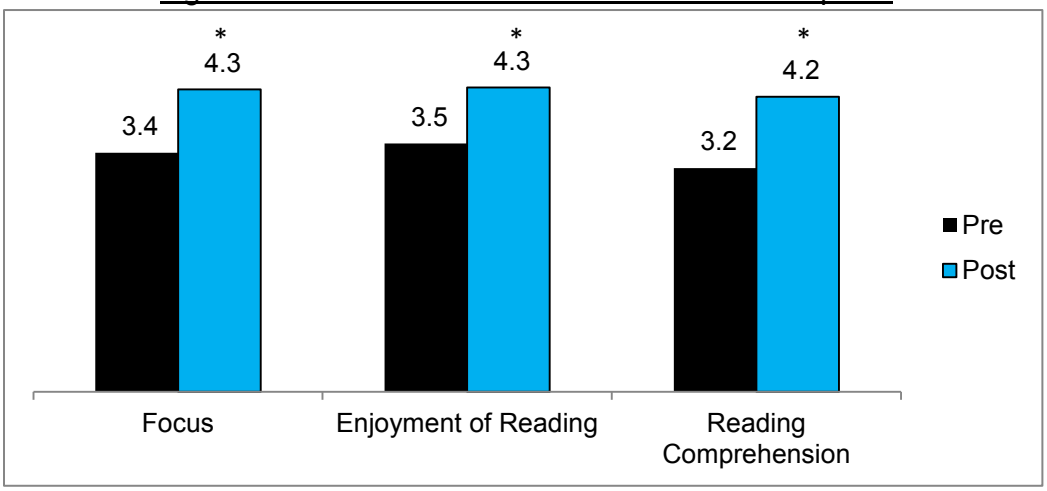


** Denotes a statistically significant improvement from pre- to post-time measures, at the α =.05 level.*

Teachers evaluated their 3rd grade students who participated in the RBBB program on three factors – Focus, Enjoyment of Reading, and Reading Comprehension. Figure 2 below shows that participants improved on all three subscales to a statistically significant extent between the

beginning of the semester ("pre") and the end of the semester ("post"). The subscales were scored from 1 to 5, with a higher score denoting greater achievement.

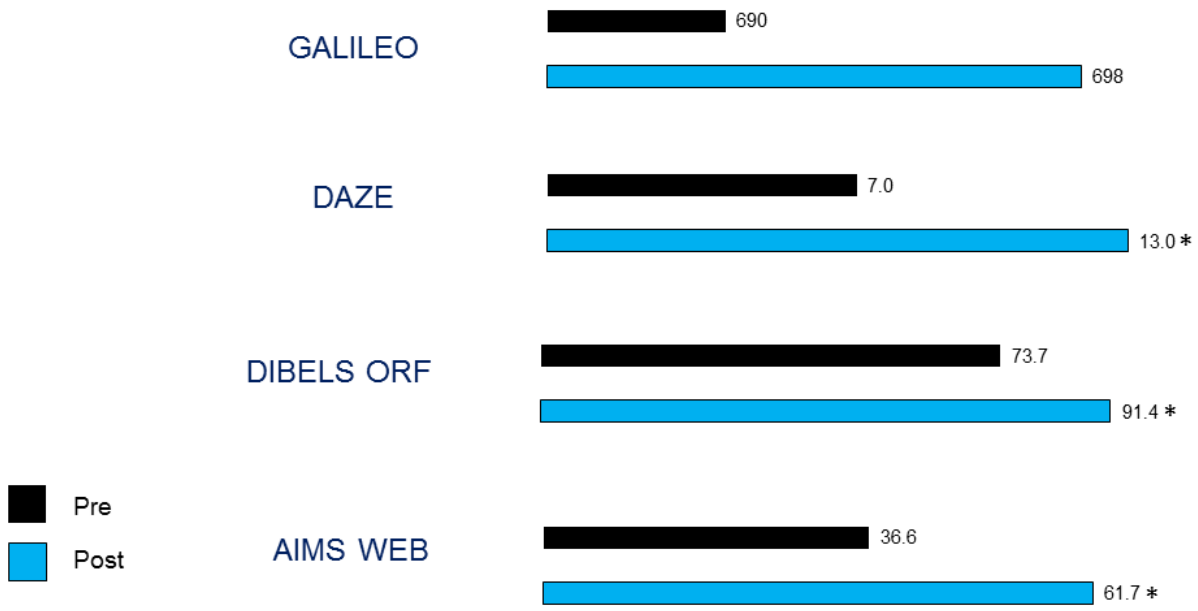
Figure 2 – Teacher Evaluations of 3rd Grade Participants



** Denotes a statistically significant improvement from pre- to post-time measures, at the α =.05 level.*

Third grade participants' performance on standardized tests was tracked at the beginning and end of the fall, 2015 semester. The students improved on all four measures (Galileo, Dibels DAZE, Dibels ORF, and AIMSweb). Their post-test scores were significantly higher than their pre-test scores for all measures except for Galileo. Figure 3 below shows these results.

Figure 3 – 3rd Grade program Participants' Test Scores



* Denotes a statistically significant improvement from pre- to post-time measures, at the α =.05 level. Higher scores denote higher achievement.

Overall, 3rd grade RBBB program participants exhibit significant improvement on these numerous measures.

8th Grade Participants

Eighth grade RBBB participants are the tutors, or the "Bigs" in the program, and are matched with 3rd grade students to help with literacy skill development. While the 8th grade students are not the direct intended recipient of the program benefits, their program participation still results in significant benefits to them.

We examined improvement among 8th grade program participants using the following instruments:

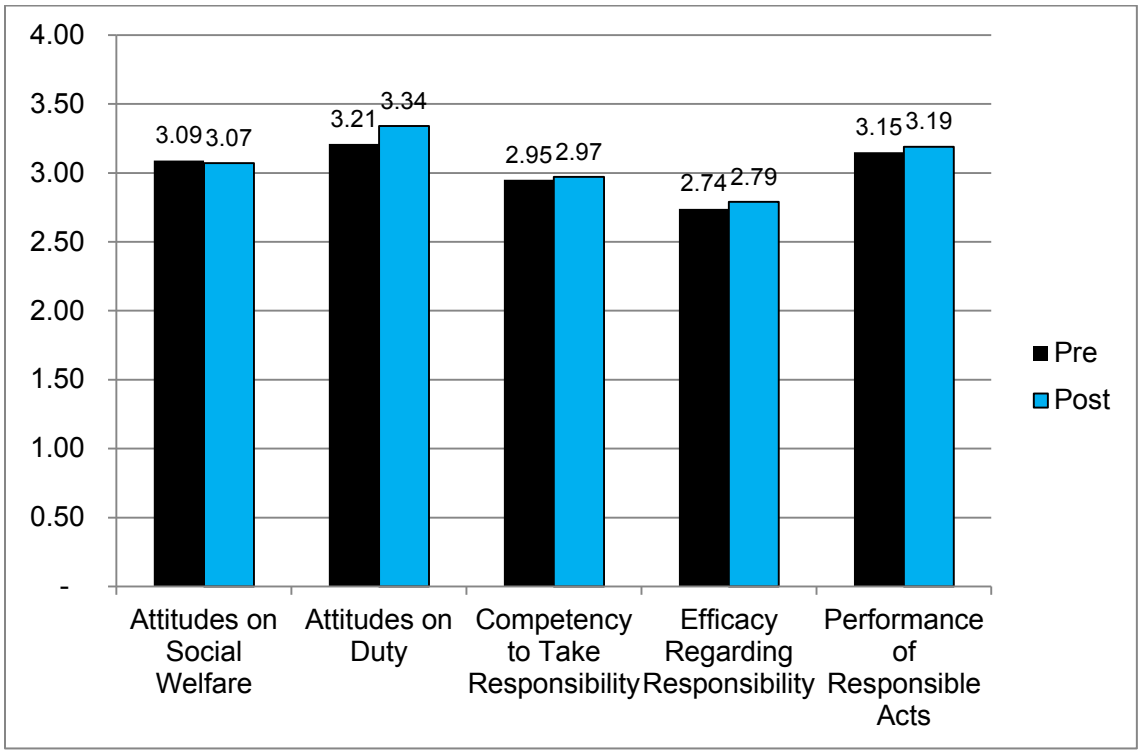
- Social and Personal Responsibility Scale ("SPRS")
- Galileo

As mentioned previously, the SPRS comprises five different subscales – Attitudes on Social Welfare, Attitudes on Duty, Competency to Take Responsibility, Efficacy Regarding

Responsibility, and Performance of Responsible Acts. Eighth grade RBBB program participants increased on all five subscales of the SPRS from the beginning of the semester with their "Littles" to the end of the semester.

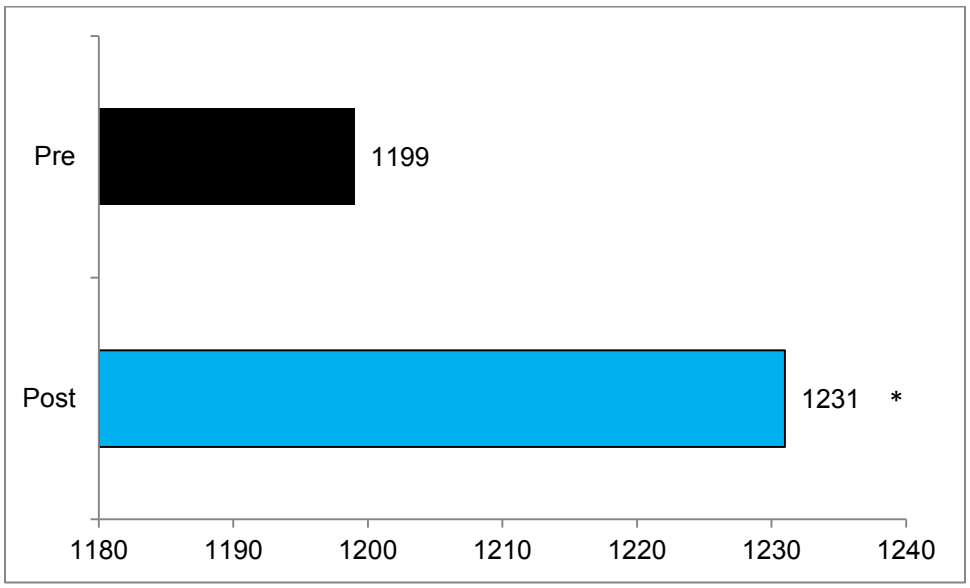
Scores are coded ranging from one to four, and Figure 4 below shows the average increases. While none of the increases from pre-test to post-test time are statistically significant, they all represent improvement.

Figure 4: 8th Grade Program Participants' SPRS Subscale Scores



Eighth grade RBBB participants also were measured for change in their Galileo scores between pre-test and post-test time, and participants show a statistically significant improvement, as Figure 5 below shows:

Figure 5: 8th Grade Participants' Galileo Scores



** Denotes a statistically significant improvement from pre- to post-time measures, at the α =.05 level.*

Importantly, program impacts extend beyond the 3rd grade readers – they have important effects on the 8th grade tutors as well.

3rd Grade Comparison Group

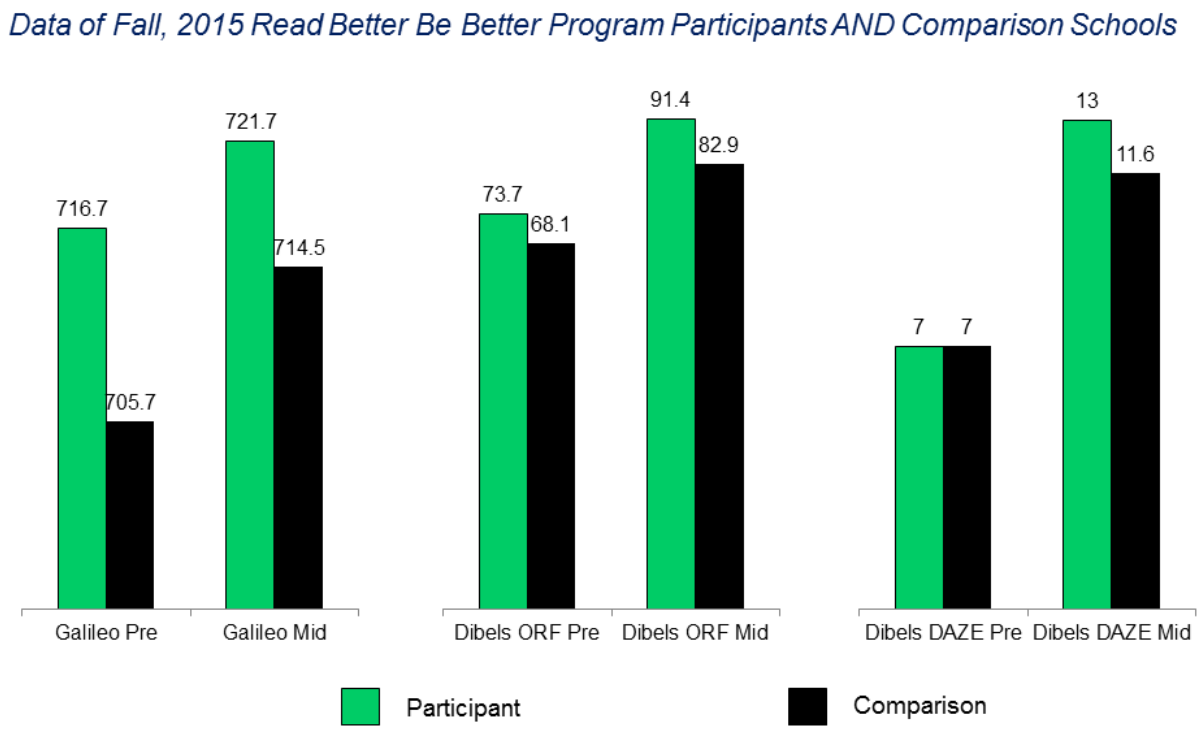
As noted in Table 2 above, comparison group data comes from two schools: Lattie Coor and Michael Anderson. Both of these schools provided assessment data on both RBBB participants, pre and post, and non-participants, pre and post. In this sense, we can see whether participants' improvement is greater than non-participants' improvement.

We assessed for differences in improvement using the following instruments:

- Galileo
- Dibels ORF
- Dibels DAZE

We found that program participants show greater improvement than non-participants on the Dibels ORF and the Dibels DAZE, but not on the Galileo. Program participants' improvement is not statistically greater than non-participants' improvement on the Dibels ORF or the Dibels DAZE. Figure 6 below shows these results:

Figure 6: 3rd Grade Program Participants and Non-Participants



As Figure 6 shows, participants often began their program participation at higher baseline levels than non-participants. This may be due to different Tiers within the comparison group, while the participant group was mostly Tier II readers.

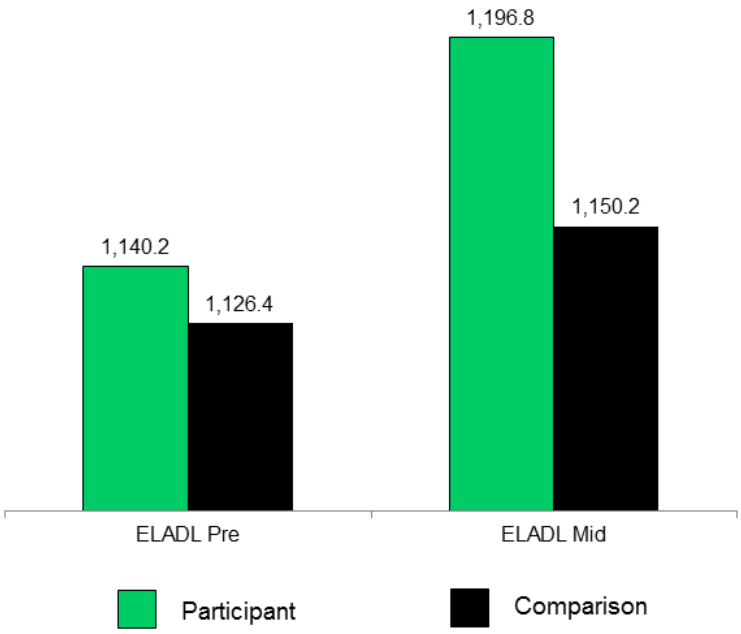
7th Grade Comparison Group

The two comparison schools, Lattie Coor and Michael Anderson, also provided data of student participants and comparisons. This data came from both 8th grade students and 7th grade students, and was of the ELADL. While program participants show greater improvement than non-participants on the ELADL, their improvement is not statistically greater than non-participants' improvement.

Figure 7 below shows these results:

Figure 7 – 7th / 8th Grade Students' ELADL Scores

Data of Fall, 2015 Read Better Be Better Program Participants AND Comparison Schools



Summary

The RBBB program has notable effects on its participants' literacy skills. Most importantly, for 3rd grade participants, or "Littles," program participation has strong effects on their perception as a reader with respect to their observational comparison skills, social feedback skills, and physiological state. Program participation has significantly strong effects on their general perception as a reader and on their progress. Also importantly, 3rd grade participants show significant improvement in reading according to the Dibels DAZE, Dibles ORF, and AIMSweb. They show strong, but statistically insignificant, improvement in reading according to the Galileo assessment.

For 8th grade tutor participants, or "Bigs," program participation has significant effects on their own literacy skills as evidenced by the Galileo assessment, and strong effects on their feelings of social and personal responsibility.

As the RBBB program continues and participation grows, the program's processes will continue to be refined, and more data can be collected to measure participant effects.

Appendix A – RBBB Logic Model with Report Scope Highlighted in Red

Target Population:
- 3rd grade
- Tier II
- Fluency >60wpm
- Not receiving additional intervention

Read Better Be Better

Read Better Be Better Logic Model

The red-shaded area represents the data examined for this report.

Inputs	Activities	Outputs	Short	Medium	Long
Staff expertise and experience Research Collaborative Partnerships Time Funds	Proprietary reading comprehension curriculum. o 2x/week o Minimum one semester 8th grade "reading leaders" trained to implement curriculum Be A Better Reader Be A Better Thinker Be A Better Mover	# Students received program # Student Hours % Students completing program # 8th grade trained"reading leaders"	Attendance – RBBB and school (RBBB log and school attendance data with grade average as control) Retention (RBBB log) Increased enjoyment of reading (3rd grade teacher pre-post evaluation) Enjoyment of RBBB program (post self-evaluation) Increased self-efficacy(pre-post self-evaluation: The Reader Self-Perception Scale)	Improved reading comprehension (Galileo testing with grade average as control) Improved concentration (3rd grade teacher pre-post evaluation) Increased sense of personal responsibility (Social & Personal Responsibility Scale and pre-post self-evaluation) Improved general academic performance (longitudinal study of school Math and ELA scores)	Better learners (Approaches to Learning) Increased high school graduation rates (longitudinal study of school graduation data)

Assumptions
Achieving a reading age of 10 allows independent learning and positively impacts earning potential

External Factors
Current poor AZ literacy stats < MOWR law < AZ Literacy Plan.
Current high school drop-out rates. Rise of service-learning model.

Appendix B: Reader Self-Perception Scale ("RSPS")

Instruction: Below are statements about reading. Please read each statement carefully. Then fill in the bubbles that show how much you agree or disagree with the statement.
Example:
If you are really positive that pepperoni pizza is best, fill in the bubble under "**Strongly Agree**".
If you think that is good but maybe not great, fill in the bubble under "**Agree**".
If you can't decide whether or not it is best, fill in the bubble under "**Undecided**".
If you think that pepperoni pizza is not all that good, fill in the bubble under "**Disagree**".
If you are really positive that pepperoni pizza is not very good, fill in the bubble under "**Strongly Disagree**".
Now, please fill in the bubbles that show how much you agree or disagree with each of the following statement.

1. I think I am a good reader…… □□ □ □ □ □
2. I can tell that my teacher likes to listen to me read…… □□ □ □ □ □
3. I read faster than other kids…… □□ □ □ □ □
4. My teacher thinks that my reading is fine…….. □□ □ □ □ □
5. I like to read aloud…….. □□ □ □ □ □
6. When I read, I can figure out words better than other kids…. □□ □ □ □ □
7. My classmates like to listen to me read……. □□ □ □ □ □
8. I feel good inside when I read…… □□ □ □ □ □
9. My classmates think that I read pretty well…… □□ □ □ □ □
10. When I read, I don't have to try as hard as I used to…….. □□ □ □ □ □
11. I seem to know more words than other kids when I read. □□ □ □ □ □
12. People in my family think I am a good reader……. □□ □ □ □ □
13. I am getting better at reading……. □□ □ □ □ □
14. I understand what I read as well as other kids do…… □□ □ □ □ □
15. When I read, I need less help than I used to…… □□ □ □ □ □
16. Reading makes me feel happy inside…….. □□ □ □ □ □
17. My teacher thinks I am a good reader…….. □□ □ □ □ □
18. Reading is easier for me than it used to be…….. □□ □ □ □ □
19. I read faster than I could before……. □□ □ □ □ □
20. I read better than other kids in my class……. □□ □ □ □ □
21. I feel calm when I read……. □□ □ □ □ □
22. I read more than other kids…….. □□ □ □ □ □
23. I understand what I read better than I could before…… □□ □ □ □ □
24. I can figure out words better than I could before…… □□ □ □ □ □
25. I feel comfortable when I read……..…… □□ □ □ □ □
26. I think reading is relaxing……..…… □□ □ □ □ □
27. I read better now than I could before……. □□ □ □ □ □
28. When I read, I recognize more words than I used to…… □□ □ □ □ □
29. Reading makes me feel good……. □□ □ □ □ □
30. Other kids think I'm a good reader…….. □□ □ □ □ □
31. People in my family think I read pretty well…….. □□ □ □ □ □
32. I enjoy reading…… □□ □ □ □ □
33. People in my family like to listen to me read…….. □□ □ □ □ □

Appendix C: Teacher Evaluation of Students

Please make selections:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The student is able to focus on reading material from the beginning to the end	○	○	○	○	○
The student appears to enjoy reading self-selected texts	○	○	○	○	○
The student understands reading material in class	○	○	○	○	○

Additional Notes

Appendix D – Social and Personal Responsibility Scale

INSTRUCTIONS

A. Look at the sample question below, but don't answer it until you have very carefully read the instructions below.

Almost Always True For Me	Some-times True For Me			Some-times True For Me	Almost Always True For Me
☐	☐	Some teenagers worry about school grades	-BUT-	Other teenagers don't seem to worry about school grades	☐ ☐

B. To answer these questions, there are two steps.
1) First, decide whether YOU are more like the teenagers on the left side who worry about school grades OR the teenagers on the right side who don't seem to worry about school grades. Don't mark anything down yet, but first decide which type of teenager is most like you and go to that side.

2) Second, now that you have decided which side is most like you, decide whether that is almost always true for you or sometimes true for you. If it's only sometimes true, then put an X in the box under sometimes true, if it's almost always true for you, then put an X in the box under almost always true.

C. Now continue to do the numbers below. For each number, you only check one box.

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME
1.	☐	☐	Some teenagers feel bad when they let people down who depend on them	-BUT-	Other teenagers don't let it bother them that much.	☐ ☐
2.	☐	☐	Some teenagers think it's the responsibility of the community to take care of people who can't take care of themselves	-BUT-	Other teenagers think that everyone should just take care of themselves.	☐ ☐
3.	☐	☐	Some teenagers are interested in doing something about school problems	-BUT-	Other teenagers don't really care to get involved in school problems.	☐ ☐
4.	☐	☐	Some teenagers let others do most of the work in a group	-BUT-	Other teenagers help in a group all they can.	☐ ☐
5.	☐	☐	Some teenagers seem to find time to work on other people's problems	-BUT-	Other teenagers find taking care of their own problems more than enough to do.	☐ ☐
6.	☐	☐	Some teenagers are interested in what other students in class have to say	-BUT-	Other teenagers don't care that much about what other students say.	☐ ☐

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME				SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME
7.	☐	☐	Some teenagers are interested in doing something about problems in the community	-BUT-	Other teenagers are not that interested working on problems in the community.	☐	☐
8.	☐	☐	Some teenagers carefully prepare for community and school assignments	-BUT-	Other teenagers usually don't prepare that much.	☐	☐
9.	☐	☐	Some teenagers would rather not present ideas in a group discussion	-BUT-	Other teenagers feel comfortable in presenting ideas in a group discussion.	☐	☐
10.	☐	☐	Some teenagers let others know when they can't keep an appointment	-BUT-	Other teenagers don't call ahead when they can't make it.	☐	☐
11.	☐	☐	Some teenagers think people should only help people they know - like close friends and relatives	-BUT-	Other teenagers think people should help people in general - whether they know them personally or not.	☐	☐
12.	☐	☐	For some teenagers, it seems too difficult to keep commitments	-BUT-	Other teenagers somehow manage to keep commitments.	☐	☐
13.	☐	☐	Some teenagers' ideas are almost always listened to in a group	-BUT-	Other teenagers have a hard time getting the group to pay attention to their suggestions.	☐	☐
14.	☐	☐	Some teenagers don't think they have much say about what happens to them	-BUT-	Other teenagers think they can pretty much control what will happen to their lives.	☐	☐
15.	☐	☐	Some teenagers don't think it makes much sense to help others unless you get paid for it	-BUT-	Other teenagers think you should help others even if you don't get paid for it.	☐	☐
16.	☐	☐	Some teenagers are good at helping people	-BUT-	Other teenagers don't see helping others as one of their strong points.	☐	☐
17.	☐	☐	Some teenagers feel obligated to carry tasks assigned to them by the group	-BUT-	Other teenagers don't feel that bound by group decisions.	☐	☐

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME				SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME
18.	☐	☐	Some teenagers think when good things happen it's because of something they did	-BUT-	For others, there seems to be no reasons -- it's just luck when things go well.	☐	☐
19.	☐	☐	Some teenagers prefer to have someone clearly lay out their assignments	-BUT-	Other teenagers prefer to make up their own lists of things to do.	☐	☐
20.	☐	☐	Some teenagers aren't that worried about finishing jobs they promised they would do.	-BUT-	Other teenagers would feel really bad about it.	☐	☐
21.	☐	☐	Some teenagers think they are able to help solve problems in the community	-BUT-	Other teenagers don't think they can do anything about them because a few powerful people decide everything.	☐	☐