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Format: Pre/post, Multiple-choice, Agree/disagree

Duration: 5 minutes

Focus: Beliefs / Attitudes (goal orientation, motivation)

Level: Intermediate, Intro college

How to give the assessment

- Give it as both a pre- and post-test. This measures how your class shifts student goal orientations.
 - Give the pre-test at the beginning of the term.
 - Give the post-test at the end of the term.
- Use the whole test, with the original wording and question order. This makes comparisons with other classes meaningful.
- Make the test required, and give credit for completing the test (but not correctness). This ensures maximum participation from your students.
- Tell your students that the test is designed to evaluate the course (not them), and that knowing how they think will help you teach better. Tell them that correctness will not affect their grades (only participation). This helps alleviate student anxiety.
- For more details, read the **PhysPort Guides** on implementation:
 - **PhysPort PGOS implementation guide** (www.physport.org/implementation/SOSECP)
 - **PhysPort Expert Recommendation on Best Practices for Administering Belief Surveys** (www.physport.org/expert/AdministeringBeliefSurveys/)

How to score the assessment

- The PGOS score is the average Likert rating for questions in each category (ego, task, cooperation, work avoidance).
- For instructions on scoring the PGOS, see the **PhysPort PGOS implementation guide** (www.physport.org/implementation/PGOS)
- See the **PhysPort Expert Recommendation on Best Practices for Administering Belief Surveys** for instructions on calculating shift and effect size (www.physport.org/expert/AdministeringBeliefSurveys/)

Physics Goal Orientation Survey

This survey probes students' attitudes towards their physics studies. Please note that:

- Completing this survey is completely voluntary, and
- No information about individual answers or your identity will be given to people teaching or assessing the course.

For the following questions, think about the statement in each box and respond by marking your level of agreement with the statement according to the following scale:

SD	D	N	A	SA
Strongly Disagree with the statement	Disagree with the statement (possibly with some reservations or qualifications)	Neutral In-between agreeing and disagreeing	Agree with the statement (possibly with some reservations or qualifications)	Strongly Agree with the statement

Student ID _____

I feel really successful when...

Please circle one only

- | | | | | | |
|--|----|---|---|---|----|
| 1. I know more physics than other people | SD | D | N | A | SA |
| 2. I get things in physics before others do | SD | D | N | A | SA |
| 3. I solve a problem by working hard | SD | D | N | A | SA |
| 4. I work in a group on physics problems | SD | D | N | A | SA |
| 5. I can complete an assignment without really having understood the answers | SD | D | N | A | SA |
| 6. Others get physics problems wrong and I don't | SD | D | N | A | SA |
| 7. I can answer more physics questions than other students | SD | D | N | A | SA |
| 8. My efforts to see how different concepts hang together, improve my understanding | SD | D | N | A | SA |
| 9. A group of us help each other | SD | D | N | A | SA |
| 10. I can copy an assignment off somebody else | SD | D | N | A | SA |
| 11. I am in a group and we help each other figure something in physics out | SD | D | N | A | SA |
| 12. Others know more than me so they can answer the questions | SD | D | N | A | SA |
| 13. I do better than others in physics | SD | D | N | A | SA |
| 14. I understand the course better when I'm studying hard for assignments and the exam | SD | D | N | A | SA |
| 15. I have somebody else to discuss physics problems with | SD | D | N | A | SA |
| 16. I understand a new physics concept by trying hard | SD | D | N | A | SA |
| 17. I am in a physics study group | SD | D | N | A | SA |
| 18. I get good grades because my lab partners do most of the work | SD | D | N | A | SA |
| 19. My efforts help me better understand physics | SD | D | N | A | SA |