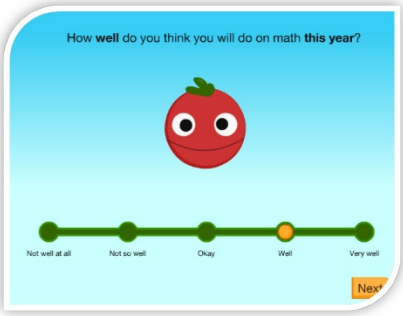
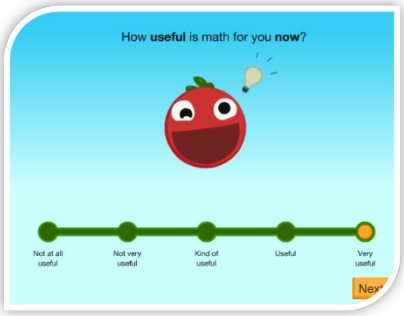
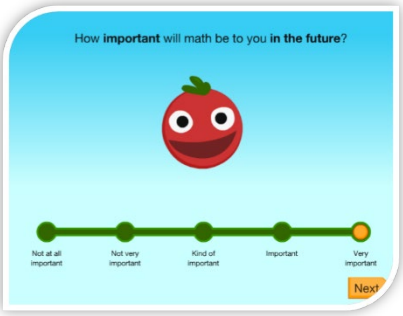
Validity Evidence of a Brief Measure of Mathematics Motivation

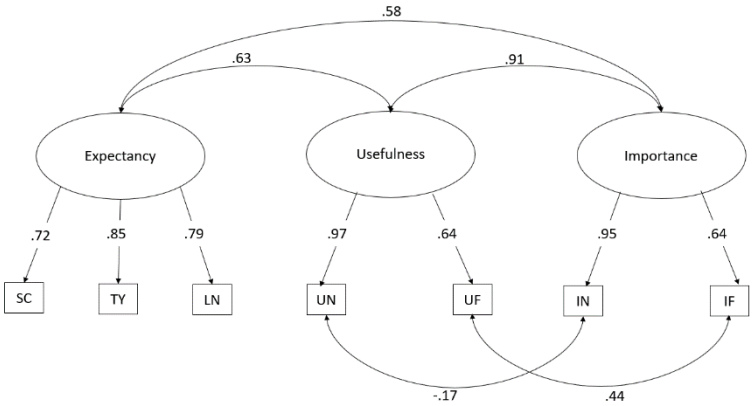
Kerry Duck, PhD, Teomara (Teya) Rutherford, PhD, JD

The MIST (Motivation in ST Math) Measure







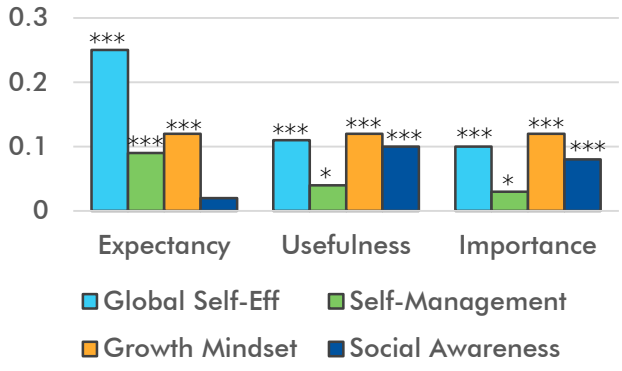


Confirmatory Factor Analysis

SC = Math self-concept; TY = Math this year; LN = Learning; UN = Useful now; UF = Useful future; IN = Important Now; IF = Important Future. All estimates are standardized.

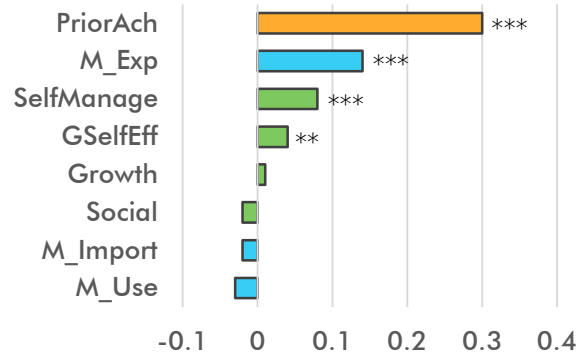
Sample was 4,083 fifth-grade students (50% boys, 58% Hispanic/Latinx, 11% Black/African Amer., 14% White, 10% ELL) in California district participating in larger NSF-supported study.
Compared MIST measure (designed based on Situated Expectancy–Value constructs, Eccles & Wigfield, 2020) with CORE SEL survey (Meyer et al., 2018) to examine convergent/discriminant validity. Examined predictive validity with associations with end-of-year standardized test scores from the California Assessment of Student Performance and Progress. Betas shown below.

Relation with SEL Constructs



* p < .05, *** p < .001

Relation with Achievement





REACH OUT TO US:
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