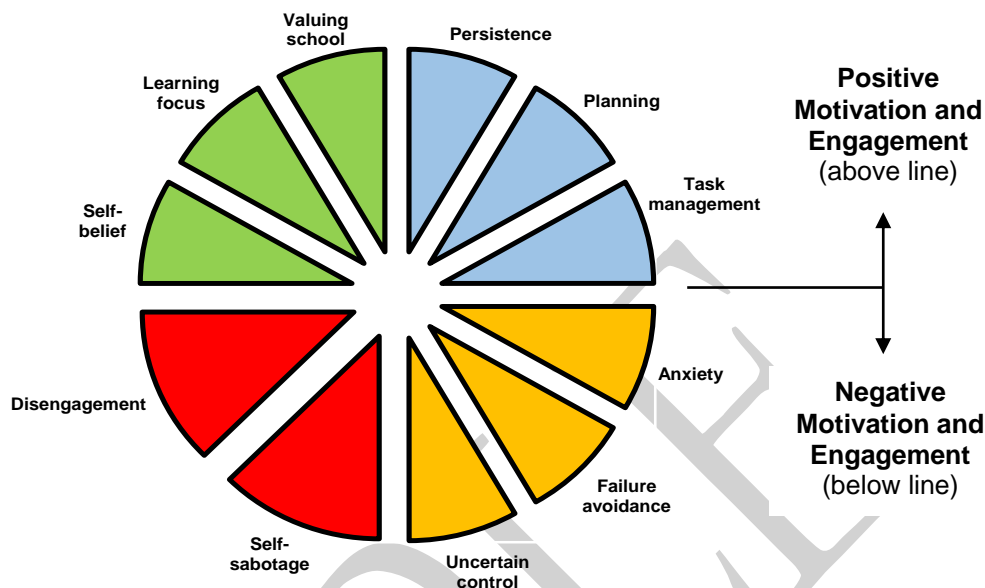


# Motivation and Engagement Profile for: John Brown

Age: 18 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	110	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	106	B	
Learning focus	79	D	
Valuing school	111	B	
Task management	104	B	
Planning	101	B	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	98	B	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	112	C	
Uncertain control	125	D	
Failure avoidance	126	D	
Anxiety	106	C	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

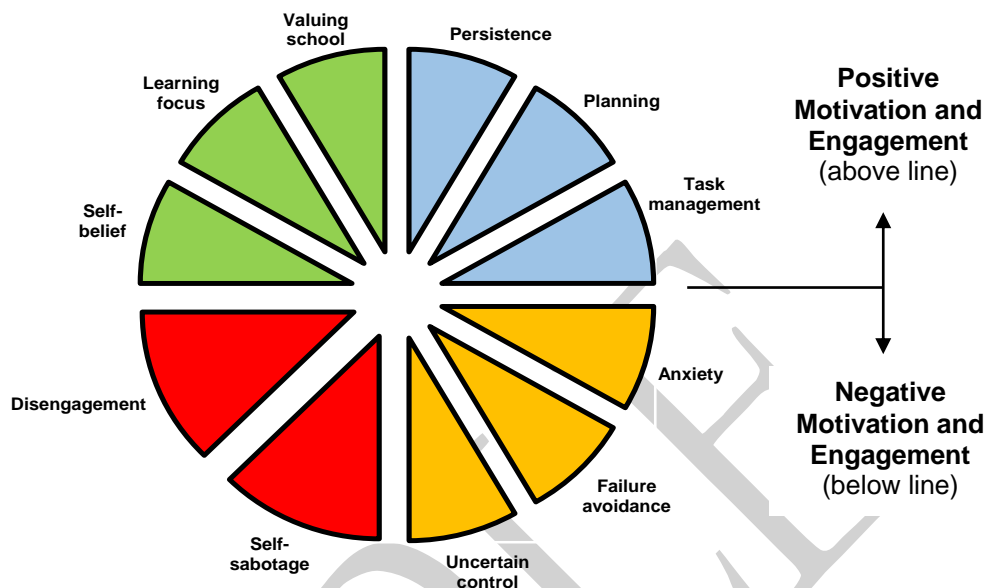
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Greg Smith

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	110	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	112	B	
Learning focus	121	A	
Valuing school	118	A	
Task management	119	A	
Planning	110	B	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	80	A	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	97	B	
Uncertain control	107	C	
Failure avoidance	87	B	
Anxiety	98	B	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

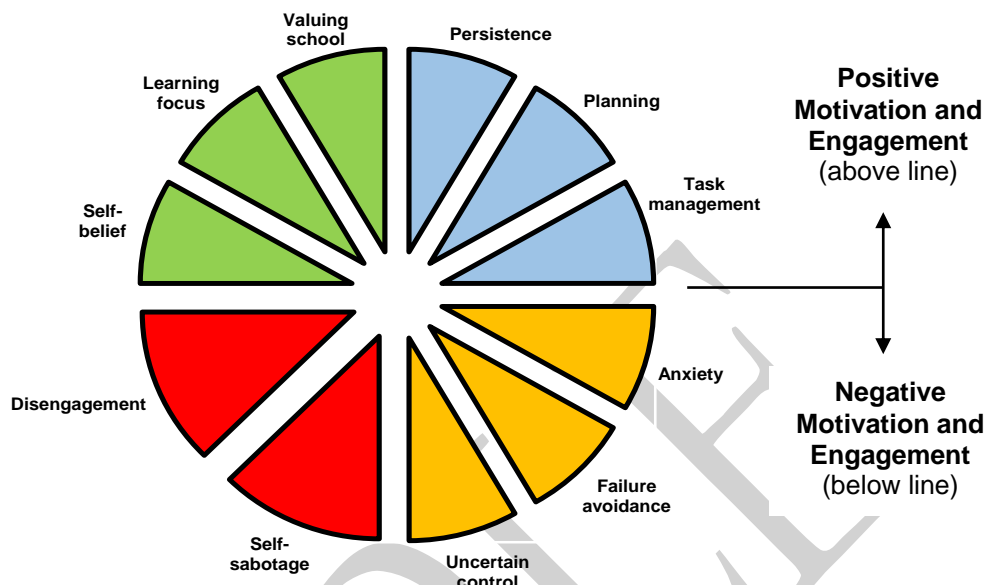
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Ahmed Ali

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	114	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	129	A	
Learning focus	113	B	
Valuing school	100	B	
Task management	122	A	
Planning	126	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	122	D	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	108	C	
Uncertain control	118	D	
Failure avoidance	128	D	
Anxiety	73	A	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

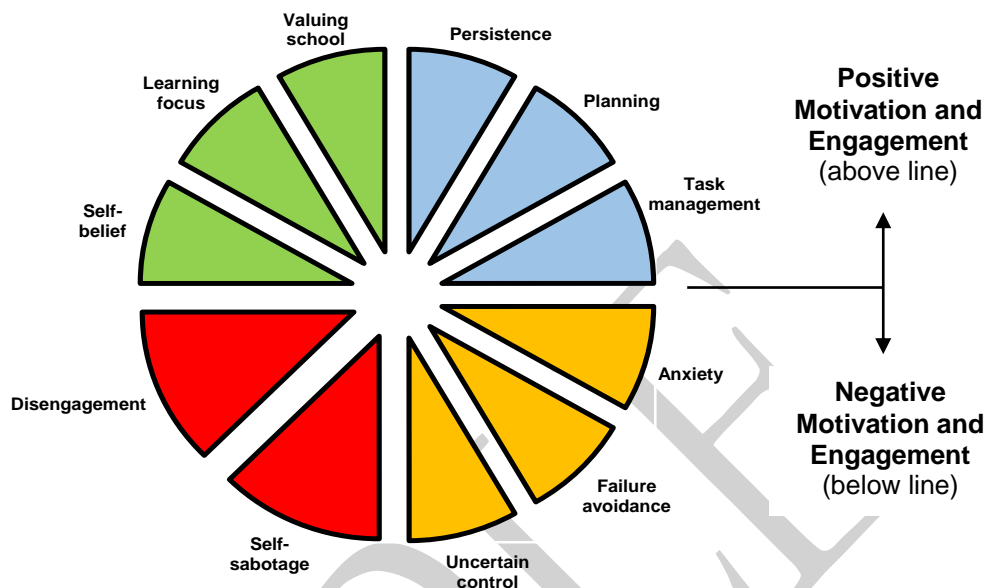
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Silvia Taylor

Age: 16 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	90	C	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	119	A	
Learning focus	116	A	
Valuing school	118	A	
Task management	122	A	
Planning	129	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	89	B	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	84	A	
Uncertain control	95	B	
Failure avoidance	112	C	
Anxiety	126	D	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

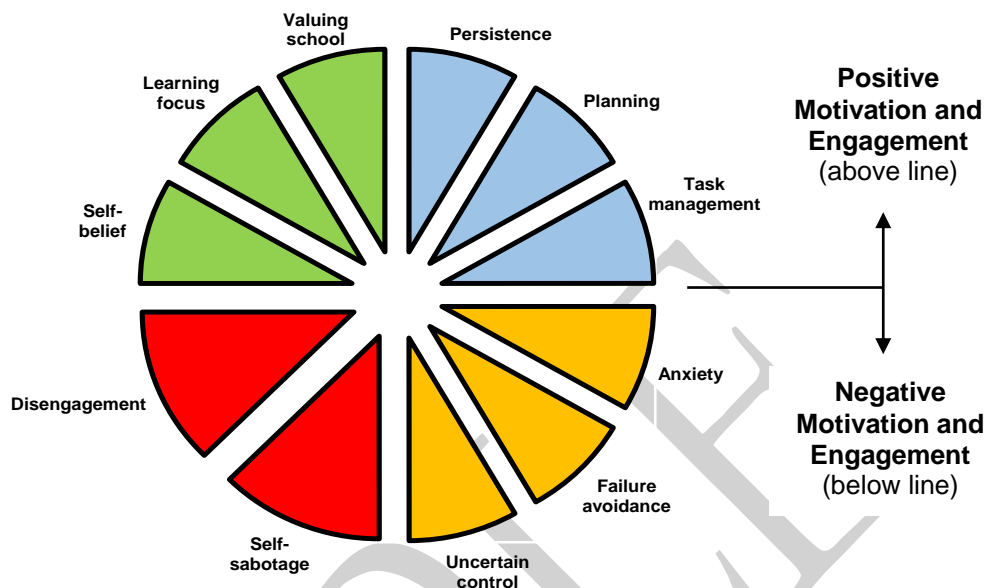
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Nathan Johnson

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	95	C	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	93	C	
Learning focus	92	C	
Valuing school	115	A	
Task management	110	B	
Planning	117	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	104	C	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	105	C	
Uncertain control	89	B	
Failure avoidance	106	C	
Anxiety	98	B	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

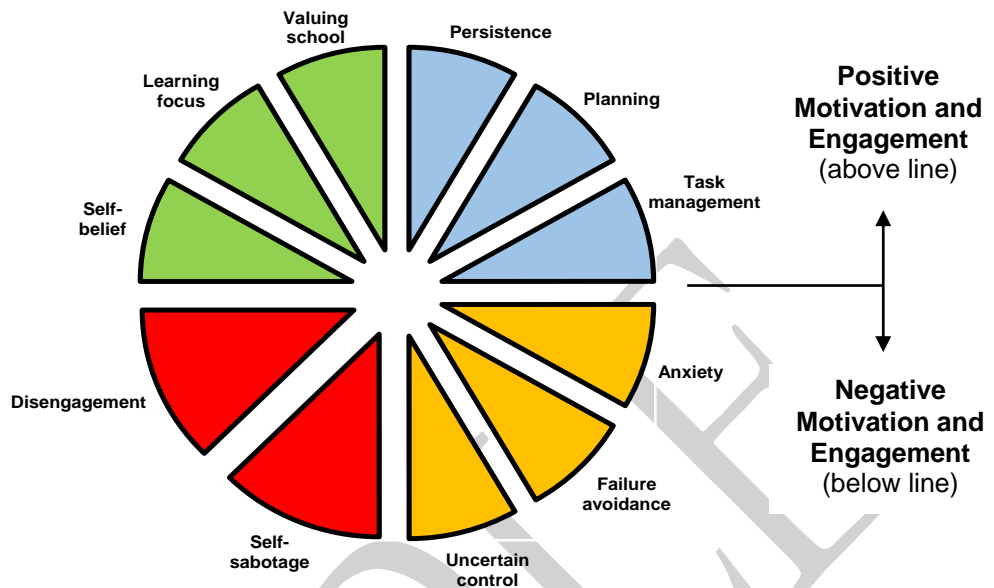
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Percy Bright-Smith

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	75	D	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	89	C	
Learning focus	71	D	
Valuing school	76	D	
Task management	89	C	
Planning	97	C	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	116	D	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	114	C	
Uncertain control	107	C	
Failure avoidance	109	C	
Anxiety	95	B	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

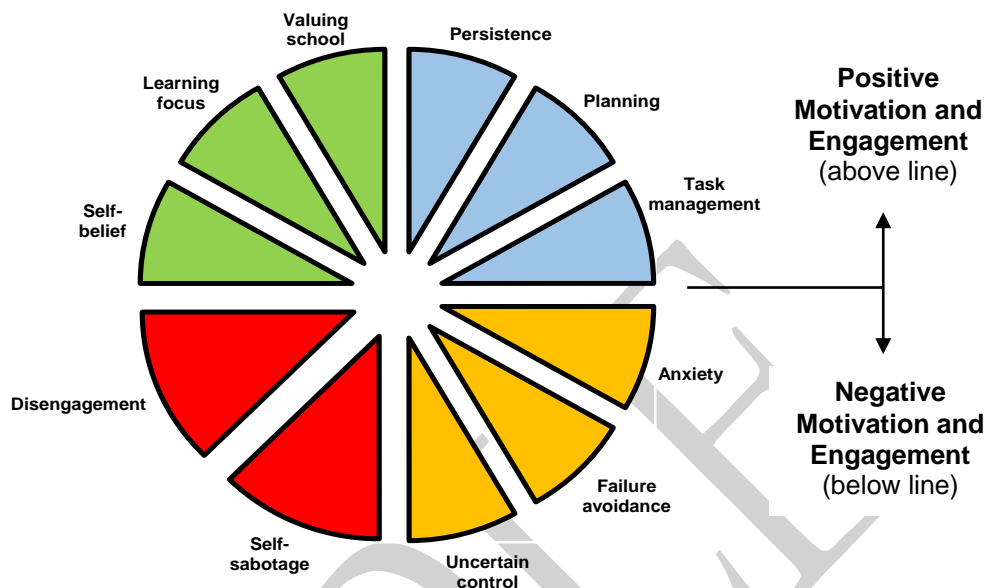
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Hannah Lee

Age: 16 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	114	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	129	A	
Learning focus	97	C	
Valuing school	123	A	
Task management	125	A	
Planning	132	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	119	D	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	108	C	
Uncertain control	107	C	
Failure avoidance	126	D	
Anxiety	70	A	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

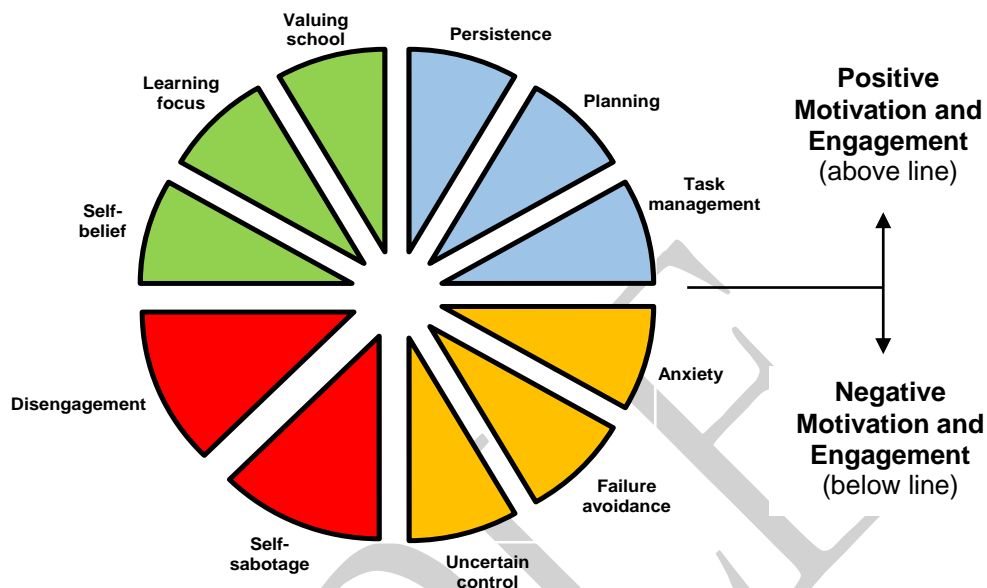
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Debbie Connor

Age: 16 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	68	D	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	65	D	
Learning focus	92	C	
Valuing school	103	B	
Task management	66	D	
Planning	69	D	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	119	D	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	126	D	
Uncertain control	113	C	
Failure avoidance	123	D	
Anxiety	126	D	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

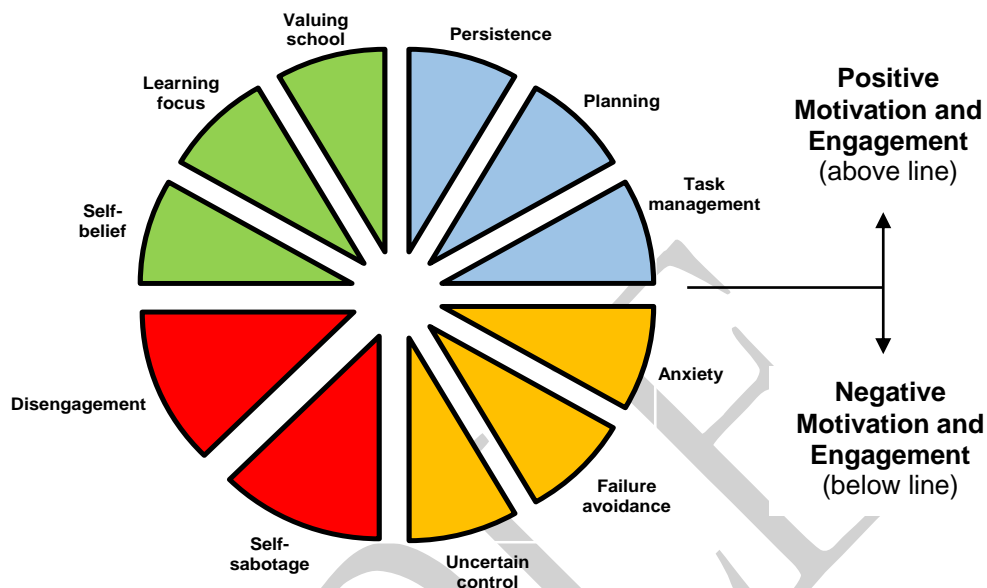


# Motivation and Engagement Profile for: Paul Chan

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	106	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	119	A	
Learning focus	105	B	
Valuing school	108	B	
Task management	116	A	
Planning	119	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	83	A	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	82	A	
Uncertain control	95	B	
Failure avoidance	109	C	
Anxiety	115	C	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

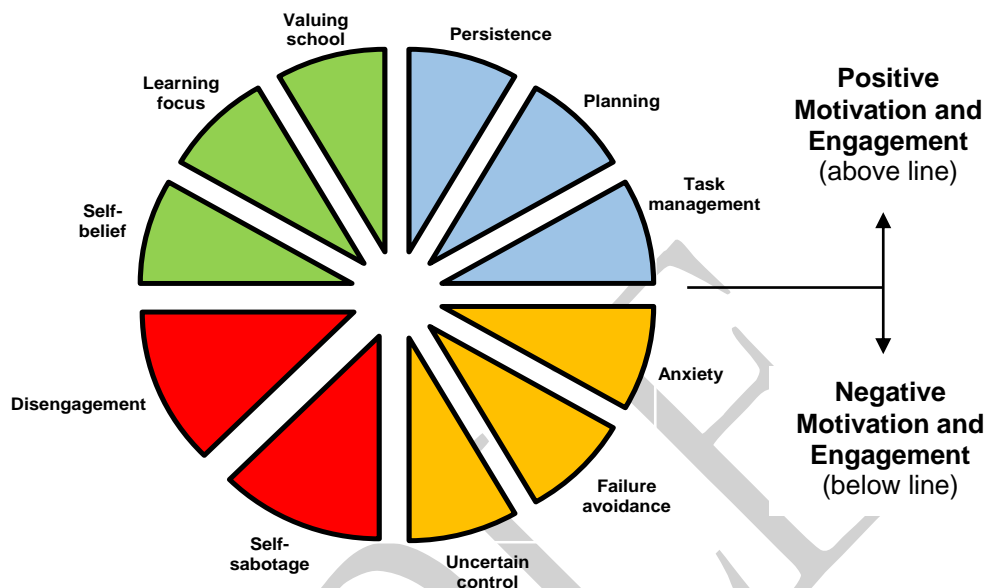
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Mitchell Bassey

Age: 15 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	109	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	95	C	
Learning focus	119	A	
Valuing school	95	C	
Task management	88	C	
Planning	81	D	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	112	C	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	99	B	
Uncertain control	104	C	
Failure avoidance	91	B	
Anxiety	114	C	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

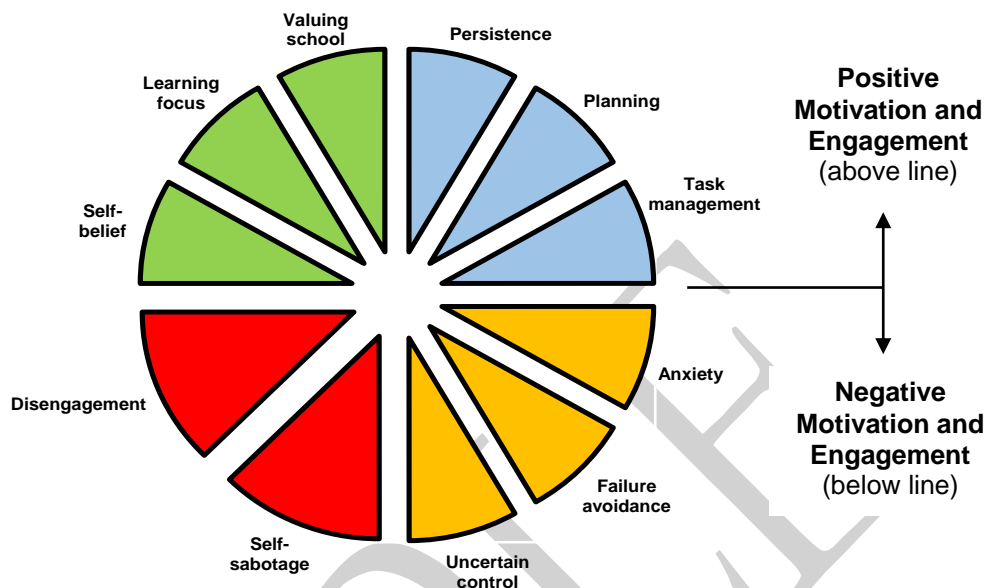
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Jerry Solomon

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	121	A	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	106	B	
Learning focus	84	D	
Valuing school	118	A	
Task management	101	B	
Planning	123	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	122	D	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	88	B	
Uncertain control	116	D	
Failure avoidance	134	D	
Anxiety	101	C	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

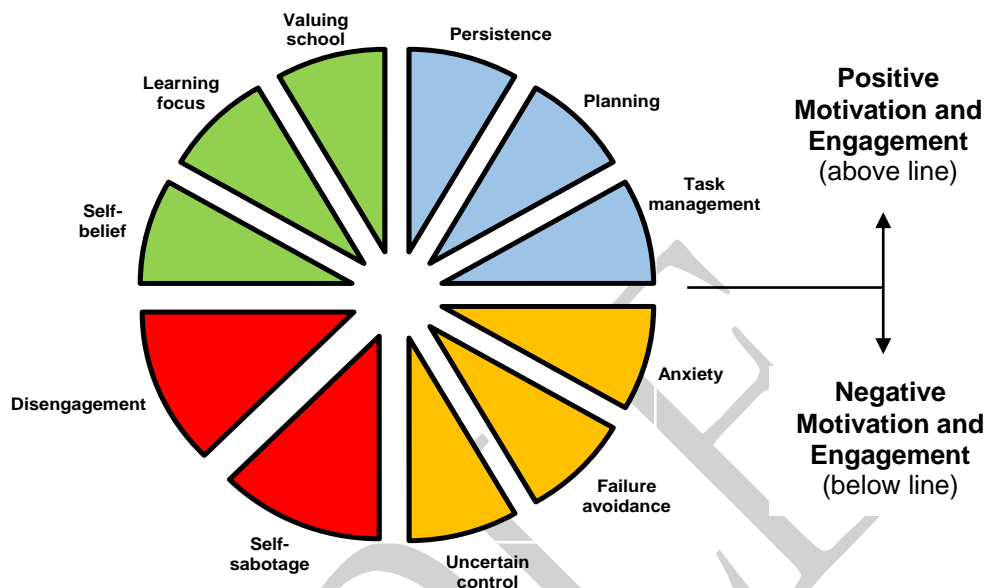
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Joanna Chapman

Age: 15 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	106	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	109	B	
Learning focus	115	A	
Valuing school	102	B	
Task management	112	B	
Planning	110	B	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	81	A	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	119	D	
Uncertain control	101	C	
Failure avoidance	99	B	
Anxiety	122	D	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

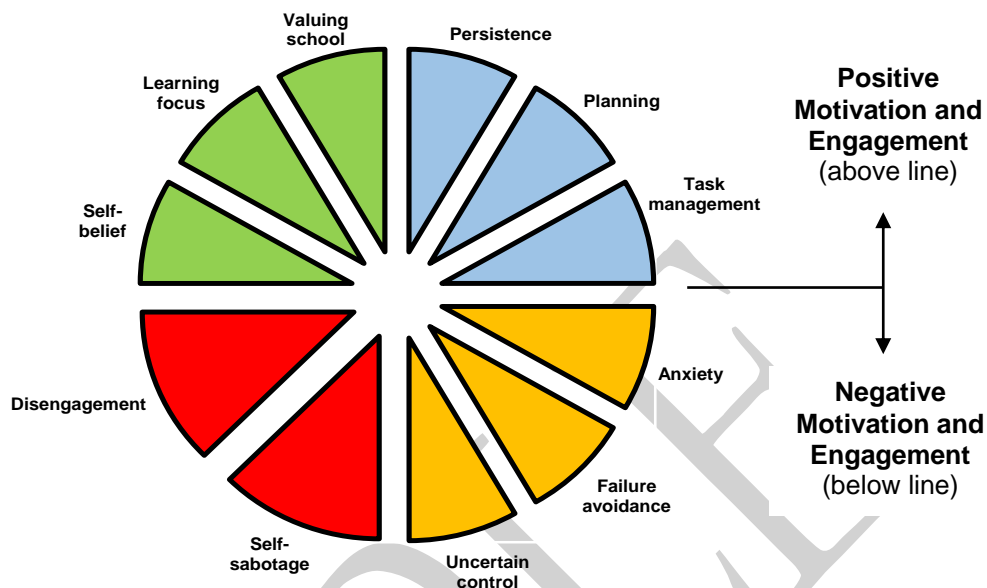
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Emily Park

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	87	C	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	95	C	
Learning focus	113	B	
Valuing school	103	B	
Task management	104	B	
Planning	95	C	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	98	B	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	93	B	
Uncertain control	125	D	
Failure avoidance	103	C	
Anxiety	129	D	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

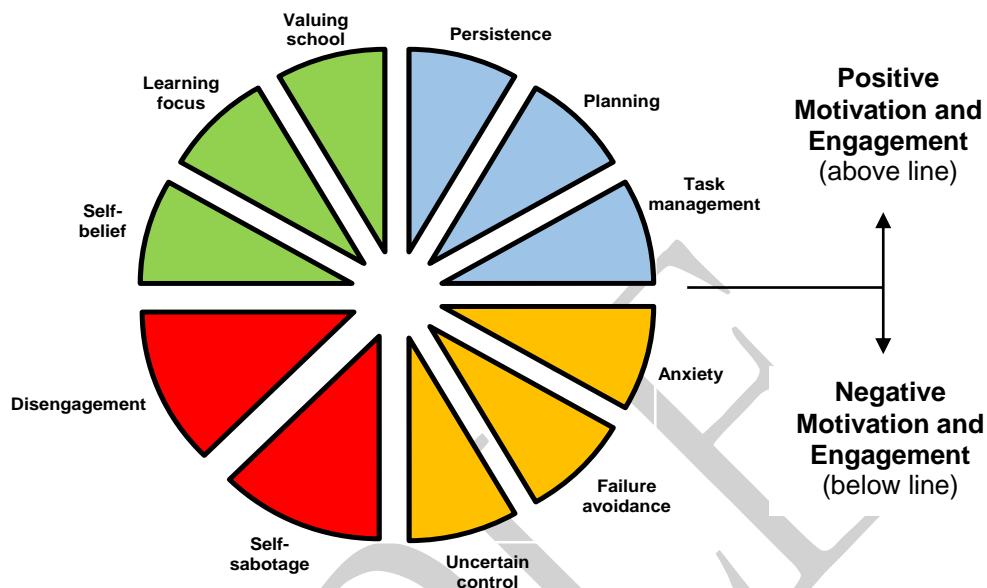
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Andrew Schmidt

Age: 15 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	77	D	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	76	D	
Learning focus	73	D	
Valuing school	70	D	
Task management	68	D	
Planning	72	D	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	125	D	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	111	C	
Uncertain control	101	C	
Failure avoidance	94	B	
Anxiety	86	B	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

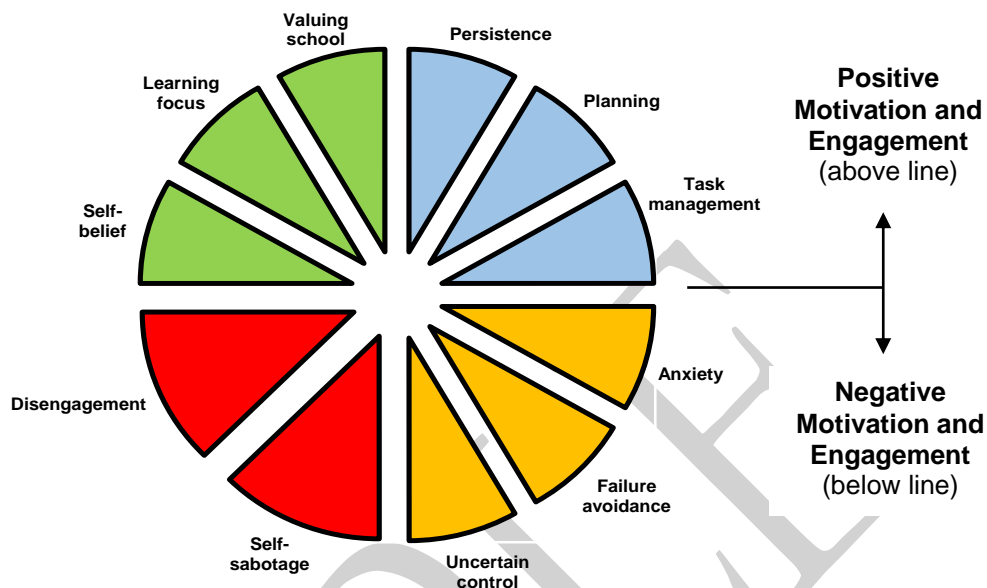
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Damien Reece

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	121	A	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	123	A	
Learning focus	113	B	
Valuing school	111	B	
Task management	125	A	
Planning	135	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	80	A	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	97	B	
Uncertain control	98	B	
Failure avoidance	89	B	
Anxiety	70	A	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

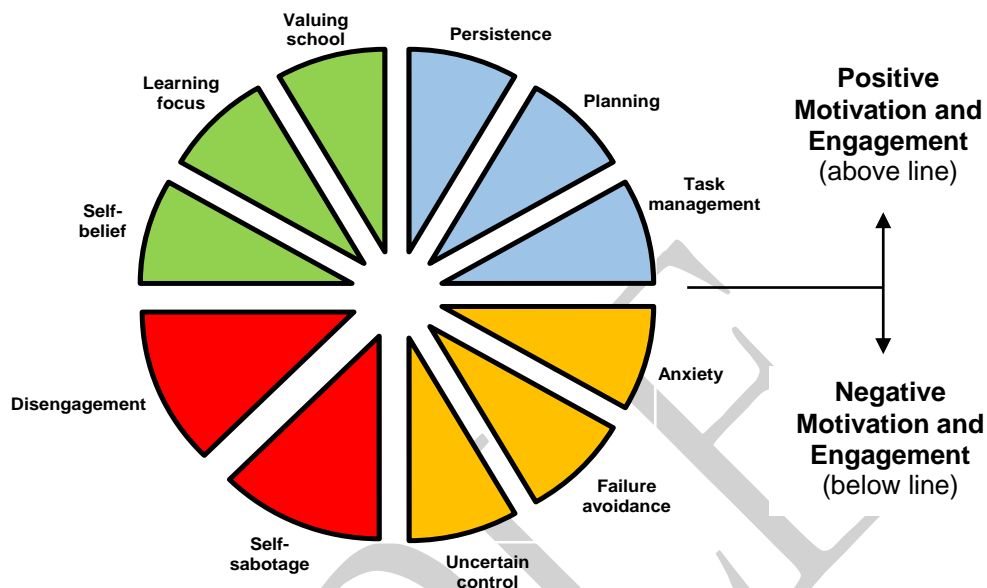
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Joshua Trivoli

Age: 15 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	91	C	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	95	C	
Learning focus	81	D	
Valuing school	99	C	
Task management	88	C	
Planning	89	C	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	96	B	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	91	B	
Uncertain control	89	B	
Failure avoidance	88	B	
Anxiety	83	A	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

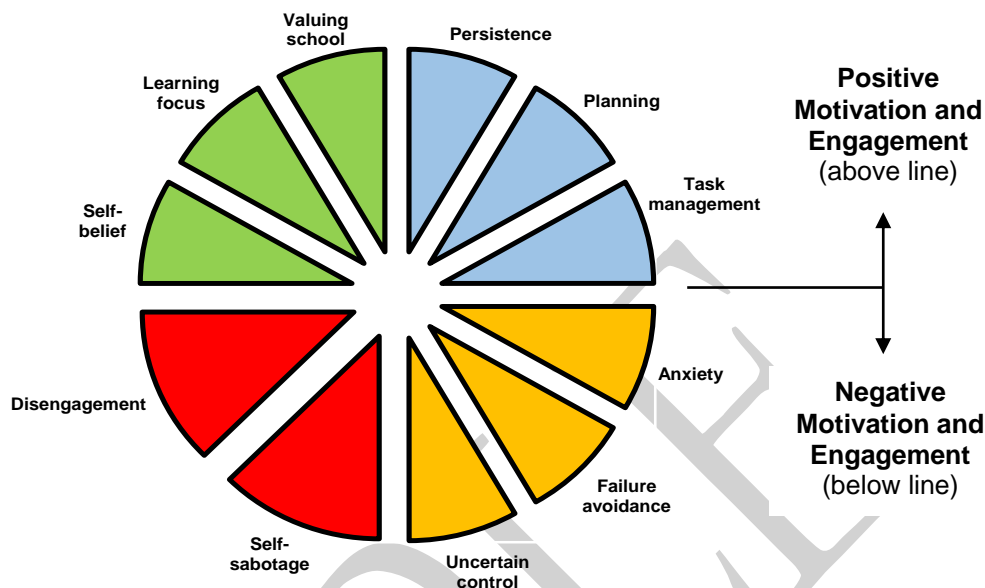


# Motivation and Engagement Profile for: Anthea Kouros

Age: 16 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	90	C	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	95	C	
Learning focus	87	C	
Valuing school	100	B	
Task management	98	C	
Planning	107	B	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	125	D	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	123	D	
Uncertain control	104	C	
Failure avoidance	117	D	
Anxiety	104	C	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

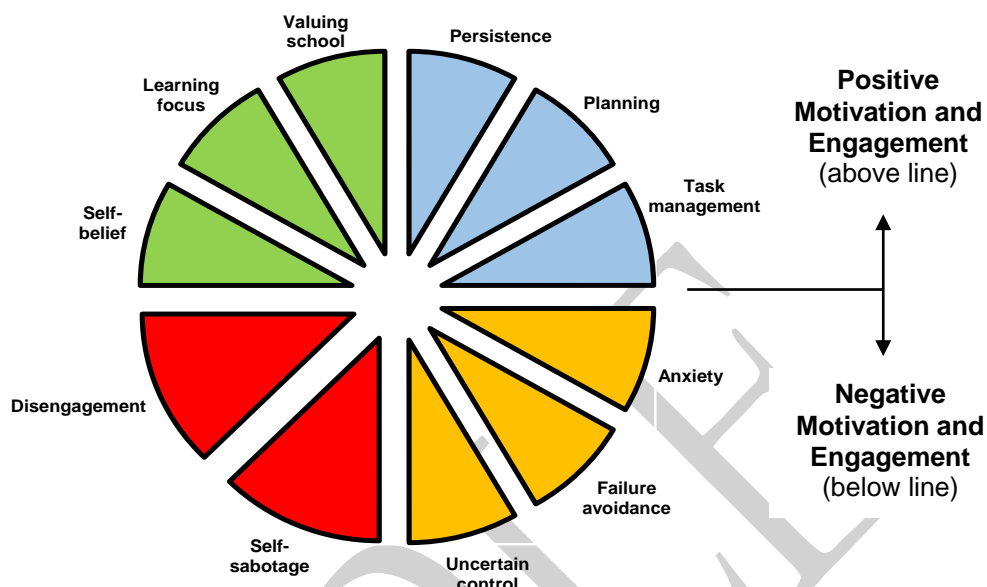
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Ali Najid

Age: 17 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	102	B	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	99	C	
Learning focus	108	B	
Valuing school	123	A	
Task management	101	B	
Planning	119	A	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	83	A	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	114	C	
Uncertain control	107	C	
Failure avoidance	80	A	
Anxiety	106	C	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

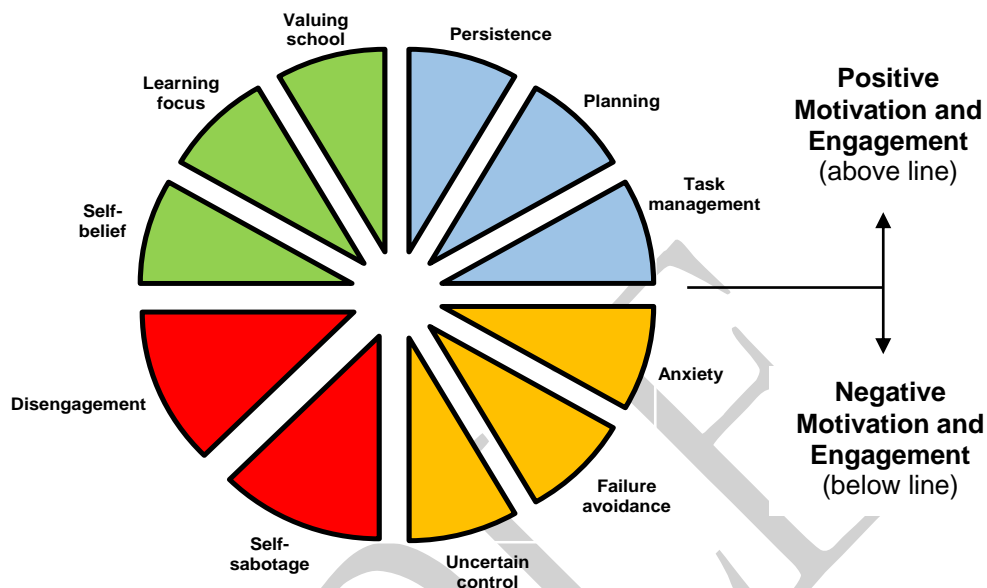
If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade

# Motivation and Engagement Profile for: Katie Wong

Age: 16 years

Testing Date: 6th February 2016

## Motivation and Engagement Wheel



**Table 1: Positive Motivation and Engagement (higher scores are better) – increase for better schoolwork**

	MQ*	Grade	
Self-belief	87	C	<p>A = "This is a strength"</p> <p>B = "Good, and can grow into a strength"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Persistence	102	B	
Learning focus	105	B	
Valuing school	115	A	
Task management	116	A	
Planning	101	B	

**Table 2: Negative Motivation and Engagement (lower scores are better) – reduce for better schoolwork**

	MQ*	Grade	
Disengagement	80	A	<p>A = "This is a strength"</p> <p>B = "Good, and can be a strength if reduced"</p> <p>C = "This needs some work"</p> <p>D = "This needs relatively more work"</p>
Self-sabotage	78	A	
Uncertain control	110	C	
Failure avoidance	94	B	
Anxiety	124	D	

\* Non-normalized; 100 is the average MQ for a large 'normative' sample of school students

Positive Motivation and Engagement Grades range from A ('Strength': >1 SD above 100) to D ('Needs More Work': >1 SD below 100)

Negative Motivation and Engagement Grades range from A ('Strength': >1 SD below 100) to D ('Needs More Work': >1 SD above 100)

If a cell is blank, the student has not answered enough questions for that factor to calculate a score and grade