



## RESEARCH BRIEF

# ATTITUDES AND BELIEFS ABOUT ASSESSMENT AND MOTIVATION

During the Fall 2020 semester, students from the Department of Education at the University of Alberta completed our survey which examined students' beliefs about assessment and motivation. Thank you to all of our participants! Some preliminary results are presented here.

### Students Beliefs about Assessment & Motivation

83%

Agreed that most students are **extrinsically** motivated by assessments.



20%

Agreed that most students would **complete assessments** even if they were not graded.



69%

Agreed **motivation and assessment** practices are closely linked.



91%

Agreed it is possible to design tests in a way that **increases** students' **intrinsic motivation**.



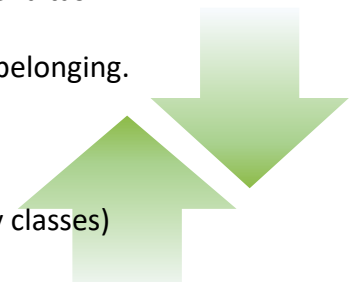
### Basic Psychological Needs (BPNs) & Assessment

According to Self-Determination Theory, there are three BPNs that act as precursors for intrinsic motivation (Ryan & Deci, 2017).

- **Autonomy** refers to feeling that you can exert control over a task.
- **Competence** refers to feeling capable about the task.
- **Relatedness** refers to feeling close, or a having sense of belonging.

When it comes to assessment...

- Students rated autonomy items the lowest.  
(e.g. I have a lot of input in the assessments used in my classes)
- Students rated competence items the highest.  
(e.g., The types of assessment in my classes allows me to show my learning)



Please check our website [here](#) as more information on this project becomes available.

Report prepared by Lauren D. Goegan (November 2020)