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Gagne, F., & StPere, F. (2002). When IQ is controlled, does motivation still predict achievement? Intelligence, 30(1), 71-100.


Gollwitzer, P. M. (1996). The volitional benefits of planning. in P.M. Gollwitzer, & J.A. Bargh (Eds.), The psychology of action: Linking cognition and motivation to behavior (pp. 287-312). New York: Guilford.


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Appendix C: Assessment and measurement-related references

During the literature review for the current paper, manuscripts were encountered that appeared to deal (based on their title) with topics and issues related to the measurement of Essential Student Academic Facilitators (as defined in the body of this report). These references are listed below. This reference list is NOT the result of a systematic search for assessment or measurement literature in this area. With a few exceptions, none of these manuscripts were read for the current paper. This list is presented “as is” to serve as a potential starting point for future efforts to address the measurement of ESAFs.


DeStefano, L., & Wagner, M. Outcome assessment in special education: Lessons learned. Champaign, IL: University of Illinois at Urbana-Champaign, SRI International.


