

*Mava Marbovitz
GALSON 1969*

FACET THEORY;

Integrating Theory Construction

with Data Analysis



Dov Elizur

Bar Ilan University

Editor

July 15 – 18, 2001

Prague, Czech Republic

7. Canter, D. (1985). *Facet theory: approaches to social research*. New York: Springer.
8. Cohen, D.J., Dibble, E., Grawe, J.M. & Pollin, W., (1975). Reliably separating identical from fraternal twins. *Archives of General Psychiatry*, 32, 371-1375.
9. Devereux, E.C., Shouval, R., Bronfenbrenner, U., Rodgers, R.R., Kav-Venaki, S. Kiely, E. & Karson, E. (1974). Socialization practices of parents, teachers, and peers in Israel: the kibbutz versus the city. *Child Development*, 45, 269-281.
10. Guttman, L. (1968). A general nonmetric technique for finding the smallest coordinate space for a configuration of points. *Psychometrika*, 33, 469-506.
11. Guttman, L. (1986). Coefficients of polytonicity and monotonicity. *Encyclopedia of Statistical Sciences*. New York: John Wiley, 7, pp. 80-87.
12. Guttman, R. & Fischbein, S. (1992). 'Twins' perception of their environment: a cross-cultural comparison of changes over time. *Acta Genet Med Gemellol*, 41, 275-286.
13. Guttman, R. & Nathan, M. (1984). Similarities in test scores and profiles of kibbutz twins and singletons. *Acta Genet Med Gemellol*, 33, 213-218.
14. Guttman, R., Nathan, M., Ezrachi, A. (1987). Restrictiveness-permissiveness of their environment as perceived by kibbutz twins and singletons. *Acta Genet Med Gemellol* 36, 15-170.
15. Nathan, M., Frenkel, E. & Kugelmass, S. (1993). From adolescence to adulthood: development of psychopathology in kibbutz and town subjects. *Journal of Youth and Adolescence*, 22, 6, 605-621
16. Rabin, A. I. (1965). *Growing up in the kibbutz*. New York: Springer.
17. Rowe, D. C. (1981). Environmental and genetic influences on dimensions of perceived parenting: A twin study. *Developmental Psychology*, 17, 203-208.
18. Rowe, D. C. (1983). A biometrical analysis of perceptions of family environment: A study of twin and singleton sibling kinships. *Child Development*, 54, 416-423
19. Rummel, R. J. (1970) Applied factor analysis. Evanston: North University Press.
20. Seginer, R. & Schlesinger, R. (1998). Adolescents' future orientation in time and space: the case of the Israeli kibbutz. *International Journal of Behavioral Development*, 22, 151-167.

Motivational Goals Theory and Assessment Methods

Esther Kuzi and Nava Maslova

The School of Education, Bar Ilan University, Ramat Gan, Israel 52900

Abstract: This paper examines the structure of motivational goals of pupils, assessment methods, and the relationship between them in terms of Facet Theory. The definitional framework of the motivational goals is expressed according to Motivational Goals Theory (Ames, 1992; Midgely et al., 1993; Midgely & Kaplan, 1997), in a mapping sentence consisting of three content facets: perception of motivational goals, adaptation, and learning process. The definitional framework of assessment methods is expressed in a mapping sentence consisting of four content facets: mode of assessment, character of assessment, aspects of assessment, and levels of assessment. The study included 261 pupils in eight 6th grade classes in two elementary schools in Israel. Two applied alternative assessment methods. The motivational goals questionnaire included 23 questions and the assessment questionnaire included 42 questions. SSA revealed three radix structures: (a) of the motivational goals where the circular order corresponds to the three content facets; (b) of the assessment methods where the circular order corresponds to the four content facets; (c) of the motivational goals and the assessment methods where a circular order of two facets confirmed the relationship between traditional assessment and ability goals on one pole, and between alternative assessment and task goals on the other pole. The findings show a comprehensive and dynamic relationship between motivational goals and assessment methods.

1 Introduction

The aims of this article are to define and confirm the multivariate and multifaceted structures of the assessment process and motivational goals and to construct a combined structural theory encompassing both. It examines the relationship between classroom assessment and motivation goals in a diversified class climate of pupils studying in two kinds of elementary schools: Schools that mainly apply traditional assessment and schools that mainly apply alternative assessment.

Until recently, traditional assessment based on a psychometric-quantitative approach, was prevalent in the Israeli educational system. According to this approach, assessment was based on summative tests. Teaching focused on preparing pupils for tests, and as a result important educational goals were neglected, such as nurturing higher levels of thinking, promoting critical thinking and encouraging creative expression (Birenbaum, 1997; Levy, 1996).

The 1980s, a period of growing discontent with traditional assessment, witnessed the emergence of new definitions of intelligence and the development of