**Intellectual Engagement Inventory**
(1-7 scale, disagree strongly to agree strongly)

**Investment/ Devaluing**
- Being good at academics is an important part of whom I am. ®
- I always feel good about myself when I do well on an academic test. ®
- Doing well on intellectual tasks is very important to me. ®
- I care a great deal about performing well on tests of my intellectual ability. ®
- It usually doesn’t matter to me one way or the other how I do in school.

**Diagnosticity/ Discounting**
- I feel that standard achievement tests are fair tests of my abilities. ®
- In general, I feel that standardized achievement tests are a good measure of my intelligence. ®
- Most intelligence tests do not really measure what they are supposed to.
- I feel that standardized achievement tests are definitely biased against me.

**Disengagement**
- I really don’t care what tests say about my intelligence.
- No intelligence test will ever change my opinion of how intelligent I am.
- How I do intellectually has little relation to who I am.

® Refers to reverse-scored