| Subscore:	Amotivation	Extrinsic Motivation	Identified Motivation	Intrinsic Motivation
24–28				
20–23				
16–19				
12–15				
8–11				
4–7				
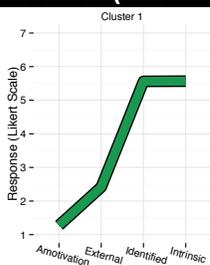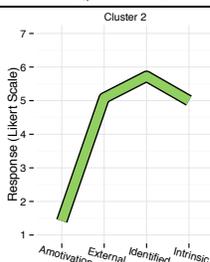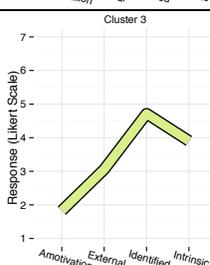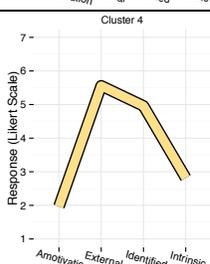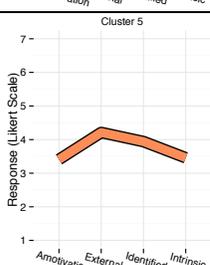
Cluster ("worm")	Description
Cluster 1	High Identified Regulation and Intrinsic Motivation, and low External Regulation and Amotivation levels. This generally indicates engagement in learning for reasons of personal interest/fun/enjoyment, as well as value/importance/utility. Students in this cluster are generally very happy.
Cluster 2	Relatively high across the board except for Amotivation. This indicates that a student is interested in the course activity, but also is sensitive to external rewards or pressure. A student with this orientation is likely to do well in a diversity of class environments.
Cluster 3	Lower motivational intensity across the board, but with a positive relative balance of motivations. This cluster may indicate a student who is positively, but more passively, engaged in the class activities.
Cluster 4	High levels of External Regulation and Identified Regulation. This response appeared often in early pre-req classes tied to long-term goals, for example the chemistry courses required for students applying to medical school. Students understand the utility of the course activities, but they are engaging more out of obligation than innate interest.
Cluster 5	Moderate overall response – we call this the "blah" response, as it shows students who feel a little bit of everything, but nothing is particularly high or low. The theory suggests that motivations are not likely to be equal across the board. At times, this indicates a genuine response that simply does not match the other patterns. Responses in this cluster warrant further investigation.
Cluster 6	High External Regulation and Amotivation and low identified and intrinsic motivations. This generally indicates a student who is either very stressed, or is struggling to get through the class, or both.