Social utility, social desirability and scholastic judgments: Toward a personological model of academic evaluation

Benoît Dompnier
Pascal Pansu
Pascal Bressoux
Université Pierre Mendès France, Grenoble, France

The aim of this article is to gain further insight into the determinants of scholastic judgments. On the basis of a previous study (Dompnier, Pansu, & Bressoux, 2006), we propose a model of the processes underlying teachers' judgments. In addition to taking into account some of these determinants, the proposed model grants to pupils' social utility, as perceived by their teacher, the status of central mediator between scholastic judgments and their determinants (pupils' actual academic achievement, pupils' scholastic history, classroom context, and internality perceived by teachers). The initial model was tested on a first sample of 250 pupils (3rd grade) and their teachers, and then improved. Next, the modified model was validated on a second sample of 249 pupils (3rd grade) and their teachers. The results obtained on this sample indicated that the modified model fit the data to a satisfactory extent, and that it is more parsimonious that alternative nonhierachical models.

Scholastic judgments play a key role in educational practices (Good & Brophy, 2000; Monteil, 1990). As an indicator of academic performance, they have many consequences on both pupils and teachers. However, research has shown that scholastic judgments are not a perfect measure of pupil's achievement level but are also influenced by other factors (Bressoux & Pansu, 2003). In a recent article (Dompnier, Pansu, & Bressoux, 2006), we proposed a model that integrates some of the determinants of scholastic judgments (e.g., classroom context, pupils' scholastic history) and sheds light on the effects of the norm of internality on evaluative practices in the classroom. The aim of this article is to replicate some of the results obtained in our earlier study, and to extend this work by proposing a model of scholastic judgment that takes into account the function of personality traits in evaluative

practices (Beauvois, 1976, 1984, 1994, 2005; Dubois, 2006). The present study thus takes the sociocognitive approach to person value that has produced a large body of research on social judgment norms and the bidimensional structure of personology (Cambon, 2006a,b; Dubois, 2003, 2005; Dubois & Beauvois, 2001, 2005).

The integrative model of scholastic judgments

Based on previous work on scholastic judgments (see Bressoux & Pansu, 2003; Duru-Bellat & Mingat, 1993), we proposed a model that takes into account some of the main factors that influence teachers' judgments. Although this model was aimed at describing how scholastic judgments are elaborated, it especially includes determinants that are directly linked to the class situation and to causal explanations produced by pupils or perceived by teachers. Other factors that have effects on judgments made of others, such as physical appearance or sex (Dion, Berscheid, & Walster, 1972; Pansu & Dubois, 2002; Tarquinio & Tarquinio, 2001; Brown & Josephs, 1999), are not included in the model.

This integrative model (see Dompnier et al., 2006, p. 121) concerns two important disciplines in the French educational system – the French language arts and mathematics. Firstly, the model assumes that a teacher's judgment in a school-related discipline (French language arts or mathematics) is positively influenced by the pupils' actual performance in that discipline: the higher the test score in a discipline, the better the teacher's judgment of the pupil in that discipline (Bressoux & Pansu, 1998, 2001; Hoge & Coladarci, 1989). Secondly, it predicts a halo effect (Balzer & Sulky, 1992; Cooper, 1981; Nisbett & Wilson, 1977; Thorndike, 1920): the higher the pupil's actual performance in a specific discipline (e.g., mathematics), the better the teacher's judgment of the pupil in the other discipline (e.g., French language arts). Thirdly, it assumes that scholastic judgments are negatively influenced by a context effect (Bressoux & Pansu, 1998, 2001; Duru-Bellat & Mingat, 1993): the higher the class average in a discipline, the lower the teacher's judgment of a pupil in that discipline. Fourthly, it is assumed that some of a pupil's characteristics have an effect on a teacher's judgments (Duru-Bellat & Mingat, 1993; Dusek & Joseph, 1983). More specifically, the model predicts that pupils who have repeated at least one grade in the past are judged less favorably than those who have not repeated a grade (Bressoux & Pansu, 1998, 2001). The last factor in the model concerns teachers' perceptions of their pupils' adequacy with respect to the social norm of internality (Jellison & Green, 1981; Beauvois, 1994; Beauvois & Dubois, 1988; Bressoux & Pansu, 2003; Dubois, 1994; Dubois, 2003; Dubois & Le Poultier, 1991)[1]. Accordingly, the model predicts that the more a teacher thinks a pupil chooses internal explanations, the more favorably his/her judgments of that pupil will be. In addition to incorporating some of the most important determinants of scholastic judgments, the model states that a teacher's perception of a pupil's internality depends on the pupil's spontaneous expression of internality, which is influenced by his/her knowledge of the social valuing of internal explanations, measured by degree of normative clearsightedness (Py & Somat, 1991; Py & Ginet, 2003; Somat & Vazel, 1999). Defined as "knowledge of the normative or counter-normative character of a type of social behavior or a type of judgment" (Py & Ginet, 2003, p. 170), normative clearsightedness regarding internality is assumed to influence "judgments related to other social objects to which a value is attached. In this way, subjects who know the value accorded to internality would be able to decode the social information through the filter provided by this knowledge" (Somat & Vazel, 1999, p. 692). Thus, the more clearsighted a pupil is about the norm of internality, the more he/she will spontaneously choose internal explanations, and as a consequence, the more internal the teacher will perceive that pupil to be.

This integrative model of scholastic judgments was tested for the first time on a sample of 663 pupils (3rd grade) from 38 different classrooms, and their respective teachers (Dompnier et al., 2006). Although the results indicated that the integrative model was globally satisfactory, an empirical investigation of the data, grounded on theoretical considerations, showed that perceived internality was predicted by some exogenous variables in addition to pupils' spontaneous expression of internality. More specifically, it was found that a pupil's actual

achievement in French language arts, as well as the class average in that discipline, were related to internality perceived by the teacher. The higher a pupil's actual performance in French language arts, the more internal the teacher perceived him/her to be. Furthermore, the higher the class average in that discipline, the lower teachers' perceptions of their pupils' internality.

From a theoretical viewpoint, this prelimary work supports the idea that scholastic judgments produced in a real classroom setting are influenced by various factors, and in particular, by the norm of internality. These results corroborate those of numerous studies showing that the expression of normative attitudes produces better judgments (Dubois, 2003; Pansu, 2006). The aim of the present study was to go one step further in understanding how scholastic judgments are elaborated and what we really estimate when we judge a person's academic value – and even more broadly, when we judge a person's value in general. According to internality norm theorists (Beauvois, 1984, 2005; Beauvois & Dubois, 1988; Dubois, 2003), internality is the expression of a social judgment norm that relies on value realization. On this point, our work follows in line with a research trend initiated by Beauvois (see Beauvois, 1995, 2005; Dubois & Beauvois, 2001, 2005; Beauvois, Dubois, & Peeters, 1999) on the functions of personality traits in psychological descriptions. In this view, traits function firstly in the social assessment practices and serve to communicate a person's value in a given environment (Beauvois, 1976, 2005; see also Dubois, 2006). According to Beauvois, knowledge of person is especially evaluative in nature. It is not descriptive knowledge (statements about the properties of objects or persons) but evaluative knowledge that serves to directly state the value of objects or persons, that is, their social desirability and/or social utility.

Two components of social value: Social utility and social desirabiliy

The idea that social judgment is not an unidimensional concept is not recent. Since about five decades ago, many studies in social psychology have proposed that two dimensions organize our perception of persons and personality traits (Judd, James-Hawkins, Yzerbyt, & Kashima, 2005; Mugny & Carugati, 1989; Osgood, Suci, & Tannenbaum, 1957; Rosenberg, Nelson, & Vivekananthan, 1968; Rosenberg & Sedlak, 1972; Vonk, 1993; Wojciszke, 2005). They therefore also play an essential role in judgments of others and in evaluative practices. This idea is defended by Beauvois (1976, 1995, 2003, 2005; see also Dubois & Beauvois 2001, 2005; Dubois, 2006), who sees personality traits as constructs for communicating a person's value in a given social environment. For Beauvois, the person's social value has, at least, two bases: social desirability and social utility (see Beauvois, 2003, 2005). Social desirability is defined as "the known suitability of the event, object, or person to the motivations of the social collective's members [and to the extent to which they are liked or disliked by other people] and social utility, defined as the known suitability of the event, object, or person to the options that characterized the social functionning of the system to which the collective belongs" (Beauvois, 2003, p. 251). Here, social utility is to be taken in a quasi-economic sense because it indicates the profit that a social organization can obtain from a given object or person (Pansu & Beauvois, 2004). For some years now, the bidimensional conception of a person's social value, proposed by Beauvois (1995, and later by Dubois & Beauvois, 2001), has found substantial empirical support (see Cambon, 2006a,b; Dubois & Beauvois, 2001; Le Barbenchon, Cambon, & Lavigne, 2005; Le Barbenchon & Milhabet, 2005; Testé & Simon, 2005). As a whole, these studies have shown that (1) people can differentiate these two dimensions of value on personality traits, and (2) the two dimensions take effect in evaluative practices and in social judgments (Devos-Comby & Devos, 2000, 2001; for a review, see Pansu & Beauvois, 2004).

Although social desirability and social utility have been mainly studied within the framework of adults' personological descriptions, such a distinction may help us better understand scholastic judgments. However, one can wonder about their respective impacts on an evaluative activity as specific as scholastic judgment. On this point, we argue that social utility may be more involved than social desirability in judgments about specific disciplines (e.g., French language arts, mathematics) because such judgments seem to be indicators of

pupils' adequacy in the educational system. Therefore, we expect pupils' social utility, as perceived by teachers, but not their social desirabilility, to be a global perception upon which teachers build their judgments. Going one step further, we argue that social utility, as perceived by teachers, acts as a central mediator of the effects of the factors included in the integrative model of scholastic judgments (Dompnier et al., 2006). This general hypothesis is supported by various arguments suggesting that social utility perceived by teachers is influenced by the same variables as those that influence scholastic judgments.

Firstly, in regard to research on the theory of the norm of internality theory and on the two components of social value, one question that raises concerns the links between normativity and social value. On this point, recent studies have shown that the norm of internality (Beauvois & Dubois, 1988) is more strongly anchored in social utility than in social desirability (Cambon, Djouari, & Beauvois, 2006; Dubois, 2005; Dubois & Beauvois, 2005). Therefore, we expect that the more pupils are perceived as being internal, the more they will be perceived as useful. However, although the norm of internality is assumed to be anchored in social utility, one can also expected a teacher's perception of a pupil's internality to be related to his/her perception of that pupil's desirability. The fact that teachers have to transmit normative values probably leads them to appreciate students they perceive as spontaneously expressing normative attitudes (Dubois & Beauvois, 2001). So, it can also be predicted that the more a teacher perceives a pupil as internal, the more he/she will describe that pupil as desirable.

Secondly, while several theoretical considerations allow us to postulate a direct relationship between internality and utility, other scholastic information may nevertheless be used by teachers to infer a pupil's utility. This is true, for example, of pupil's actual academic performance, the class average and the repeater status. Therefore, we can predict that (1) the higher the pupils' scholastic achievement in general, the more they will be perceived by teachers as useful, (2) the higher the class average, the lower the teacher's perception of the pupil's utility, and (3) repeaters should be perceived as less useful than nonrepeaters.

A personological model of scholastic judgments

The aim of this paper was to go one step further toward understanding the processes that underlie scholastic judgments. From a theoretical standpoint, we assume that one facet of personology – social utility – is a critical mediating perception that takes effect in scholastic judgments. In order to test our various hypotheses, we constructed a new initial model, which is presented in Figure 1.
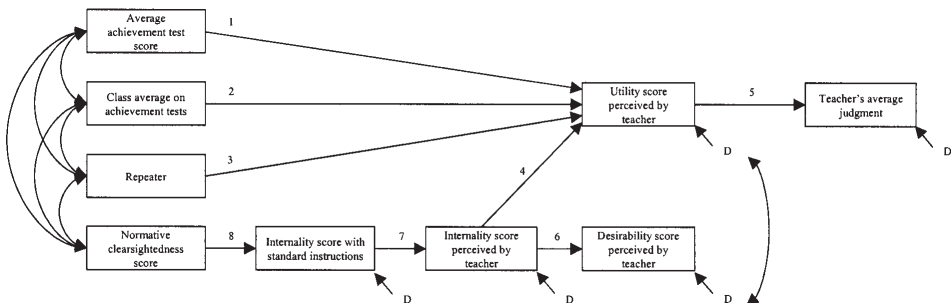

Figure 1. A personological model of scholastic judgments: Initial model
Note. Numbers from 1 to 8 correspond to predictions 1 to 8 below.

Looking at Figure 1, we can see that the initial model predicts that social utility perceived by a teacher is a complete mediator of the effects on scholastic judgment[2]. More specifically, the model predicts that:

1) A pupil's actual scholastic achievement has a direct positive effect on utility perceived by a teacher: the higher a pupil's average achievement test score, the more useful the teacher perceives him/her to be.

2) The class average on achievement tests influences perceived utility: the higher the class average, the lower the teacher's perception of a pupil's utility.

3) A pupil's scholastic history influences a teacher's perception of the pupil's utility: pupils who have repeated at least one grade in the past are perceived as less useful than those who have not repeated a grade.

4) A teacher's perception of a pupil's internality has an effect on perceived utility: the more the teacher thinks that a pupil spontaneously chooses internal explanations, the more useful the teacher perceives him/her to be.

5) A teacher's perception of a pupil's utility influences his/her judgment about the pupil's scholastic abilities: the more the teacher perceives his/her pupils as useful, the more favorably he/she judges them.

In addition, the model predicts that:

6) Perceived internality influences perceived desirability: the more a teacher thinks a pupil chooses internal explanations, the more desirable the teacher perceives him/her to be.

7) A teacher's perception of a pupil's internality depends on the pupil's spontaneous responses: the more a pupil chooses internal explanations when answering under standard instructions (see below), the more internal the teacher perceives him/her to be.

8) Pupils' knowledge of the social value of internal explanations (normative clearsightedness) leads them to produce socially adapted responses: the more clearsighted pupils are about the norm of internality, the more they choose internal explanations when answering under standard instructions.

Finally, the initial model predicts that, because social utility and social desirability have often been observed as nonorthogonal concepts (Cambon, 2006a,b; Dubois & Beauvois, 2001), the disturbances (D) of these two variables should be correlated.

In order to test this personological model of scholastic judgments, we conducted a study in a real classroom setting.

Method

Participants

The participants were 499 pupils (*mean age*=8.58; boys: *N*=258; girls: *N*=241) from 33 classes (3rd grade), and their respective teachers (33). They came from schools with different social and economic backgrounds located in various areas of France. Among the 499 pupils, 48 had repeated at least one grade since they started school.

Materials

The materials used for the study included three kinds of documents. The first was a set of identification records on which we gathered information about the pupils: gender, parents' occupations, repeater *vs.* nonrepeater, and scores on nationwide tests in the French language arts and in mathematics[3]. We also obtained the teacher's rating of the pupil's scholastic ability in both disciplines on two 11 point scales ranging from 0 (very poor in the discipline) to 10 (very good in the discipline).

The second kind of document was a modified version of the internality questionnaire we used in a previous study (Dompnier et al., 2006). It was composed of 12 items, half referring to school behaviors (e.g., to talking to friends in class, helping the teacher clean up the classroom), and half referring to scholastic outcomes (e.g., passing or failing an exam). Each item was associated with two internal explanations (behaviors: a personality trait and an intention; outcomes: ability and effort) and two external explanations (behaviors: an external constraint and powerful others; outcomes: task difficulty and chance). For each item, participants had to choose among the four causal explanations. The internality score was the number of internal explanations chosen (range 0 to 12).

The third document was a list of 24 personality traits on which teachers had to describe each of their pupils on 11 point scales ranging from 0 (does not describe the pupil at all) to 10 (describe the pupil very well). The traits were selected from an initial list of 150 based on results of a previous study in which 142 teachers had to describe pupils known by their degree of social utility and social desirability (Pansu & Dompnier, 2006). A correspondence analysis on the participants' personological descriptions pointed out which traits had the highest loadings on social desirability and/or social utility.

Procedure

The procedure was nearly identical to the one set up in the previous study (Dompnier et al., 2006). The pupils and the teachers were tested during two sessions held approximately two weeks apart. In the first session, each pupil received an internality questionnaire and was asked to answer it in the most spontaneous way ("standard instructions"). In order to avoid possible reading problems for some pupils, the experimenter read each item aloud as the pupils responded. During this same session, the teachers judged their pupils' scholastic ability in French language arts and in mathematics, and also rated them on the 24 personality traits presented in the list. In the second session, each pupil received two internality questionnaires and was instructed to answer, first, in a way that would make a positive impression on the teacher ("pro-normative" instructions), and second, in a way that would make a negative impression on the teacher ("counter-normative" instructions). The presentation order of the two kinds of instructions was counterbalanced across classrooms. During this same session, the teachers were also given the internality questionnaire, but with "identification" instructions. These instructions asked them to answer the internality questionnaire as they imagined each of their pupils would answer. This means that the teachers had to fill out as many internality questionnaires as they had pupils in their class.

Statistical analyses

The models were tested by means of path analyses using EQS software (Version 6; Bentler, 2002) and the maximum likelihood estimation method (ML). Different indexes were used to determine each model's fit to the data (Bentler, 1990; Bentler & Bonnet, 1980; Hair, Anderson, Tatham, & Black, 1998; Kline, 2005; McCallum & Austin, 2000; Medsker, Williams, & Holahan, 1994; Mulaik et al., 1989). Firstly, we used absolute measures of fit in order to determine the degree to which the model predicted the observed covariance matrix [$\chi^2(df)$, GFI, RMSEA and its 90% confidence intervals]. Secondly, we used incremental fit measures in order to assess the fit improvement of the model in comparison to the null model (CFI, NNFI, and NFI). Thirdly, we used parsimonious fit measures in order to compare models (χ^2/df, AIC)[4].

Results

The collected data were compiled in a matrix, and various transformations were made on the data. First, the measures obtained for French and for mathematics were combined to

produce overall indexes of academic achievement and scholastic judgment. These measures concerned the two achievement test scores (r=.75), the two class averages (r=.92), and the two teacher judgment scores (r=.80). Then each pupil's normative clearsightedness score was obtained by taking the difference between the number of internal explanations chosen by the pupil under pro-normative instructions, and the number of internal explanations chosen under counter-normative instructions (Py & Somat, 1991; Somat & Vazel, 1999). Finally, the pupils' social-utility and social-desirability scores were obtained from a factor analysis (principal axis method, oblimin rotation) on the teachers' personological descriptions. As expected, this analysis showed that two oblique factors (r=.23) together explained 51.98% of the total variance in the pupils' scores on personality traits. The first factor (37.74% of the variance) opposed traits like "intelligent" and "efficient" to traits like "passive" and "sluggish" and corresponded to the social-utility dimension. The second factor (14.24% of the variance) opposed traits like "tiresome" and "insolent" to traits like "pleasant" and "nice" and corresponded to the social-desirability dimension (see Appendix). The factor scores of each participant on both dimensions were recorded and used as measures of the pupil's utility and desirability as perceived by teachers.

Once the different measures had been included in the overall matrix, the initial sample (N=499) was subdivided randomly into two samples (Cudeck & Browne, 1983; Byrne, 2006). This procedure allowed us to directly test the initial model on Sample 1 and to see whether more free parameters needed to be added to improve its fit to the data. Sample 2 was used to cross-validate the results obtained for Sample 1 on an independent data set and to compare the modified model with alternative nonhierarchical models. Sample 1 was composed of 250 pupils; Sample 2, of 249 pupils. Both contained approximatively the same number of repeaters (Sample 1: N=25; Sample 2: N=23). The means, standard deviations, and correlations for the variables in each sample are given in Table 1.

Table 1

Means, standard deviations, and correlations for the variables in Sample 1 and Sample 2

Variable	1	2	3	4	5	6	7	8	9
1. Repeater	1								
2. Teacher's average judgment	-.28/-.28	1							
3. Average achievement test score	-.22/-.21	.64/.65	1						
4. Class average on achievement tests	-.16/-.08	.15/.11	.54/.53	1					
5. Utility score perceived by teacher	-.20/-.15	.82/.78	.58/.54	.08/-.04	1				
6. Desirability score perceived by teacher	-.12/-.07	.16/.22	.08/.16	.10/.05	.26/.26	1			
7. Internality score with standard instructions	-.01/-.04	.08/.25	.15/.24	.00/.09	.15/.25	-.08/-.00	1		
8. Normative clearsightedness score	-.10/-.12	.22/.19	.24/.22	.09/.13	.17/.18	-.03/.02	.32/.30	1	
9. Internality score perceived by teacher	-.09/.00	.31/.32	.32/.22	.16/.12	.43/.41	.17/.28	.14/.17	.02/.11	1
Mean	0.10/0.09	6.95/6.56	71.52/70.03	71.86/70.65	0.08/-0.08	0.02/-0.02	7.45/7.51	3.78/3.67	7.10/6.82
Standard deviation	0.30/0.29	2.11/2.06	14.28/13.50	7.93/8.49	0.95/0.98	0.98/0.94	1.88/2.02	3.11/3.30	2.30/2.32

Note. Sample 1 (N=250) / Sample 2 (N=249).

Testing the initial model and improving its fit (Sample 1)

The initial model, presented in Figure 1, was tested on Sample 1 (N=250). Its solution is presented in Figure 2.
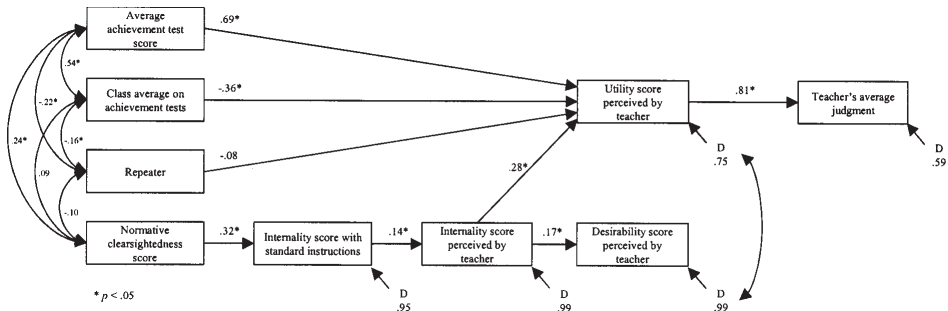
Figure 2. Results obtained for the initial model (Sample 1)

Overall, the results showed that most of the predicted relationships were statistically significant (p<.05). According to the model's predictions, a pupil's utility perceived by the teacher was related to his/her average score on nationwide tests (β=.69), to the class average on these tests (β=-.36), and to internality perceived by teachers (β=.28). Perceived utility was also related to the teacher's average judgment (β=.81). Perceived desirability was related to perceived internality (β=.17), perceived internality was related to pupils' internality with standard instructions (β=.14), and the pupils' normative clearsightedness was related to their internality score with standard instructions (β=.32). The only nonsignificant path concerned the relationship between the repeater status and the teacher's perception of pupils' utility (β=-.08).

After finding the model's solution, we assessed the model's fit to the data. The results obtained revealed that most of the fit indexes did not reach acceptable values [$\chi^2(21)$=92.72, p<.05; GFI=.94; RMSEA=.12, 90% CI=(.09, .14); CFI=.89; NNFI=.82; NFI=.87]. To determine whether the model could be improved by additional paths, we conducted a search based on theoretical considerations. Seven links were identified as particularly meaningful and were tested using the Lagrange Multiplier (LM) test with a stepwise procedure (Bentler, 2002; Byrne, 2006; Chou & Bentler, 1990). The first and second paths were aimed at replicating the results of an earlier study (Dompnier et al., 2006) concerning how perceived internality by the teacher is related to pupils' average achievement test score and the class average on these tests. The third path tested whether desirability perceived by the teacher was related to the teacher's average judgment. The four remaining paths concerned the mediating role of perceived utility. All of them related a particular determinant of scholastic judgment to the teacher's average judgment. These determinants were the pupil's average achievement test score (path 4), the class average on achievement tests (path 5), repeater status (path 6), and internality perceived by teacher (path 7). A lack of significance of one of these paths would indicate that perceived utility is a complete mediator of the relationship between the tested determinant and the average teacher's judgment. The univariate chi-square values for each step are given in Table 2. These values represent the effect of including each parameter in a forward stepwise fashion on improving the model.

The Lagrange Multiplier test indicated that the inclusion of three parameters could improve the model's fit. The first path related the pupils' average achievement test score to the teacher's average judgment. The second path concerned the relationship between the pupils' average achievement test score and perceived internality. The third path related repeater status to the teacher's average judgment.

On the basis of the results of the Lagrange Multiplier test and of the model's solution, we modified the initial model (see Figure 1). We added the three paths identified by the LM test, and deleted the nonsignificant path relating repeater status to perceived utility. This modified model assumes that even if perceived utility is a critical mediator of most of the effects of the factors included in the model, this variable does not completely explain all of the relations

observed in the integrative model. Some variables, such as pupils' average achievement test score and repeater status, are expected to continue to directly influence the teacher's judgment beyond the effect of perceived utility. This modified version of the initial model was tested again on Sample 1. The fit measures clearly indicated acceptable values on all indexes [$\chi^2(19)=29.10$, ns; GFI=.98; RMSEA=.05, 90% CI=(.00, .08); CFI=.99; NNFI=.97; NFI=.96].

Table 2

Stepwise procedure for fitting the model using the Lagrange Multiplier test

Step	Univariate χ^2
1. Average achievement test score – Teacher's average judgment	28.98*
2. Average achievement test score – Internality perceived by teacher	23.20*
3. Repeater – Teacher's average judgment	6.28*
4. Class average on achievement tests – Teacher's average judgment	1.28
5. Desirability perceived by teacher – Teacher's average judgment	0.32
6. Internality perceived by teacher – Teacher's average judgment	0.00
7. Class average on achievement tests – Internality perceived by teacher	0.00

Note. *$p<.05$.

Nevertheless, despite the fact that the modified model fit the data to a satisfactory extent, one can argue that this model might include additionnal links specific to Sample 1. Therefore, it was tested again on an independent sample (Sample 2), for cross-validation. This model was then compared to several alternative nonhierarchical models on various fit measures.

Cross-validation of the modified model and comparisons with alternative nonhierarchical models (Sample 2)

Different models were tested on Sample 2 (N=249). The first one (Model 1) was the modified model obtained after respecification on Sample 1 and was compared to alternative nonhierarchical models. This comparison indicates whether a meaningful competing model with a distinct path diagram is a better approximation of the data than the proposed model. Three different alternative models were created. One alternative model (Model 2) postulates that social desirability, but not social utility, is a central mediator between determinants and scholastic judgments. This model corresponds to the modified model, with the sole difference being that perceived utility and perceived desirability have been inverted. The second alternative model (Model 3) postulates that teachers' personological inferences about pupils' social utility are the result of a "naturalization process" of the teacher's judgment of pupils' scholastic abilities. So, this model assumes that the utility score perceived by a teacher is not a causal antecedent of scholastic judgment but its consequence. The third and last alternative model (Model 4) implies that, although a teacher's perception of pupils' social utility is already a causal antecedent of scholastic judgment, this perception also influences the teacher's perceptions of pupils' desirability and pupils' internality. This model assumes that the more a pupil is perceived as being useful, the more a teacher will perceive him/her as being desirable. It also hypothesizes that the more a pupil is perceived as being useful, the more the teacher will perceive him/her as being internal. This last hypothesis is supported by studies on internality-norm theory conducted in intergroup contexts (Beauvois, Gilibert, Pansu, & Abdelaoui, 1998; Pansu, Tarquinio, & Gilibert, 2005; Dubois, Beauvois, Gilibert, & Zentner, 2000), which have shown that individuals assign more social value to ingroup members than to outgroup members by attributing them more internality. Finally, this last alternative model assumes that pupils' internality when responding under standard instructions influences the teacher's average judgment (Bressoux & Pansu, 1998, 2001). The path diagrams and the solutions for the models are presented in Figure 3.

a. Model 1

b. Model 2

c. Model 3

d. Model 4

Figure 3. Results for all models (Sample 2)

The results obtained on Sample 2 for Model 1 (see Figure 3a) confirmed those obtained on Sample 1. All paths predicted by this model were significant ($p<.05$), even the three additionnal relations observed with Sample 1. Therefore, we can conclude that the modified model obtained after respecification on Sample 1 can be generalized to other independent samples. For Model 2, most paths were significant, as Figure 3b reveals. However, two important paths did not reach significance. The first one concerns the relationship between pupil's average achievement test score and perceived desirability ($\beta=-.02$). The second concerns the class average on achievement tests and perceived desirability ($\beta=.05$). Regarding Model 3, Figure 3c indicates that all paths predicted by this model were significant and went in the expected direction. Concerning Model 4, despite the fact that most paths were significant, three links did not reach the significance level. They concerned (1) the relationship between a pupil's average achievement test score and his/her internality score as perceived by the teacher ($\beta=-.01$), (2) the relationship between a pupil's internality score with standard instructions and the teacher's average judgment ($\beta=.03$), and (3) the relationship between a pupil's internality score with standard instructions and his/her internality score perceived by the teacher ($\beta=.07$).

In addition to searching for the models' solutions, we assessed their values on different fit measures. The values obtained for the four models are presented in Table 3.

Table 3

Fit values for the models

Index	Model 1	Model 2	Model 3	Model 4
χ^2(df)	23.48 (19)	310.72* (19)	76.87* (20)	42.27* (19)
χ^2/df	1.24	16.35	3.84	2.22
GFI	.98	.82	.94	.96
RMSEA (90% CI)	.03 (.00, .06)	.25 (.22, .27)	.11 (.08, .13)	.07 (.04, .10)
CFI	.99	.55	.91	.96
NNFI	.99	.14	.84	.93
NFI	.97	.54	.89	.94
AIC	-14.52	272.72	36.87	4.27

Note. *$p<.05$.

Table 3 indicates that the only model that obtained acceptable values on all absolute and incremental fit measures was Model 1. Although Model 4 has acceptable values on most indexes, it had a significant chi-square value. Model 2 and Model 3 obtained unsatisfactory values on several indexes. Furthermore, a comparison of the models on the parsimonious indexes indicated that the best model was Model 1. This model obtained the lowest value on both the AIC index and the normed chi-square (χ^2/df).

Discussion

The aim of this article was to replicate and extend the results obtained in previous research on scholastic judgments (Bressoux & Pansu, 1998, 2001; Dompnier et al., 2006). More specifically, in order to understand the processes that underlie teachers' judgment, we integrated teachers' personological inferences about their pupils' social utility and social desirability. The results point out three interesting findings.

Firstly, the data collected from both participant samples essentially replicated results obtained elsewhere concerning the various components of normativity (see Dompnier et al., 2006). As a whole, they confirmed that a pupil's internality as perceived by the teacher was

predicted by that pupil's spontaneous expression of internality, which itself was predicted by the pupil's clearsightedness about the norm of internality. This indicates that (1) pupils' normative clearsightedness could have an indirect effect on a teacher's judgments through its effect on pupils' spontaneous expression of internality and (2) pupils' spontaneous expression of internality could also indirectly influence a teacher's judgments through its effect on his/her perceptions of pupils' internality[5]. The results also replicated the finding that a teacher's perception of a pupil's internality is dependent upon the pupil's scholastic achievement level. This last result, which was quite consistant across our samples here, reveals that teachers may have a naive theory about the relationship between internality and scholastic performance: the higher a pupil's actual scholastic performance, the more internal the teacher perceives him/her to be.

Secondly, this study improved our understanding of the relationships between the variables measured following model respecification and model comparison. For both samples tested, most of the determinants included in the integrative model of scholastic judgments (Dompnier et al., 2006) appear to influence the teacher's judgment by way of the same mediator: pupils' social utility as perceived by the teacher. As the modified model's path diagram indicates, a teacher's perception about a pupil's social utility completely mediated the class context effect, the effect of perceived internality, and partially, the effect of the pupil's actual scholastic achievement on the teacher's average judgment. These results indicate that only one facet of personology – social utility – can be considered as a key element around which teachers build their judgments in specific scholastic disciplines. Furthermore, the results obtained on Sample 1 (initial model's solution and Lagrange Multiplier test) provided additional information about the relationships between the variables included in the initial model (see Figure 1). As predicted, social desirability was unrelated to the teacher's average judgment. Similarly, but contrary to the initial model's predictions, the repeater status was not linked to teachers' perceptions of their pupils' utility. This variable, as well as the pupils' average achievement test score, appeared to be directly related to the teacher's average judgment. Path analyses on Sample 2 confirmed these results and showed that (1) the modified model obtained after respecification on Sample 1 can be generalized to other samples, (2) none of the alternative models could measure up to the modified model on the various fit indexes, and (3) the modified model was more parsimonious than all alternative models. Future research should be conducted to confirm these results on other samples.

Finally, the results obtained in this study (and in particular, those concerning the modified model) have several implications, both in the field of scholastic-judgment elaboration and for research on the norm-of-internality theory. Concerning the study of scholastic judgments, these results revealed firstly that teachers' perceptions of pupils' social utility and their judgment of pupils' scholastic abilities are not perfectly equivalent. Therefore, these two concepts should not be assimilated. Secondly, pupils' actual performance affects a teacher's judgment both directly and indirectly. Even if teachers directly use pupils' performance to judge them in a specific discipline, they also take their performances into account to infer their personological proprieties. Once naturalized by teachers[6], pupils' actual scholastic performance could influence teachers' perceptions of pupils in domains other than scholastic ones, by the way of a halo effect (Balzer & Sulky, 1992; Cooper, 1981; Nisbett & Wilson, 1977; Thorndike, 1920). Thirdly, not all determinants of scholastic judgments included in the model influence the teachers' judgments by means of the same process. For example, although teachers judged repeaters less favorably than nonrepeaters, they did not perceive repeaters as less useful than nonrepeaters. To explain such an effect, other mediating variables have to be evoked. One possibility is that, because repeaters had gone through the material twice, teachers had more requirements for them than for nonrepeaters and judged them less favorably with respect to the same achievement level. Thus, taking into account teachers' personological inferences, and in particular teachers' perceptions of social utility, allowed us to differentiate between seemingly similar effects (e.g., both class average on achievement tests and repeater status had a negative effect on a teacher's average judgment) that were dictated by different processes.

Research on the norm of internality supplies information about the relationship between internality and the two components of social value. As stated above, previous research has revealed that in Western societies, this norm is more deeply rooted in social utility than in social desirability (Cambon et al., 2006; Dubois, 2005, 2006; Dubois & Beauvois, 2005). This leads us to deem more useful a person who expresses internal explanations than a person who expresses external ones. The present research provided some new elements regarding the anchoring of the norm of internality in the two components of social value. For educational contexts, it pointed out (1) the relevance of the relationship between internality and social utility, and (2) that internality turns out to be also related to social desirability, its effect on scholastic judgment is mediated only by social utility when the scholastic judgments under study concern pupils' achievement levels in specific disciplines. Future research will try to study the generality of these results and the mediating role of the two components of social value when types of judgment other than ones related to scholastic achievement are taken into account, such as judgments about pupils' scholastic behaviors.

Appendix

Factor weights of the 24 personality traits on social utility (factor 1) and social desirability (factor 2)

		Social utility (Eigenvalue=9.06)	Social desirability (Eigenvalue=3.42)
Agréable	Pleasant	.44	.56
Agressif	Aggressive	-.01	-.77
Arrogant	Arrogant	-.04	-.51
Cultivé	Cultivated	.69	.06
Déterminé	Determinated	.78	-.24
Drôle	Funny	.41	-.15
Egocentrique	Egocentric	-.01	-.75
Envahissant	Intrusive	.06	-.76
Faible	Weak	-.67	-.01
Gentil	Nice	.35	.52
Immature	Immature	-.55	-.26
Inattentif	Inattentive	-.60	-.30
Insolent	Insolent	.00	-.79
Intelligent	Intelligent	.75	.00
Lent	Sluggish	-.69	.06
Paresseux	Lazy	-.62	-.37
Passif	Passive	-.69	.09
Pénible	Tiresome	-.18	-.80
Performant	Efficient	.84	.00
Réfléchi	Reflexive	.72	.20
Souriant	Smiling	.45	.13
Spontané	Spontaneous	.46	-.45
Studieux	Studious	.74	.27
Volontaire	Voluntary	.77	.13

Notes

[1] This norm was defined "as a social valorization of explanations of behaviors (attribution) and outcomes (locus of control) which emphasize the causal role of the actor" (Beauvois & Dubois, 1988, p. 299). Today many results support this conception. For instance, it has been observed that internal causal explanations are usually (1) preferentially expressed by social groups that occupy a privileged position in society, (2) chosen for self-presentation purposes, (3) transmitted by educational institutions, and (4) take effect in evaluative practices (see Pansu, Bressoux, & Louche, 2003).

[2] Unlike the integrative model (Dompnier et al., 2006), the initial model tested in this paper does not take into account the specificity of the French and mathematics measures. Rather it integrates global measures of academic performance and judgments. Although the lack of differentiation between these two disciplines prevents observation of the halo effect, it has the advantage of limiting the number of variables to potentially integrate in the model.

3   These tests are taken by all French pupils at the beginning of the 3rd grade and provide a measure of pupils' scholastic achievement that is relatively independent of teachers' ratings.

4   While a value of .90 or higher is needed for GFI, a value less than or equal to .08 for RMSEA indicates an acceptable fit of the data. In the case of the chi-square statistic, one expects a nonsignificant test result (p>.05). Concerning the normed chi-square (χ^2/df), whereas some authors suggest that the ratio has to be at most five (Hair et al., 1998), others suggest that a ratio of three is adequate (Kline, 2005). For the incremental fit measures (CFI, NNFI, and NFI), an acceptable fit improvement value is at least .90. Concerning the parsimonious fit measures (χ^2/df, AIC), the lower the value, the more parsimonious the model.

5   This last result seems to contrast with those obtained in experiments on the norm-of-internality theory that have shown a direct effect of pupils' internality on scholastic judgments (see Dubois, 2000; Dubois & Le Poultier, 1991). However, such a divergence may only be apparent if we look at the methodological differences between these studies and our own. On the one hand, experiments using the judge paradigm assume a perfect fit between pupils' internality and teachers' perceptions of it, because teachers often know pupils only by way of their responses on the internality questionnaire. On the other hand, the teachers in our study did not have direct access to their pupils' explanatory choices and reported their perceptions of pupils' internality based on their everyday relations with them. This procedure produces a gap between the pupils' actual internality and the teachers' perceptions of it. Nevertheless, one can assume that the internality effect on social judgment is influenced more by the judge's perception of the target's responses than by the target's responses themselves. Accordingly, we argue that the effect of teachers' perceptions of internality on their judgments is of the same nature as the pupils'actual level of internality in experiments.

6   The naturalization process that we describe here is different from that tested on Sample 2 by Model 3. While the former process corresponds to the naturalization of pupils' actual performance, the latter corresponds to the naturalization of the teacher's judgments of pupils' scholastic abilities.

References

Balzer, W.K., & Sulsky, L.M. (1992). Halo and performance appraisal research: A critical examination. *Journal of Applied Psychology, 77*, 975-985.

Beauvois, J.-L. (1976). Problématique des conduites sociales d'évaluation. *Connexions, 19*, 3-30.

Beauvois, J.-L. (1984). Sujet de la connaissance et sujet de l'action: Pour un néo-cognitivisme en psychologie sociale. *Cahiers de Psychologie Cognitive, 4*, 385-400.

Beauvois, J.-L. (1994). *Traité de la servitude libérale. Analyse de la soumission*. Paris: Dunod.

Beauvois, J.-L. (1995). La connaissance des utilités sociales. *Psychologie française, 40*, 375-387.

Beauvois, J.-L. (2003). Judgment norms, social utility, and individualism. In N. Dubois (Ed.), *A sociocognitive approach to social norms.* London: Routledge.

Beauvois, J.-L. (2005). *Les illusions libérales, individualisme et pouvoir social. Petit traité des grandes illusions*. Grenoble: Presses Universitaires de Grenoble.

Beauvois, J.-L., & Dubois, N. (1988). The norm of internality in the explanation of psychological events. *European Journal of Social Psychology, 18*, 299-316.

Beauvois, J.-L., Dubois, N., & Peeters, G. (1999). L'évaluation personnologique. In J.-L. Beauvois, N. Dubois, & W. Doise (Eds.), *La psychologie sociale 4. La construction sociale de la personne*. Grenoble: Presses Universitaires de Grenoble.

Beauvois, J.-L., Gilibert, D., Pansu, P., & Abdelaoui, S. (1998). Internality attribution and intergroup relations. *European Journal of Social Psychology, 28*, 123-140.

Bentler, P.M. (1990). Comparative fit indexes in structural equation models. *Psychological Bulletin, 107*, 238-246.

Bentler, P.M. (2002). *EQS 6 structural equations program manual*. Encino, CA: Multivariate Software, Inc.

Bentler, P.M., & Bonnet, D.G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin, 88*, 588-606.

Bressoux, P., & Pansu, P. (1998). Norme d'internalité et activités évaluatives en milieu scolaire. *Revue Française de Pédagogie, 122*, 19-29.

Bressoux, P., & Pansu, P. (2001). Effet de contexte, valeur d'internalité et jugement scolaire. *L'Orientation Scolaire et Professionnelle, 30*, 353-371.

Bressoux, P., & Pansu, P. (2003). *Quand les enseignants jugent leurs élèves*. Paris: Presses Universitaires de France.

Brown, R.P., & Josephs, R.A. (1999). A burden of proof: Stereotype relevance and gender differences in math performance. *Journal of Personality and Social Psychology, 76*, 246-257.

Byrne, B.M. (2006). *Structural equation modeling with EQS: Basic concepts, applications, and programming* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Cambon, L. (2006a). Désirabilité sociale et utilité sociale, deux dimensions de la valeur communiquée par les adjectifs de personnalité. *Revue Internationale de Psychologie Sociale, 19*, 125-151.

Cambon, L. (2006b). La fonction évaluative de la personnologie, vers la mise en évidence de deux dimensions de la valeur: La désirabilité sociale et l'utilité sociale. *Psychologie Française, 51*, 285-305.

Cambon, L., Djouari, A., & Beauvois, J.-L. (2006). Social judgment norms and social utility: When it is more valuable to be useful than desirable. *Swiss Journal of Psychology, 65*, 167-180.

Chou, C.-P., & Bentler, P.M. (1990). Model modification in covariance structure modeling: A comparison among likelihood ratio, Lagrange Multiplier, and Wald tests. *Multivariate Behavioral Research, 25*, 115-136.

Cooper, W.H. (1981). Ubiquitous halo. *Psychological Bulletin, 90*, 218-244.

Cudeck, R., & Browne, M.W. (1983). Cross-validation of covariance structures. *Multivariate Behavioral Research, 18*, 147-167.

Devos-Comby, L., & Devos, T. (2000). Jugements de responsabilité et registres de connaissance. In J.-L. Beauvois, R.-V. Joule, & J.M. Monteil (Eds.), *Perspectives cognitives et conduites sociales* (vol. 7). Rennes: Presses Universitaires de Rennes.

Devos-Comby, L., & Devos, T. (2001). Socials norms and judgments of responsability. *Swiss Journal of Psychology, 60*, 35-46.

Dion, K., Berscheid, E., & Walster, E. (1972). What is beautiful is good. *Journal of Personality and Social Psychology, 23*, 285-290.

Dompnier, B., Pansu, P., & Bressoux, P. (2006). An integrative model of scholastic judgments: Pupils' characteristics, class context, halo effect and internal attributions. *European Journal of Psychology of Education, 21*, 119-133.

Dubois, N. (1994). *La norme d'internalité et le libéralisme*. Grenoble: Presses Universitaires de Grenoble.

Dubois, N. (2000). Self-presentation strategies and social judgments – Desirability and social utility of causal explanations. *Swiss Journal of Psychology, 59*, 170-182.

Dubois, N. (Ed.). (2003). *A sociocognitive approach to social norms*. London: Routledge.

Dubois, N. (2005). Normes sociales de jugement et valeur: Ancrage sur l'utilité et ancrage sur la désirabilité. *Revue internationale de psychologie sociale, 18*, 43-79.

Dubois, N. (2006). La valeur sociale des personnes. In P. Huguet & R.-V. Joule (Eds.), *Bilans et perspectives en psychologie sociale*. Grenoble: Presses Universitaires de Grenoble.

Dubois, N., & Beauvois, J.-L. (2001). Désirabilité et utilité: Deux composantes de la valeur des personnes dans l'évaluation sociale. *L'Orientation Scolaire Et Professionnelle, 30*, 391-405.

Dubois, N., & Beauvois, J.-L. (2005). Normativeness and individualism. *European Journal of Social Psychology, 35*, 123-146.

Dubois, N., & Le Poultier, F. (1991). Internalité et évaluation scolaire. In J.-L. Beauvois, R.-V. Joule & J. M. Monteil (Eds.), *Perspectives cognitives et conduites sociales* (vol. 3). Cousset (Fribourg): DelVal.

Dubois, N., Beauvois, J.-L., Gilibert, D., & Zentner, E. (2000). Attribution d'internalité dans des contextes intergroupes minimaux. In J.-L. Beauvois, R.-V. Joule, & J.-M. Monteil (Eds.), *Perspectives cognitives et conduites sociales* (vol. 7).

Duru-Bellat, M., & Mingat, A. (1993). *Pour une approche du fonctionnement du système éducatif*. Paris: Presses Universitaires de France.

Dusek, J.D., & Joseph, G. (1983). The bases of teacher expectancies: A meta-analysis. *Journal of Educational Psychology, 75*, 327-346.

Good, T.L., & Brophy, J.E. (2000). *Looking in classrooms* (8th ed.). New York: Longman.

Hair, J.F., Anderson, R. E., Tatham, R.L., & Black, W.C. (1998). *Multivariate data analysis with readings* (4th ed.). Englewood Cliffs: Prentice Hall.

Hoge, R.D., & Coladarci, T. (1989). Teacher-based judgments of academic achievement: A review of literature. *Review of Educational Research, 59*, 297-313.

Jellison, J.M., & Green, J. (1981). A self-presentation approach to the fundamental attribution error: The norm of internality. *Journal of Personality and Social Psychology, 40*, 643-649.

Judd, C.M., James-Hawkins, L., Yzerbyt, V., & Kashima, Y. (2005). Fundamental dimensions of social judgments: Understanding the relations between judgments of competence and warmth. *Journal of Personality and Social Psychology, 89*, 899-913.

Kline, R.B. (2005). *Principles and practice of structural equation modeling* (2nd ed.). New York: Guilford Publishing.

Le Barbenchon, E., & Milhabet, I. (2005). L'optimisme: Réponse désirable et/ou socialement utile? *Revue Internationale de Psychologie Sociale, 18*, 153-181.

Le Barbenchon, E., Cambon, L., & Lavigne, F. (2005). Désirabilité et utilité sociale de 308 adjectifs et 297 professions. *L'Année Psychologique, 105*, 317-355.

McCallum, R.C., & Austin, J.T. (2000). Applications of structural equation modeling in psychological research. *Annual Review of Psychology, 51*, 201-226.

Medsker, G.J., Williams, L.J., & Holahan, P.J. (1994). A review of current practices for evaluating causal models in organizational behavior and human resources management research. *Journal of Management, 20*, 439-464.

Monteil, J.M. (1990). L'évaluation scolaire: Fragments de recherches en psychologie. *Connexions, 56*, 51-66.

Mugny, G., & Carugati, F. (1989). *Social representations of intelligence*. Cambridge: Cambridge University Press.

Mulaik, S.A., James, L.R., Van Alstine, J., Bennett, N., Lind, S., & Stillwell, C.D. (1989). Evaluation of goodness-of-fit indices for structural equation models. *Psychological Bulletin, 105*, 430-445.

Nisbett, R.E., & Wilson, T.D. (1977). The halo effect: Evidence for unconscious alteration of judgments. *Journal of Personality and Social Psychology, 35*, 250-256.

Osgood, C.E., Suci, G.J., & Tannenbaum, P.H. (1957). *The measurement of meaning*. Urbana: University of Illinois Press.

Pansu, P. (2006). The internality bias in social judgments: A sociocognitive approach. In A. Columbus (Ed.), *Advances in Psychology Research* (vol. 40). New York: Nova Science Publishers.

Pansu, P., & Beauvois, J.-L. (2004). Juger de la valeur sociale des personnes: Les pratiques sociales d'évaluation. In P. Pansu & C. Louche (Eds.), *La psychologie appliquée à l'analyse des problèmes sociaux*. Paris: Presses Universitaires de France.

Pansu, P., & Dompnier, B. (2006). *Une échelle bi-dimensionnelle de la valeur scolaire: Désirabilité et utilité sociale, deux dimensions du jugement évaluatif*. Unpublished manuscript, Grenoble.

Pansu, P., & Dubois, M. (2002). The effects of face attractiveness on pre-selective recruitement. *Swiss Journal of Psychology, 61*, 15-20.

Pansu, P., Tarquinio, C., & Gilibert, D. (2005). Internal attributions in an intergroup business setting. *Le Travail Humain, 68*, 55-72.

Py, J., & Ginet, A. (2003). Knowledge of general social norms: normative clearsightedness. In N. Dubois (Ed.), *A sociocognitive approach to social norms*. London: Routledge.

Py, J., & Somat, A. (1991). Normativité, conformité et clairvoyance: Leurs effets sur le jugement évaluatif dans un contexte scolaire. In J.-L. Beauvois, R.-V. Joule, & J.-M. Monteil (Eds.), *Perspectives cognitives et conduites sociales* (vol. 3). Cousset (Fribourg): DelVal.

Rosenberg, S., & Sedlak, A. (1972). Structural representations of implicit personality theory. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (vol. 6). New York: Academic Press.

Somat, A., & Vazel, M.-A. (1999). Normative clearsightedness: A general knowledge of social valuation. *European Journal of Social Psychology, 29*, 691-705.

Rosenberg, S., Nelson, C., & Vivekananthan, P.S. (1968). A multidimensional approach to the structure of personality impressions. *Journal of Personality and Social Psychology, 9*, 282-294.

Tarquinio, C., & Tarquinio, P. (2001). Norme d'internalité, attractivité physique et évaluation scolaire. *L'Orientation Scolaire et Professionnelle, 30*, 373-390.

Testé, B., & Simon, K. (2005). Valeur affective et utilité sociale des traits dans les stéréotypes de genre, le soi féminin et le soi masculin. *Revue Internationale De Psychologie Sociale, 18*, 81-94.

Thorndike, E. L. (1920). A constant error in psychological ratings. *Journal of Applied Psychology, 4*, 25-29.

Vonk, R. (1993). Individual differences and common dimensions in Implicit Personality Theory. *British Journal of Social Psychology, 32*, 209-226.

Wojciszke, B. (2005). Morality and competence in person- and self-perception. In W. Stroebe & M. Hewstone (Eds.), *European Review of Social Psychology* (vol. 16). New York: Taylor & Francis.

L'objectif de cet article est de prolonger les recherches menées sur les déterminants du jugement scolaire. Sur la base d'une étude antérieure (Dompnier, Pansu, & Bressoux, 2006), nous proposons un modèle des processus qui sous-tendent le jugement scolaire. Outre la prise en compte de plusieurs déterminants du jugement scolaire, le modèle proposé dans cet article accorde à l'utilité sociale des élèves perçue par les enseignants, le statut de médiateur central entre le jugement scolaire et ses déterminants (performances scolaires effectives des élèves, leur histoire scolaire, le niveau moyen de la classe et l'internalité perçue par les enseignants). Le modèle proposé a été testé et amélioré sur un premier échantillon de 250 élèves de CE2 et de leurs enseignants. Le modèle modifié a ensuite été validé sur un second échantillon de 249 élèves de CE2 et de leurs enseignants. Les résultats obtenus indiquent, d'une part, que le modèle modifié rend compte de façon acceptable des données et, d'autre part, qu'il s'avère plus parcimonieux que d'autres modèles alternatifs non hiérarchiques.

Benoît Dompnier. Laboratoire des Sciences de l'Education, Université Pierre Mendès France, 1251 avenue centrale, BP 47, 38040 Grenoble Cedex 9, France.

Current theme of research:

His research interests concern the processes underlying social judgment. His recent research is about the influence of the norm of internality on scholastic judgment.

Most relevant publications in the field of Psychology of Education:

Dompnier, B. & Pansu, P (à paraître). L'intervention des explications causales internes en termes d'effort dans les stratégies d'autoprésentation et le jugement social: Perspectives sociocognitives. *Psychologie Française.*

Dompnier, B., Pansu, P., & Bressoux, P. (2006). An integrative model of scholastic judgments: Pupils' characteristics, class context, halo effect and internal attributions. *European Journal of Psychology of Education, XXI*(2), 119-133.

Pansu, P., & Dompnier, B., & Bressoux, P. (2004). L'explication quotidienne des comportements scolaires: Attributions de réussite et d'échec. In M.-C. Toczek & D. Martinot (Eds.), *Le défi éducatif: Des situations pour réussir* (pp. 277-302). Paris: Armand Colin.

Pascal Pansu. Laboratoire des Sciences de l'Education, Université Pierre Mendès France, 1251 avenue centrale, BP 47, 38040 Grenoble Cedex 9, France.

Current theme of research:

His recent research pertains to social judgment and evaluative knowledge, particularly the impact of judgment norms. He is also interested in the mechanisms underlying teachers' judgments and their effects on pupils' self-concept.

Most relevant publications in the field of Psychology of Education:

Bressoux, P., & Pansu, P. (2001). Effet de contexte, valeur d'internalité et jugement scolaire. *L'Orientation Scolaire et Professionnelle, 30*, 353-371.

Pansu, P. (2006). The internality bias in social judgments: A sociocognitive approach. In A. Columbus (Ed.), *Advances in Psychology Research* (vol. 40, pp. 75-110). New York: Nova Science Publishers.

Pansu, P., & Beauvois, J.-L. (2004). Juger de la valeur sociale des personnes: Les pratiques sociales d'évaluation In P. Pansu & C. Louche (Eds.), *La psychologie appliquée à l'analyse de problèmes sociaux* (pp. 159-183). Paris: Presses Universitaires de France.

Pansu, P., Bressoux, P., & Louche, C. (2003). Theory of the social norm of internality applied to education and organizations. In N. Dubois (Ed.), *A sociocognitive approach to social norms* (pp. 196-230). London: Routledge.

Pansu, P., & Tarquinio, C., & Gilibert, D. (2005). Internal attributions in an intergroup business setting. *Le Travail Humain, 68*, 55-72.

Pascal Bressoux. Laboratoire des Sciences de l'Education, Université Pierre Mendès France, 1251 avenue centrale, BP 47, 38040 Grenoble Cedex 9, France.

Current theme of research:

His research interests include teacher and school-related effects on pupils' academic achievement and classroom management. His current research focuses on teachers' judgments and their effects on pupils' self-concept.

Most relevant publications in the field of Psychology of Education:

Bressoux, P. (2006). Effet-classe, effet-maître? In E. Bourgeois & G. Chapelle (Eds.), *Apprendre et faire apprendre* (pp. 213-226). Paris: Presses Universitaires de France.

Bressoux, P., & Pansu, P. (2003). *Quand les enseignants jugent leurs élèves*. Paris: Presses Universitaires de France.

Bressoux, P., & Pansu, P. (2004). Jugement de l'enseignant et perception de soi des élèves. In E. Gentaz & P. Dessus (Eds.), *Comprendre les apprentissages: Sciences cognitives et éducation* (pp. 185-204). Paris: Dunod.

Leroy, N., Bressoux, P., Sarrazin, P., & Trouilloud, D. (à paraître). Impact of teachers' implicit theories and perceived pressures on the establishment of an autonomy supportive climate. *European Journal of Psychology of Education*.

Trouilloud, D., Sarrazin, P., Bressoux, P., & Bois, J. (2006). Relation between teachers' early expectations and students' later perceived competence in physical education classes: Autonomy-supportive climate as a moderator. *Journal of Educational Psychology, 98*(1), 75-86.