1. Yo hablo Español............................... (1) (2) (3) (4) (5)
2. Yo hablo Inglés................................. (1) (2) (3) (4) (5)
3. Me gusta hablar en Español.................... (1) (2) (3) (4) (5)
4. Me asocio con Mexicanos con Anglos.......... (1) (2) (3) (4) (5)
5. Me asocio con Mexicanos o con Norte Americanos................................. (1) (2) (3) (4) (5)
6. Me gusta la musica Mexicana (musica en idioma Español) ......................... (1) (2) (3) (4) (5)
7. Me gusta la musica de idioma Ingles........... (1) (2) (3) (4) (5)
8. Me gusta ver programas en la televisión que sean en Español......................... (1) (2) (3) (4) (5)
9. Me gusta ver programas en la televisión que sean en Inglés ............................... (1) (2) (3) (4) (5)
10. Me gusta ver películas en Español............ (1) (2) (3) (4) (5)
11. Me gusta ver películas en Inglés. ............. (1) (2) (3) (4) (5)
12. Me gusta leer en Español........................ (1) (2) (3) (4) (5)
13. Me gusta leer en Inglés.......................... (1) (2) (3) (4) (5)
(5) Muchísimo o casi todo el tiempo  
(4) Mucho o muy frecuente  
(3) Moderado  
(2) Un poquito o a veces  
(1) Nada

14. Escribo (como cartas) en Español ............... (1) (2) (3) (4) (5)
15. Escribo (como cartas) en Inglés ............... (1) (2) (3) (4) (5)
16. Mis pensamientos ocurren en el idioma Inglés .................................................. (1) (2) (3) (4) (5)
17. Mis pensamientos ocurren en el idioma Español .................................................. (1) (2) (3) (4) (5)
18. Mi contacto con Mexico ha sido .............. (1) (2) (3) (4) (5)
19. Mi contacto con Estados Unidos ha sido ....... (1) (2) (3) (4) (5)
20. Mi padre se identifica (o se identificaba) como Mexicano .......................................... (1) (2) (3) (4) (5)
21. Mi madre se identifica (o se identificaba) como Mexicana .......................................... (1) (2) (3) (4) (5)
22. Mis amigos(as) de mi niñez eran de origen Mexicano .................................................. (1) (2) (3) (4) (5)
23. Mis amigos(as) de mi niñez eran de origen Anglo Americano ......................................... (1) (2) (3) (4) (5)
24. Mi familia cocina comidas Mexicanas ........... (1) (2) (3) (4) (5)
(5) Muchísimo o casi todo el tiempo
(4) Mucho o muy frecuente
(3) Moderado
(2) Un poquito o a veces
(1) Nada

24. Mis amigos(as) recientes son Anglo Americanos................................. (1) (2) (3) (4) (5)
26. Mis amigos(as) recientes son Mexicanos...... (1) (2) (3) (4) (5)
27. Me gusta identificar me como Anglo Americano...................................... (1) (2) (3) (4) (5)
28. Me gusta identificar me como Mexico Americano o Norte Americano............. (1) (2) (3) (4) (5)
29. Me gusta identificar me com Mexicano........ (1) (2) (3) (4) (5)
30. Me gusta identificar me como un(a) Americano(a).................................... (1) (2) (3) (4) (5)

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General Information about ARSMA-II:

In order to obtain permission to make copies of ARSMA-II, you need to contact SAGE Publications:
Telephone: (805) 499-0721; FAX (805) 499-0871. They do not charge a fee for the right to make copies for research purposes but they do require you to sign a Copyright Agreement Form which they mail you so that you can fill it out. You may call or right them for permission, and be sure to reference the paper entitled: [Cuellar, I., Arnold, B., & Maldonado, R. (1995). Acculturation Rating Scale for Mexican Americans-II: A Revision of the Original ARSMA Scale. Hispanic Journal of Behavioral Sciences, Vol. 17 (3), 275-304].

There are no ARSMA-II scales available other than those printed in the above paper. You simple copy, enlarge, retype, etc. the Scale(s) you need to copy from those printed in the above mentioned journal article.

Making Adaptations:

I have seen a trend to use ARSMA-II as a model for use with other ethnic and minority groups in studying acculturation. It has been adapted for use with African Americans, various Asian Americans, all Latino groups, Armenians, and other ethnic groups. It has also been adapted for telephone interviews. I have information on some of these adapted versions. Permission to modify ARSMA-II is obtained from me while permission to copy is obtained from SAGE Publications. I require seeing the adapted version before approving the adapted version. I prefer to minimize the number of adapted versions for any specific group so as to maintain some sense of equivalence. There is a BRIEF ASIAN ARSMA and a BRIEF LATINO ARSMA that are in development.

Spanish Version:

There are some errors in the Spanish version that need to be taken into consideration when scoring ARSMA-II. Two items on the Spanish version are out of order, and there are spelling and/or grammatical errors of minor consequence but may need to be corrected before administering to some Spanish populations.

Abbreviated Version:

I am working on an Abbreviated version of 12 items (6 items for the AOS scale and 6 items for the MOS Scale). I have administered it with teenagers and I seem to be getting acceptable levels of internal consistency with it. It also seems to correlate highly with the original scale. I know something is lost in the abbreviated version but as of now I am uncertain about its disadvantages over the original scale. I know my experience with abbreviated versions of the original ARSMA scale published in 1980 was that the abbreviated versions never seemed to be as valid and often failed to account for significant variance in the dependent variable being studied. The 12 items selected are:

<table>
<thead>
<tr>
<th>item#</th>
<th>Scale</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MOS</td>
<td>I speak Spanish</td>
</tr>
<tr>
<td>2</td>
<td>AOS</td>
<td>I speak English</td>
</tr>
<tr>
<td>3</td>
<td>MOS</td>
<td>I enjoy speaking Spanish</td>
</tr>
<tr>
<td>4</td>
<td>AOS</td>
<td>I associate with Anglos</td>
</tr>
<tr>
<td>5</td>
<td>AOS</td>
<td>I enjoy listening to English language music</td>
</tr>
<tr>
<td>6</td>
<td>MOS</td>
<td>I enjoy Spanish language TV</td>
</tr>
<tr>
<td>7</td>
<td>MOS</td>
<td>I enjoy Spanish language movies</td>
</tr>
<tr>
<td>8</td>
<td>MOS</td>
<td>I enjoy reading books in Spanish</td>
</tr>
<tr>
<td>9</td>
<td>AOS</td>
<td>I write letters in English</td>
</tr>
<tr>
<td>10</td>
<td>AOS</td>
<td>My thinking is done in the English language</td>
</tr>
<tr>
<td>11</td>
<td>MOS</td>
<td>My thinking is done in the Spanish language</td>
</tr>
<tr>
<td>12</td>
<td>AOS</td>
<td>My friends are of Anglo origin</td>
</tr>
</tbody>
</table>

The response options are the same for the brief scale and the 30 item scale. Coefficient alpha for the abbreviated scale is as follows: brief MOS, n = 2422, alpha = .91; brief AOS, n = 2402, alpha = .79. These
alphas were obtained with adolescents ages 12-19. The acculturation score for the 30 item scale correlates highly with the brief acculturation score (.93) in an adults sample (n = 1547). I have also used the abbreviated version with Hispanic elderly and obtained an MOS alpha of .82 and an AOS alpha of .88.

**GENERAL DESCRIPTION:**

The Acculturation Rating Scale For Mexican Americans -II (ARSMA-II) (Cuellar, Arnold & Maldonado, 1995). ARSMA-II is a 30-item Likert type scale which measures acculturation along 3 primary factors: language, ethnic identity, and ethnic interaction. ARSMA-II is an orthogonal, multidimensional scale that measures orientation toward the Mexican culture and the Anglo culture independently using two subscales, a Mexican Orientation Subscale (MOS) and an Anglo Orientation Subscale (AOS). The MOS has 17 items and a coefficient alpha of .88 while the AOS has 13 items and a coefficient alpha of .83. ARSMA-II is able to generate both linear acculturation categories (Levels 1-5) and orthogonal acculturative categories (Traditional, Low Biculturals, High Biculturals, and Assimilated).

**Scoring procedures for Scale 1 (30 item scale):**

- **MOS Scale:** Add items (1, 3, 5, 6, 8, 11, 12, 14, 17, 18, 20, 21, 22, 24, 26, 28, & 29) obtain sum and divide sum by 17. This gives you the MEAN of the MOS scale

- **AOS Scale:** Add items (2, 4, 7, 9, 10, 13, 15, 16, 19, 23, 25, 27, & 30) and obtain the sum. Then divide the sum by 17. This gives you the MEAN of the AOS scale.

  **Acculturation Score** = Mean of AOS minus the Mean of MOS [AOS mean - MOS mean]. This Acculturation Score is a linear measure of acculturation and is represented by plus score for individuals who are more Anglo oriented and minus scores for those who are more Mexican oriented. The Acculturation Score can be used as a continuous measure or can be used to categorize subjects into different levels of acculturation. Cutting scores are suggested for categories in Table 1 of the article referenced above and noted below:

<table>
<thead>
<tr>
<th>Acculturation Level</th>
<th>Acculturation score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>less than -1.33</td>
</tr>
<tr>
<td>Level 2</td>
<td>&gt;= -1.33 and &lt;=-0.07</td>
</tr>
<tr>
<td>Level 3</td>
<td>&gt;-0.07 and &lt; 1.19</td>
</tr>
<tr>
<td>Level 4</td>
<td>&gt;= 1.19 and &lt; 2.45</td>
</tr>
<tr>
<td>Level 5</td>
<td>&gt;2.45</td>
</tr>
</tbody>
</table>

**Scale 1 & Orthogonal measurement:**

Scale 1 of ARSMA-II is often all that is needed in measuring acculturation. Both linear and orthogonal measures can be obtained using Scale 1 alone. By using the following cutting points on the AOS and MOS subscales of Scale 1, for example, it is possible to identify four typologies: High Biculturals, Marginals (Low Biculturals), Traditionals and Assimilated types. Suggested cutting points for orthogonal typologies using Scale 1:

- Traditionals (MOS=> 3.7; AOS=< 3.24); Low Biculturals (Marginalized) (MOS <3.59; AOS <3.7); High Biculturals (MOS >3.59; AOS >3.7); Assimilated (MOS=<2.44; AOS => 4.11). These cutting scores were based on standard deviation units or fractions thereof about the mean of the original standardization sample of ARSMA-II.

**Scoring Suggestions:** I have a computer software scoring version but it has limitations. It requires that each item of the 30 item Scale 1 be inputted into the scoring program and than it prints the acculturation scores on
a piece of paper and/or saves the individual’s response in a text file. It’s limitations are that if you input the
same information into an SPSS program you will be able to make a number of manipulations with the data that
are not possible with the computer scoring program. These include: (a) scoring either the short form (12 item
version) or the long form (30 item version), (b) doing individual item analyses, (c) doing reliability analyses, (d)
using unique cutting scores to examine your data, (e) doing multivariate analyses in which acculturation
scores are analyzed in relation to other variables without having to re-input the data into a statistical program
like SPSS. However, if you still wish to have a copy of the scoring program anyway, all that is needed is for
you to provide me with an address, and I will gladly send you a 3 1/4 inch diskette with the software program
that can be installed on your PC.

Summary Information on ARSMA-II

The Acculturation Rating Scale For Mexican Americans -II (ARSMA-II) (Cuéllar, Arnold & Maldonado, 1995).
ARSMA-II is a 30-item Likert type scale that measures acculturation along 3 primary factors: language, ethnic
identity, and ethnic interaction. ARSMA-II is an orthogonal, multidimensional scale that measures orientation
toward the Mexican culture and the Anglo culture independently using two subscales, a Mexican Orientation
Subscale (MOS) and an Anglo Orientation Subscale (AOS). The MOS has 17 items and a Coefficient Alpha of
.88 while the AOS has 13 items and a Coefficient Alpha of .83. ARSMA-II is able to generate both linear
acculturation categories (Levels 1-5) and orthogonal acculturative categories (Traditional, Low Biculturals,
High Biculturals, and Assimilated). For each subject, a Mean MOS score is computed by summing the 17
items of the MOS scale and dividing by 17. Likewise, a Mean AOS score is obtained by summing the 13 items
of the AOS and dividing by 13. A linear acculturation score is obtained for each subject by subtracting the
Mean MOS score from the Mean AOS. This linear acculturation score is used in computing acculturation level
for each subject as well.

Orthogonal acculturation indices can be used, for example, to examine relations of modes of
acculturation to psychological adjustment. Acculturation typologies generated from orthogonal indices
(Traditional, High Integrated Bicultural, Low Integrated Bicultural, and Assimilated) are derived using the
Mexican Orientation Subscale (MOS) and the Anglo Orientation Subscale (AOS) of ARSMA-II (see Cuéllar,
Arnold & Maldonado, 1995). Examples of items on the MOS are “I speak Spanish; I enjoy Spanish language
TV; My thinking is done in Spanish.” Examples of items on the AOS are “I speak English; I write letters in
English; My friends are of Anglo origin.” Response categories to all items on ARSMA-II are based on a 5 point
Likert scaling format evaluating frequency and/or intensity. The criteria for including subjects into one or the
other of the acculturative categories on ARSMA-II is generally based on obtained scores on the Mexican
Orientation Subscale (MOS) and American Orientation Subscale (AOS) using the following computational
procedures: Traditionals (MOS>= 3.7; AOS=< 3.24); Low Biculturals (Marginalized) (MOS <3.59; AOS <3.7);
High Biculturals (MOS >3.59; AOS >3.7); Assimilated (MOS=<2.44; AOS => 4.11). These cutting scores are
based on standard deviation units or fractions thereof about the mean of the original standardization sample
of ARSMA-II (see Cuéllar, et al, 1995). Subjects who did not clearly fall into one or another of the four
acculturative typologies are generally excluded from analyses, but in some cases their characteristics can be
examined as well.