

Appendix H: Student Survey of Motivation

Classroom Assessment FOR Student Learning Study

Student Survey of Motivation
Teacher Instructions

TEACHERS: PLEASE READ THE BELOW INSTRUCTIONS ALOUD TO YOUR STUDENTS BEFORE HANDING OUT THE FORMS.

We would like to ask you to respond to some sentences about your feelings about math. The information will be used in a study of math achievement.

We hope that you will respond to all the sentences, but if you don't want to respond to a sentence you do not have to. Responding to all the sentences should take you about 10 minutes.

Do not put your name on the form. No one in your family or your school will know how you answer these questions. There are no right or wrong answers.

Use a regular number 2 pencil to fill out the form. For each sentence, fill in the box for the answer that says how true the sentence is for you. Fill in the box you choose completely; don't mark it with an 'X' or a check mark.

Thank you for letting us know how you feel about math!

Teachers: please make sure your students fill in the boxes correctly. If there are words the students do not understand, you may explain the words to them.



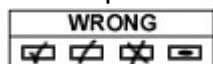
Thank you for your time! If you have any questions about this survey, please contact Dr. Andrea Beesley, Study Director. She can be reached at REL Central at 303-632-5541 or by email at abeesley@mcrel.org.

Adapted from IRRE. (1998). Research Assessment Package for Schools (RAPS) Manual. Available at http://www.irre.org/publications/pdfs/RAPS_manual_entire_1998.pdf and Midgley, C., Maehr, M. L., Hruda, L. Z., Anderman, E., Anderman, L., Freeman, K. E., et al. (2000). Manual for the Patterns of Adaptive Learning Scales (PALS). Ann Arbor, MI: University of Michigan.

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 10 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sandra Garcia, Institute of Education Sciences, 555 New Jersey Avenue, S.W., Room 506C, Washington, D.C. 20208-4651.

Student Survey of Motivation

-Read each of the following sentences. For each one, show us how true it is for YOU by filling in the box below one of the four answers: Very True, Sort of True, Not Very True, or Not at All True.
 -There are no right or wrong answers. -Use a regular No. 2 pencil.  NO. 2 PENCIL
 -Fill in the boxes like this:  -Not like this: 

	Very True	Sort of True	Not Very True	Not at All True
1. I work very hard on my math work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I do my math homework because I like to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I work on my math classwork because it's interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I'm certain I can figure out how to do the most difficult math work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I don't try very hard in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I do my math homework because I want to understand the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can do almost all the work in math if I don't give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I work on my math classwork because I think it's important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I'm certain I can master the skills taught in math this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I pay attention in math class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I work on my math classwork because I want to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I do my math homework because it's fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can do even the hardest work in math class if I try.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I don't work very hard in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I do my math homework because I want to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Even if the math work is hard, I can learn it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When I'm in math class I just act as if I'm working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I work on my math classwork because doing well in math is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I work on my math classwork because it's fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Choose the answer that best describes how important it is to do your best in math.	Very Important	Sort of Important	Not Very Important	Not at All Important
20. How important is it to you to do the best you can in math?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>