

APPENDIX C: PISA INSTRUMENTS

PISA 2012 Student and School Questionnaires

The student and school questionnaires to be used in the PISA field test in 2011 will largely replicate the questionnaires administered in 2003, the last time that mathematics was the major domain assessed. The PISA 2012 student and school questionnaires are expected to be very much like the 2003 versions because mathematics was also the major domain in PISA 2003 and thus the content questions focus on mathematics, as they will in PISA 2012. The 2003 questionnaires are included in this appendix. The PISA Questionnaire Expert Group has identified items in the 2003 instruments to retain and items to eliminate.

The following items have been proposed for *deletion* from the questionnaires.

Student questionnaire	
Education career	20, 21, 22, 37, 38, 39, 40, 42
Attitudes towards school	24
Strategies (memorization)	32c, 32f, 32g, 32i, and 32m
Learning preferences (cooperative vs. competitive)	35
Information communication technology	44-50 (all of section H)
School questionnaire	
Percent second-language learners	17
Grades covered	5
Teacher behaviors	28a, 28f, 28i, and 28k
Teacher participation	38c, e, m
Student behaviors	28b, 28d, 28g, 28h, 28j, 28l

One purpose of the field trial is to try out alternative items formats to improve the quality and cross-national comparability of the data so items used in 2003 may be presented in different formats (e.g., variations of existing Likert response scales) or 2003 constructs may be measured using new item formats (e.g., forced choice, situational judgment, vignettes) in order to find an optimal way of gathering the information. At the time of this submission (May 2010) the proposed items are not available from the international consortium. They will be submitted to OMB for review at a later date, once they become available.

PISA 2012 may also include new measures to extend the measurement of constructs included in the 2003 instruments. *Additional measures, as proposed by the Questionnaire Expert Group, to be developed* and included in the field trial questionnaires are shown below. At the time of this submission (May 2010) the proposed items are not yet available from the international consortium.

Construct (addressed in 2003 instrument)	Proposed measure to extend existing construct
Strategies and metacognition (student questionnaire)	<ul style="list-style-type: none"> • Metacognitive knowledge with regard to problem-solving
Beliefs about mathematics (student questionnaire)	<ul style="list-style-type: none"> • Epistemological beliefs about mathematics
Motivation and intention (student questionnaire)	<ul style="list-style-type: none"> • Long-term intentions or “future orientations” regarding mathematics
Self-related beliefs and planned behavior (student questionnaire)	<ul style="list-style-type: none"> • Attitudes, subjective norms, and perceived behavioral control
Learning environment and opportunity-to-learn (OTL) (student questionnaire)	<ul style="list-style-type: none"> • Content coverage • Instructional quality: challenge and cognitive activation
School and system level support for teaching and learning of mathematical literacy (school questionnaire)	<ul style="list-style-type: none"> • Mathematics course offerings • Qualification of mathematics teaching staff • Collaboration among mathematics teaching staff



OECD Programme for International Student Assessment

*United States of America
English*

PISA 2003 SCHOOL QUESTIONNAIRE

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT



Learning
for Living



OMB LABEL

Project Consortium:

Australian Council for Educational Research (ACER)

Netherlands National Institute for Educational Measurement (CITO group)

Educational Testing Service (ETS, USA)

National Institute for Educational Policy Research (NIER, Japan)

Westat (USA)

This questionnaire asks for information about:

- The characteristics of the school;
- The student body;
- Teachers in the school;
- Some of the pedagogical practices of the school, sometimes with particular regard to mathematics;
- The school's resources;
- Some of the administrative structures within the school.

This information may, for example, help to establish the impact of resource distribution on student achievements — both within and between countries. It may also help to establish the impact of different teaching strategies and practices on student achievement.

The questionnaire should be completed by the principal or designate.

It should take about 30 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no one school can be identified.

Q1 Which of the following best describes the community in which your school is located?

(Please check only one box.)

A village, hamlet or rural area (fewer than 3,000 people) ₁

A small town (3,000 to about 15,000 people) ₂

A town (15,000 to about 100,000 people) ₃

A city (100,000 to about 1,000,000 people) ₄

A large city with over 1,000,000 people ₅

Q2 As of March 1, 2003, what was the total school enrollment (number of students)?

(Please write a number in each row. Write 0 (zero) if there are none.)

a) Number of boys: _____

b) Number of girls: _____

Q3 Is your school a public or a private school?

(Please check only one box.)

A public school ₁

A private school ₂

Q4 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)

%

- a) Government (includes departments, local, regional, state and national) _____
- b) Student fees or school charges paid by parents (e.g. fees paid for books, locker fees, field trips, etc.) _____
- c) Benefactors, donations, bequests, sponsorships, parent fund raising _____
- d) Other _____

Total	100%
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Q5 Are the following grade levels found in your school?

(Please check one box on each row.)

	<i>Yes</i>	<i>No</i>
a) Kindergarten	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Grade 1.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Grade 2.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Grade 3.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Grade 4.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Grade 5.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Grade 6.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Grade 7.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Grade 8.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Grade 9.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Grade 10.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Grade 11.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Grade 12.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Grade 13.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Ungraded school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q6 About what percentage of students in your school repeated a grade, at the middle/junior high school level (grades 7-9) and the high school level (grades 10-12), last academic year?

(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Check the not applicable box if the grade level does not appear in your school.)

	%	Not applicable
The approximate percentage of students repeating a grade at the middle or junior high school level (grades 7-9) in this school last year was:	_____	<input type="checkbox"/> 997
The approximate percentage of students repeating a grade at the high school level (grades 10-12) in this school last year was:	_____	<input type="checkbox"/> 997

Q7 As of March 1, 2003, what percentage of students at this school were eligible for free or reduced price school lunches through the National School Lunch Program?

(Please write a number in each row. Write 0 (zero) if there are none.)

Percentage of students : _____

Q8 How many instructional days are in the school year?

Number of instructional days : _____

Q9 On the average, how many hours *in total* are there in the school day? (include lunch breaks, study hall time, and after school activities)

Number of total hours in a school days : _____

Q10 On the average, how many hours for *instruction* are there in the school day? (exclude lunch breaks and after school activities)

Number of total hours in a school day : _____

Q11 Is your school's capacity to provide instruction hindered by a shortage or inadequacy of any of the following?

(Please check one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Availability of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Availability of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Availability of qualified English teachers ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Availability of qualified foreign language teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Availability of experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Availability of substitute/replacement teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Availability of instructional support personnel (including technical or lab support)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Budget for supplies (e.g. paper, pencils)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) School buildings and grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Heating/cooling and lighting systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Instructional space (e.g. classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Special equipment for disabled students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
p) Calculators for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Science laboratory equipment and materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q12 In your school, about how many computers are:

(Please write a number in each row. Write 0 (zero) if there are none.)

	<i>Number</i>
a) in the school altogether?	_____
b) available to 15-year-old students?	_____
c) available only to teachers?	_____
d) available only to administrative staff?	_____
e) connected to the Internet/World Wide Web?	_____
f) connected to a local area network (LAN)?	_____

Q13 How much consideration is given to the following factors when students are admitted to your school?

(Please check one box in each row.)

	<i>Prerequisite</i>	<i>High priority</i>	<i>Considered</i>	<i>Not considered</i>
a) Residence in a particular area ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student's academic record (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Student need or desire for a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attendance of other family members at the school (past or present)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q14 Think about the students in your school. How much do you agree with the following statements?

(Please check one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Students enjoy being in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students work with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students value academic achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students are cooperative and respectful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students value the education they can receive in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students do their best to learn as much as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q15 Generally, in your school, how often are 15-year-old students assessed using:

(Please check only one box in each row.)

	<i>Never</i>	<i>1 – 2 times a year</i>	<i>3 – 5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
a) Standardized tests?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-developed tests?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teachers' evaluations of students? ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student portfolios?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Student assignments/projects/homework?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q16 In your school, are assessments of 15-year-old students used for any of the following purposes?

(Please check only one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) To inform parents about their child's progress. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) To make decisions about students' retention or promotion. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) To group students for instructional purposes. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) To compare the school to national, state or district performance. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) To monitor the school's progress from year to year. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) To make judgements about teachers' effectiveness. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) To identify aspects of instruction or the curriculum that could be improved. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) To compare the school with other schools. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q17 About how many 15-year-old students in your school have a first language that is not English?

(Please check only one box.)

- a) 40% or more ₁
- b) 20% or more but less than 40% ₂
- c) 10% or more but less than 20% ₃
- d) Less than 10% ₄

Q18 *Schools with students whose first language is not English sometimes offer specific language options to these students. Does your school offer any of the following options to 15-year-old students whose first language is not English?*

(Please check one box in each row.)

	<i>No, not for any languages</i>	<i>Yes for one language</i>	<i>Yes for 2 or more languages</i>	<i>Not applicable</i>
a) Instruction in their native language is offered as a separate subject specifically for these students (e.g. Spanish language/literature for native Spanish speakers).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Instruction in their native language is offered as a separate subject for students who wish to learn the language (e.g. Spanish language/literature for students who want to learn or improve Spanish).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Instruction in other parts of the curriculum is offered in their language (e.g. mathematics course taught in Spanish).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- Q19** *Schools sometimes organize instruction differently for students with different abilities and interests in mathematics. Which of the following options describe what your school does for 15-year-old students in mathematics?*

(Please check one box in each row.)

	<i>For all classes</i>	<i>For some classes</i>	<i>For no classes</i>
a) Mathematics classes study similar content, but at different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Different classes study different content or sets of mathematics topics that have different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Students are grouped by ability within their mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Students are not grouped by ability in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

- Q20** *In your school, do any of the following activities to promote engagement with mathematics occur?*

(Please check one box in each row)

	<i>Yes</i>	<i>No</i>
a) Enrichment mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Remedial mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Mathematics competitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Mathematics clubs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Computer clubs (specifically related to mathematics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q21 How many of the following are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

(Please write a number in each space provided. Write 0 (zero) if there is none.)

	<i>Full time</i>	<i>Part Time</i>
a) Teachers in TOTAL	_____	_____
b) Teachers with a regular or standard state certificate or advanced professional certificate.....	_____	_____
c) Teachers with a probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period.)	_____	_____
d) Teachers with provisional or other type of certification given to persons who are still participating in what the state calls an “alternative certification program.”.....	_____	_____
e) Teachers with a temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained.)	_____	_____
f) Teachers with an emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.)	_____	_____

Q22 How many of the following are on the MATHEMATICS staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Please count only those teachers who have taught or will teach mathematics during the current school year.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

	<i>Full time</i>	<i>Part Time</i>
a) Teachers of mathematics in TOTAL	_____	_____
b) Teachers of mathematics with a bachelor's or master's degree with a major in mathematics, mathematics education, statistics, physics, or engineering	_____	_____
c) Teachers of mathematics with a bachelor's or master's degree but not a major in mathematics, mathematics education, statistics, physics, or engineering.....	_____	_____
d) Teachers of mathematics with a bachelor's or master's degree in education	_____	_____
e) Teachers of mathematics with an associate's degree but not a bachelor's or master's degree	_____	_____

Q23 During the last year, have any of the following been used to monitor the practice of mathematics teachers at your school?

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
a) Tests or assessments of student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Principal or senior staff observations of lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q24 How much do you agree with these statements about innovation in your school?

(Please check one box in each row.)

- | | <i>Strongly
agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly
disagree</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Mathematics teachers are interested in trying new methods and teaching practices. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) There is a preference among mathematics teachers to stay with well-known methods and practices. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) There are frequent disagreements between 'innovative' and 'traditional' mathematics teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Q25 How much do you agree with these statements about teachers' expectations in your school?

(Please check one box in each row.)

- | | <i>Strongly
agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly
disagree</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) There is consensus among mathematics teachers that academic achievement must be kept as high as possible. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) There is consensus among mathematics teachers that it is best to adapt academic standards to the students' level and needs. ... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) There are frequent disagreements between mathematics teachers who consider each other to be 'too demanding' or 'too lax'. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Q26 How much do you agree with these statements about teaching goals in your school?

(Please check one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is consensus among mathematics teachers that the social and emotional development of the student is as important as their acquisition of mathematical skills and knowledge in mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is consensus among mathematics teachers that the development of mathematical skills and knowledge in students is the most important objective in mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between mathematics teachers who consider each other as ‘too focused on skill acquisition’ or ‘too focused on the affective development’ of the student.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q27 Think about the teachers in your school. How much do you agree with the following statements?

(Please check one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The morale of teachers in this school is high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers work with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers value academic achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q28 In your school, to what extent is the learning of students hindered by:

(Please check one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) teachers' low expectations of students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) student absenteeism?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) poor student-teacher relations?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) disruption of classes by students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) teachers not meeting individual students' needs?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) teacher absenteeism?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) students skipping classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) students lacking respect for teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) staff resisting change?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) student use of alcohol or illegal drugs?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) teachers being too strict with students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) students intimidating or bullying other students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) students not being encouraged to achieve their full potential?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q29 In your school, who has the main responsibility for:

(Please check as many boxes as appropriate in each row.)

	<i>Not a main responsibility of the school</i>	<i>Appointed or elected school board</i>	<i>Principal</i>	<i>Department Head</i>	<i>Teacher(s)</i>
a) hiring teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) firing teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) establishing teachers' starting salaries?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) determining teachers' salary increases?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) formulating the school budget?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) deciding on budget allocations within the school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) establishing student disciplinary policies? ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) establishing student assessment policies? ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) approving students for admittance to the school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) choosing which textbooks are used?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) determining course content?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) deciding which courses are offered?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Q30 In your school, which of the following bodies exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practices?

(Please check as many boxes as apply.)

	<i>Area of influence:</i>			
	<i>Staffing</i>	<i>Budgeting</i>	<i>Instructional content</i>	<i>Assessment practices</i>
a) Local, state or national education authorities (e.g. Department of Education).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Appointed or elected school board.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Employers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Parent groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Teacher groups (e.g. Staff Association, curriculum committees, union)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Student groups (e.g. Student Association, youth organization)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) External examination boards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Thank you for completing this questionnaire.



OECD Program for
International Student Assessment 2003

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT



Learning
for Living

PISA 2003
STUDENT QUESTIONNAIRE

STOP

**PLEASE DO NOT TURN THE PAGE
UNTIL INSTRUCTED TO DO SO.**

In this booklet you will find questions about:

- You and your family (Sections A and B).
- Your education (Section C).
- Your school (Section D).
- Learning mathematics (Section E).
- Your mathematics classes (Section F).
- Your experience at school (Section G).
- Information communication technology (Section H).

Please read each question carefully and answer as accurately as you can. In the test you usually circled your answers. For this questionnaire, you will normally answer by checking a box. For a few questions you will need to write a short answer.

If you make a mistake when checking a box, cross out your error and mark the correct box. If you make an error when writing an answer, simply cross it out and write the correct answer next to it.

In this questionnaire, there are no ‘right’ or ‘wrong’ answers. Your answers should be the ones that are ‘right’ for you.

You may ask for help if you do not understand something or are not sure how to answer a question.

Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential.

SECTION A: ABOUT YOU

Q1 What grade are you in?

grade

Q2 On what date were you born?

(Please write the day, month and year you were born.)

_____ 198 _____

Month Day Year

Q3a Are you female or male?

Female *Male*

₁ ₂

Q3b Which best describes you?

(Please check one box only.)

- a) I am Hispanic or Latino..... ₁
- b) I am **not** Hispanic or Latino..... ₂

Q3c Which of these categories best indicate your race?

(Check all that apply.)

- a) White ₁
- b) Black or African American..... ₁
- c) Asian ₁
- d) American Indian or Alaska Native ₁
- e) Native Hawaiian or other Pacific Islander..... ₁

SECTION B: YOU AND YOUR FAMILY

In this section you will be asked some questions about your family and your home.

Some of the following questions are about your mother and father or those person(s) who are like a mother or father to you — for example, guardians, step-parents, foster parents, etc.

If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/guardians you spend the most time with.

Q4 Who usually lives at home with you?

(Please check as many boxes as apply.)

- a) Mother ₁
- b) Other female guardian (e.g., stepmother or foster mother) ₁
- c) Father ₁
- d) Other male guardian (e.g., stepfather or foster father) ₁
- e) Others (e.g. brother, sister, cousin, grandparents) ₁

Q5 What is your mother currently doing?

(Please check only one box.)

- a) Working full-time for pay ₁
- b) Working part-time for pay ₂
- c) Not working, but looking for a job ₃
- d) Other (e.g. home duties, retired) ₄

Q6 What is your father currently doing?

(Please check only one box.)

- a) Working full-time for pay ₁
- b) Working part-time for pay ₂
- c) Not working, but looking for a job ₃
- d) Other (e.g. home duties, retired) ₄

Q7 What is your mother's main job? (e.g., school teacher, nurse, sales manager)

(If she is not working now, please tell us her last main job.)

Please write in the job title. _____

Q8 What does your mother do in her main job? (e.g., teaches high school students, cares for patients, manages a sales team)

Please use a sentence to describe the kind of work she does or did in that job.

Q9 What is your father's main job? (e.g., school teacher, carpenter, sales manager)

(If he is not working now, please tell us his last main job.)

Please write in the job title. _____

Q10 What does your father do in his main job? (e.g., teaches high school students, builds houses, manages a sales team)

Please use a sentence to describe the kind of work he does or did in that job.

Q11 Which of the following did your mother complete at school?

(Please check as many boxes as apply.)

- a) High school diploma..... ₁
- b) High school equivalency or GED ₁
- c) Middle or junior high school ₁
- d) Elementary school ₁
- e) None of the above ₁

Q12 Does your mother have any of the following qualifications?

(Please check as many boxes as apply.)

Yes

- a) Bachelor's, master's, doctorate or professional degree such as law or medicine ₁
- b) Associate's degree ₁
- c) Vocational or technical certificate/diploma after high school ₁

Q13 Which of the following did your father complete at school?

(Please check as many boxes as apply.)

- a) High school diploma ₁
- b) High school equivalency or GED ₁
- c) Middle or junior high school ₁
- d) Elementary school ₁
- e) None of the above ₁

Q14 Does your father have any of the following qualifications?

(Please check as many boxes as apply.)

Yes

- a) Bachelor's, master's, doctorate or professional degree such as law or medicine ₁
- b) Associate's degree ₁
- c) Vocational or technical certificate/diploma after high school ₁

Q15a In what country were you and your parents born?*(Please check one answer per column.)*

	You	Mother	Father
United States*	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
Other country	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₂

Q15b If you were NOT born in the United States*, how old were you when you arrived in the United States*?*(If you were less than 12 months old, please write zero (0).)*

_____ Years

*NOTE: 'United States' includes the 50 states and U.S. military bases abroad.

Q16 What language do you speak at home most of the time?*(Please check only one box.)*

English.....	<input type="checkbox"/> ₀₁
Spanish	<input type="checkbox"/> ₀₂
Other language	<input type="checkbox"/> ₀₃

Q17 Which of the following do you have in your home?*(Please check as many boxes as apply.)*

Yes

- a) A desk to study at ₁
- b) A room of your own ₁
- c) A quiet place to study ₁
- d) A computer you can use for school work ₁
- e) Educational software ₁
- f) A link to the Internet ₁
- g) Your own calculator ₁
- h) Classic literature (e.g., Shakespeare, Jane Austen, Mark Twain) ₁
- i) Books of poetry ₁
- j) Works of art (e.g., paintings) ₁
- k) Books to help with your school work ₁
- l) A dictionary ₁
- m) A dishwasher ₁

Q18 How many of these do you have at your home?*(Please check only one box in each row.)*

	None	One	Two	Three or more
a) Cellular phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Television	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Car	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Bathroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q19 How many books are there in your home?*There are usually about 40 books per yard of shelving. Do not include magazines, newspapers, or your schoolbooks.**(Please check only one box.)*

0-10 books	<input type="checkbox"/> ₁
11-25 books	<input type="checkbox"/> ₂
26-100 books	<input type="checkbox"/> ₃
101-200 books	<input type="checkbox"/> ₄
201-500 books	<input type="checkbox"/> ₅
More than 500 books	<input type="checkbox"/> ₆

SECTION C: YOUR EDUCATION

Q20 Did you attend kindergarten?

No ₁

Yes, for one year or less ₂

Yes, for more than one year ₃

Q21 How old were you when you started elementary school?

_____ *Years*

Q22 Have you ever repeated a grade?

(Please check only one box on each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
a) In elementary school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) In middle or junior high school.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) In high school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q23 Which of the following do you expect to complete?*(Please check as many as apply.)*

- a) Middle or junior high school ₁
- b) High school..... ₁
- c) Vocational or technical certificate after high school (such as cosmetology or auto mechanics) ₁
- d) Associate's degree ₁
- e) Bachelor's degree or higher..... ₁

Q24 Thinking about what you have learned in school: To what extent do you agree with the following statements?*(Please check only one box on each row.)*

- | | <i>Strongly agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) School has done little to prepare me for adult life when I leave school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) School has been a waste of time. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) School has helped give me confidence to make decisions. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) School has taught me things which could be useful in a job. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

SECTION D: YOUR SCHOOL

Q25 Thinking about the teachers at your school: To what extent do you agree with the following statements?

(Please check only one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Students get along well with most teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers are interested in students' well-being.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Most of my teachers really listen to what I have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) If I need extra help, I will receive it from my teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Most of my teachers treat me fairly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q26 In the last two full weeks you were in school, how many times did you arrive late for school?

(Please check only one box)

None	<input type="checkbox"/> ₁
One or two times	<input type="checkbox"/> ₂
Three or four times	<input type="checkbox"/> ₃
Five or more times	<input type="checkbox"/> ₄

*The following question asks about the time you spend studying and doing different kinds of homework outside of your regular classes. This should include **all of your studying and homework**.*

Q27 On average, how many hours do you spend each week on the following?

When answering include time on the weekend too.

- a) Homework or other study assigned by your teachers _____ hours per week
- b) Remedial classes at school _____ hours per week
- c) Enrichment classes at school _____ hours per week
- d) Working with a tutor _____ hours per week
- e) Attending out-of-school classes _____ hours per week
- f) Other study _____ hours per week

SECTION E: LEARNING MATHEMATICS

Q28 Thinking about your views on mathematics: To what extent do you agree with the following statements?

(Please check only one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) I enjoy reading about mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Making an effort in mathematics is worth it because it will help me in the work that I want to do later on.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I look forward to my mathematics lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I do mathematics because I enjoy it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Learning mathematics is worthwhile for me because it will improve my career prospects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I am interested in the things I learn in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Mathematics is an important subject for me because I need it for what I want to study later on.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I will learn many things in mathematics that will help me get a job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q29 How confident do you feel about having to do the following mathematics tasks?

(Please check only one box in each row.)

	<i>Very confident</i>	<i>Confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>
a) Using a train timetable to work out how long it would take to get from one place to another.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Calculating how much cheaper a TV would be after a 30% discount.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Calculating how many square feet of tile you need to cover a floor.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Understanding graphs presented in newspapers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Solving an equation like $3x+5=17$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Finding the actual distance between two places on a map with a 1:100 scale.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solving an equation like $2(x+3)=(x+3)(x-3)$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Calculating the gas mileage of a car.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q30 *Thinking about studying mathematics: To what extent do you agree with the following statements?*

(Please check only one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) I often worry that it will be difficult for me in mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am just not good at mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I get very tense when I have to do mathematics homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I get good grades in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I get very nervous doing mathematics problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I learn mathematics quickly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I have always believed that mathematics is one of my best subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I feel helpless when doing a mathematics problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) In my mathematics class, I understand even the most difficult work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I worry that I will get poor grades in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

*The following question asks about the time you spend studying and doing **mathematics** homework outside of your regular Mathematics classes.*

Q31 On average, how much time do you spend each week on the following?

When answering include time at the weekend too.

- a) Homework or other study assigned by your mathematics teacher _____ hours per week
- b) Remedial classes in mathematics at school _____ hours per week
- c) Enrichment classes in mathematics at school _____ hours per week
- d) Working with a mathematics tutor _____ hours per week
- e) Attending out-of-school mathematics classes _____ hours per week
- f) Other mathematics activities (e.g. mathematics competitions, mathematics club) _____ hours per week

Q32 *There are different ways of studying mathematics. To what extent do you agree with the following statements?*

(Please check only one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) When I study for a mathematics test, I try to figure out the most important parts to learn.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) When I am solving mathematics problems, I often think of new ways to get the answer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) When I study mathematics, I make myself check to see if I remember the work I have already done.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) When I study mathematics, I try to figure out which concepts I still have not understood properly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I think about how the mathematics I have learned can be used in everyday life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I go over some problems in mathematics so often that I feel as if I could solve them in my sleep.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) When I study for mathematics, I learn as much as I can by heart.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I try to understand new concepts in mathematics by relating them to things I already know.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) In order to remember the method for solving a mathematics problem, I go through examples again and again.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) When I cannot understand something in mathematics, I always search for more information to clarify the problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) When I am solving a mathematics problem, I often think about how the solution might be applied to other interesting questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- | | <i>Strongly
agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly
disagree</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| l) When I study mathematics, I start by
figuring out exactly what I need to learn. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| m) To learn mathematics, I try to remember
every step in a procedure. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| n) When learning mathematics, I try to relate
the work to things I have learned in other
subjects. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

SECTION F: YOUR MATHEMATICS CLASSES

The following question is about your mathematics classes: The class period is the length of time each lesson runs for on a normal day. Some classes may run for ‘double periods’, but the class period refers to the basic unit of time used to break up your day at school.

Q33a How many minutes, on average, are there in a class period?

Minutes in a class period: _____ minutes

Q33b In the last full week you were in school, how many class periods did you spend in mathematics?

Number of **mathematics** class periods: _____ class periods

Q33c In the last full week you were in school, how many class periods did you have in total?

Number of **ALL** class periods (*including your mathematics classes*): _____ class periods

Q34 On average, about how many students are in your mathematics class?

_____ students

Q35 *Thinking about your mathematics classes: To what extent do you agree with the following statements?*

(Please check only one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) I would like to be the best in my class in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) In mathematics I enjoy working with other students in groups.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I try very hard in mathematics because I want to do better on the exams than the others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) When we work on a project in mathematics, I think that it is a good idea to combine the ideas of all the students in a group.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I make a real effort in mathematics because I want to be one of the best.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I do my best work in mathematics when I work with other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) In mathematics I always try to do better than the other students in my class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) In mathematics, I enjoy helping others to work well in a group.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) In mathematics I learn most when I work with other students in my class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I do my best work in mathematics when I try to do better than others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q36 How often do these things happen in your mathematics classes?

(Please check only one box in each row.)

	<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or hardly ever</i>
a) The teacher shows an interest in every student's learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students don't listen to what the teacher says.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The teacher gives extra help when students need it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students work from books and other printed material.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The teacher helps students with their learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The teacher continues teaching until the students understand.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The teacher has to wait a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Students cannot work well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The teacher gives students an opportunity to express opinions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Students don't start working for a long time after the class begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION G: YOUR EXPERIENCE AT SCHOOL

Q37 Did you ever miss two or more consecutive months of elementary school?

(Please check only one box.)

No, never ₁

Yes, once ₂

Yes, twice or more ₃

Q38 Did you ever miss two or more consecutive months of middle or junior high school?

(Please check only one box.)

No, never ₁

Yes, once ₂

Yes, twice or more ₃

Q39 Did you change schools when you were attending elementary school?

(Please check only one box.)

No, I attended all of elementary school at the same school. ₁

Yes, I changed schools once. ₂

Yes, I changed schools twice or more. ₃

Q40 Did you change schools when you were attending middle or junior high school?

(Please check only one box.)

No, I attended all of middle/junior high school at the same school. ₁

Yes, I changed schools once. ₂

Yes, I changed schools twice or more. ₃

Q41 What type of mathematics class are you taking?

(Please check only one box.)

Pre-algebra or general mathematics ₁

Algebra I ₂

Geometry..... ₃

Algebra II..... ₄

Precalculus or calculus..... ₅

Other ₆

Q42 In your last school report, how did your grade in mathematics compare with the passing grade?

(Please check only one box.)

At or above the passing grade ₁

Below the passing grade ₂

Q43 What kind of job do you expect to have when you are about 30 years old?

Write the job title. _____

SECTION H: INFORMATION COMMUNICATION TECHNOLOGY

*The following questions ask about computers: This does **not** include calculators or game consoles like a Sony PlayStation™.*

Q44 Is there a computer available for you to use at any of these places?

(Please check one box on each row.)

- | | <i>Yes</i> | <i>No</i> |
|--------------------------|---------------------------------------|---------------------------------------|
| a) At home | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) At school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) At other places | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q45 Have you ever used a computer?

- | <i>Yes</i> | <i>No</i> |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you use a computer in any setting, please continue.

If you do not, **PLEASE STOP HERE.**

Q46 How long have you been using computers?

(Please check only one box.)

- Less than one year. ₁
- One to three years. ₂
- Three to five years. ₃
- More than five years. ₄

Q47 How often do you use a computer at these places?

(Please check one box on each row.)

	<i>Almost every day</i>	<i>A few times each week</i>	<i>Between once a week and once a month</i>	<i>Less than once a month</i>	<i>Never</i>
a) At home	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) At school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) At other places	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q48 How often do you use:*(Please check one box on each row.)*

	<i>Almost every day</i>	<i>A few times each week</i>	<i>Between once a week and once a month</i>	<i>Less than once a month</i>	<i>Never</i>
a) the Internet to look up information about people, things, or ideas?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) games on a computer?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Word processing (e.g. Word ® or WordPerfect®)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) the Internet to collaborate with a group or team?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) spreadsheets (e.g. Lotus 1 2 3 ® or Microsoft Excel®)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) the Internet to download software (including games)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) drawing, painting or graphics programs on a computer?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) educational software such as Mathematics programs?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) the computer to help you learn school material?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) the Internet to download music?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) the computer for programming?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) a computer for electronic communication (e.g. e-mail or “chat rooms”)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q49 How well can you do each of these tasks on a computer?

(Please check one box on each row.)

	<i>I can do this very well by myself.</i>	<i>I can do this with help from someone.</i>	<i>I know what this means but I cannot do it.</i>	<i>I don't know what this means.</i>
a) Start a computer game.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use software to find and get rid of computer viruses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Open a file.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Create/edit a document.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Scroll a document up and down a screen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use a database to produce a list of addresses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Copy a file from a floppy disk.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Save a computer document or file.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Print a computer document or file.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Delete a computer document or file.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Move files from one place to another on a computer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Get on to the Internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Copy or download files from the Internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Attach a file to an e-mail message.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Create a computer program (e.g. in Logo, Pascal, Basic).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Use a spreadsheet to plot a graph.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Create a presentation (e.g. using PowerPoint).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>I can do this very well by myself.</i>	<i>I can do this with help from someone.</i>	<i>I know what this means but I cannot do it.</i>	<i>I don't know what this means.</i>
r) Play computer games.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Download music from the Internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
t) Create a multi-media presentation (with sound, pictures, video).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
u) Draw pictures using a mouse.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
v) Write and send e-mails.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
w) Construct a web page.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q50 *Thinking about your experience with computers: To what extent do you agree with the following statements?*

(Please check one box on each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) It is very important to me to work with a computer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I think playing or working with a computer is really fun.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I use a computer because I am very interested in computers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I lose track of time when I am working with the computer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q51 Who taught you most about how to use COMPUTERS?*(Please check only one box.)*My school. ₁My friends. ₂My family. ₃I taught myself. ₄Others. ₅**Q52 Who taught you most about how to use the INTERNET?***(Please check only one box.)*I don't know how to use the Internet. ₁My school. ₂My friends. ₃My family. ₄I taught myself. ₅Others. ₆

Thank you for completing this questionnaire.
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