



**Attachment 3:
Summary of Changes to School and Student Questionnaire Items
Included in Original Submission**

A. PISA 2012 Field Test School Questionnaire Items

- 1. Items that are the same as in 2003 School Questionnaire**
- 2. Items revised from 2003 School Questionnaire**
- 3. Items not included in 2003 School Questionnaire**
- 4. Items in 2003 School Questionnaire that have been eliminated**

B. PISA 2012 Field Test Student Questionnaire Items

Note: There are 4 different forms of the student questionnaire for the field test. Each student will complete one questionnaire estimated at 30 minutes.

- 1. Items that are the same as in 2003 Student Questionnaire**
- 2. Items revised from 2003 Student Questionnaire**
- 3. Items not included in 2003 Student Questionnaire**
- 4. Items in 2003 Student Questionnaire that have been eliminated**

A. PISA 2012 Field Test School Questionnaire

1. Items that are the same as in 2003 School Questionnaire

PISA 2012 Field Test School Questionnaire		PISA 2003 School Questionnaire Item Number
Item Number	Stem	
SC01	Is your school a public or a private school? A public school A private school	Q3
SC02	About what percentage of your total funding for a typical school year comes from the following sources? <i>(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)</i> a. Government (includes departments, local, state, and federal) b. Tuition, student fees, or school charges paid by parents c. Benefactors, donations, bequests, sponsorships, parent fundraising d. Other	Q4
SC03	Which of the following best describes the community in which your school is located? a. A village, hamlet, or rural area (fewer than 3,000 people) b. A small town (3,000 to about 15,000 people) c. A town (15,000 to about 100,000 people) d. A city (100,000 to about 1,000,000 people) e. A large city (with over 1,000,000 people)	Q1
SC07	As of February 1, 2011, what was the total school enrollment (number of students)? Number of boys Number of girls	Q2
SC08	About what percentage of students in your school repeated a grade, at these levels, last academic year? <i>(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Check the 'not available' box if the level does not exist in your school.)</i>	Q6

	<p>a. The approximate percentage of students repeating a grade at middle/junior high school level (grades 7-9) in this school last year was:</p> <p>b. The approximate percentage of students repeating a grade at high school level (grades 10-12) in this school last year was:</p>	
SC10	<p>How many of the following are on the mathematics staff of your school?</p> <p>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.</p> <p>Please count only those teachers who have taught or will teach mathematics during the current school year.</p> <p><i>(Please write a number in each space provided. Write 0 (zero) if there are none.)</i></p> <p style="text-align: right;">Full Time/Part Time</p> <p>Teachers of mathematics in TOTAL</p> <p>Teachers of mathematics with a bachelor's or master's degree with a major in mathematics, mathematics education, statistics, physics, or engineering</p> <p>Teachers of mathematics with a bachelor's or master's degree but not a major in mathematics, mathematics education, statistics, physics, or engineering</p> <p>Teachers of mathematics with a bachelor's or master's degree in education</p> <p>Teachers of mathematics with an associate's degree but not a bachelor's or master's degree</p>	Q22
SC15	<p><i>[stem slightly changed from 2003 – asks about 10th grade students instead of 15-year-old students]</i></p> <p>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 the 10th grade students in mathematics classes?</p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: right;">For all classes/For some classes/Not for any classes</p>	Q19

	<p>a. Mathematics classes study similar content, but at different levels of difficulty.</p> <p>b. Different classes study different content or sets of mathematics topics that have different levels of difficulty.</p> <p>c. Students are grouped by ability within their mathematics classes.</p> <p>d. In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e., students are not grouped by ability).</p>	
SC18	<p>In your school, are assessments of students in the 10th grade used for any of the following purposes?</p> <p><i>(Please check only one box in each row.)</i></p> <p style="text-align: right;">Yes/No</p> <p>To inform parents about their child's progress</p> <p>To make decisions about students' retention or promotion</p> <p>To group students for instructional purposes</p> <p>To compare the school to district, state, or national performance</p> <p>To monitor the school's progress from year to year</p> <p>To make judgments about teachers' effectiveness</p> <p>To identify aspects of instruction or the curriculum that could be improved</p> <p>To compare the school with other schools</p>	Q16
SC26	<p>Think about the teachers in your school. How much do you agree with the following statements?</p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: right;">Strongly Agree/Agree/Disagree/Strongly Disagree</p>	Q27

	<p>The morale of teachers in this school is high.</p> <p>Teachers work with enthusiasm.</p> <p>Teachers take pride in this school.</p> <p>Teachers value academic achievement.</p>	
SC27	<p>How much do you agree with these statements about <u>innovation</u> in your school?</p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: center;">Strongly Agree/Agree/Disagree/Strongly Disagree</p> <p>Mathematics teachers are interested in trying new methods and teaching practices.</p> <p>There is a preference among mathematics teachers to stay with well-known methods and practices.</p> <p>There are frequent disagreements between ‘innovative’ and ‘traditional’ mathematics teachers.</p>	Q24
SC28	<p>How much do you agree with these statements about <u>teachers’ expectations</u> in your school?</p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: center;">Strongly Agree/Agree/Disagree/Strongly Disagree</p> <p>There is consensus among mathematics teachers that academic achievement must be kept as high as possible.</p> <p>There is consensus among mathematics teachers that it is best to adapt academic standards to the students’ level and needs.</p> <p>There are frequent disagreements between mathematics teachers who consider each other to be ‘too demanding’ or ‘too lax’.</p>	Q25
SC29	<p>How much do you agree with these statements about <u>teaching goals</u> in your school?</p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: center;">Strongly Agree/Agree/Disagree/Strongly Disagree</p>	Q26

	<p>There is consensus among mathematics teachers that the social and emotional development of students is as important as their acquisition of mathematical skills and knowledge in mathematics classes.</p> <p>There is consensus among mathematics teachers that the development of mathematical skills and knowledge in students is the most important objective in mathematics classes.</p> <p>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 students.</p>	
SC30	<p>During the last year, have any of the following methods been used to monitor the practice of <u>mathematics</u> teachers at your school?</p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: right;">Yes/No</p> <p>Tests or assessments of student achievement</p> <p>Teacher peer review (of lesson plans, assessment instruments, lessons)</p> <p>Principal or senior staff observations of lessons</p> <p>Observation of classes by inspectors or other persons external to the school</p>	Q23
National item (Q50)	Approximately what percentage of students at this school last year were eligible for free- or reduced-price lunches through the National School Lunch Program?	Q7

2. Items revised from 2003 School Questionnaire

The following table shows the wording of items in the final PISA 2012 Field Test School Questionnaire and the wording of the parallel items in the 2003 School Questionnaire. If the item was used in 2009 with the current wording this is noted. In some cases the overall item is the same as what appeared in 2003, but additional subitems have been added; this is noted where relevant.

2012		2003	
Item #	Item	Item #	Item
SC06	<p><i>Similar to Q8, Q9, and Q10: focuses on weeks instead of days; (b) and (c) are closed-response instead of open; (d) is new</i></p> <p>The following questions are about the amount of instructional time in your school.</p> <p>a. How many instructional weeks are in the school year? ___/52</p> <p><30 hours/30-32 hours/33-35 hour/36-40 hours/41-45 hours/>45 hours</p> <p>b. On the average, how many <u>hours</u> in total are there in the school week? (include lunch breaks, study hall time, and after school activities)</p> <p><22 hours/22-26 hours/27-31 hours/32-36 hours/>36 hours</p> <p>c. How many <u>hours</u> for instruction in all subjects are there in the school week? (exclude lunch breaks and after school activities)</p> <p>0 hours/1-2 hours/3-4 hours/5-6 hours/>6 hours</p> <p>d. How many <u>hours</u> for instruction in mathematics are there in the school week? (exclude lunch breaks and after</p>	Q8, Q9, Q10	<p>8. How many instructional days are in the school year?</p> <p>9. On the average, how many <u>hours</u> in total are there in the school day? (include lunch breaks, study hall time, and after school activities)</p> <p>10. How many <u>hours</u> for instruction are there in the school week? (exclude lunch breaks and after school activities)</p>

	school activities)		
SC09	<p><i>Similar to Q21, included as is in 2009 School Questionnaire</i></p> <p>How many of the following teachers are on the staff of your school?</p> <p><i>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.</i></p> <p><i>(Please write a number in each space provided. Write 0 (zero) if there are none.</i></p> <ul style="list-style-type: none"> a. Teachers in TOTAL b. Teachers fully certified by the state in the main assignment field c. Teachers with at least a bachelor's degree 	Q21	<p>How many of the following are on the MATHEMATICS staff of your school?</p> <p><i>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.</i></p> <p><i>Please count only those teachers who have taught or will teach mathematics during the current school year.</i></p> <p><i>(Please write a number in each space provided. Write 0 (zero) if there are none.)</i></p> <ul style="list-style-type: none"> 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
SC11	<p><i>Similar to Q12 and included as is in 2009 School Questionnaire</i></p> <p>At your school, what is the total number of students in the 10th grade? Approximately, how many computers are available for these students for educational purposes?</p> <p>Approximately, how many of these computers are connected to the Internet?</p>	Q12	<p>In your school, about how many computers are:</p> <p><i>(Please write a number in each row. Write 0 (zero) if there are none.)</i></p> <p>a) in the school altogether?</p> <p>b) available to 15-year-old students?</p> <p>c) available only to teachers?</p> <p>d) available only to administrative staff?</p> <p>e) connected to the Internet/World Wide Web?</p> <p>f) connected to a local area network (LAN)?</p>
SC14	<p>Is your school's capacity to provide instruction hindered by any of the following issues?</p> <p><i>(Please check one box in each row.)</i></p> <p><i>Not at all/Very little/To some/extent A lot</i></p> <p>a) A lack of qualified science teachers</p> <p>b) A lack of qualified mathematics teachers</p> <p>c) A lack of qualified English teachers</p> <p>d) A lack of qualified teachers of other subjects</p> <p>e) Shortage or inadequacy of science laboratory equipment</p>	Q11	<p>Is your school's capacity to provide instruction hindered by a shortage or inadequacy of any of the following?</p> <p><i>(Please check one box in each row.)</i></p> <p><i>Not at all/Very little/To some/extent A lot</i></p> <p>a) Availability of qualified mathematics teachers</p> <p>b) Availability of qualified science teachers</p> <p>c) Availability of qualified English teachers</p> <p>d) Availability of qualified foreign language</p>

	<p>f) Shortage or inadequacy of instructional materials (e.g., textbooks)</p> <p>g) Shortage or inadequacy of computers for instruction</p> <p>h) Lack or inadequacy of Internet connectivity</p> <p>i) Shortage or inadequacy of computer software for instruction</p> <p>j) Shortage or inadequacy of library materials</p> <p>k) Shortage or inadequacy of school buildings and grounds</p> <p>l) Shortage or inadequacy of heating/cooling and lighting systems</p> <p>m) Shortage or inadequacy of instructional space (e.g., classrooms)</p>		<p>teachers</p> <p>e) Availability of experienced teachers .</p> <p>f) Availability of substitute/replacement teachers</p> <p>g) Availability of instructional support personnel (including technical or lab support)</p> <p>h) Instructional materials (e.g. textbooks)</p> <p>i) Budget for supplies (e.g. paper, pencils)</p> <p>j) School buildings and grounds</p> <p>k) Heating/cooling and lighting systems</p> <p>l) Instructional space (e.g. classrooms)</p> <p>m) Special equipment for disabled students</p> <p>n) Computers for instruction</p> <p>o) Computer software for instruction</p> <p>p) Calculators for instruction</p> <p>q) Library materials</p> <p>r) Audio-visual resources</p> <p>s) Science laboratory equipment and materials</p>
SC17	<p><i>Similar to Q18, included as is in 2009 School Questionnaire</i></p> <p>Does your school offer any of the following options to students in the 10th grade whose first language is not English?</p>	Q18	<p>Does your school offer any of the following</p>

	<p><i>(Please check one box in each row.)</i></p> <p><i>Yes/no</i></p> <ul style="list-style-type: none"> a. These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication). b. Before transferring to regular classes, these students attend a preparatory program aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication). c. Before transferring to regular classes, these students receive some instruction in school subjects through their first language. d. These students receive significant amounts of instruction in their first language aimed at developing proficiency in both languages. e. Class size is reduced to cater to the special needs of these students. 		<p>options to 15-year-old students whose first language is not English?</p> <p><i>(Please check one box in each row.)</i></p> <p><i>No, not for any languages/Yes for one language/Yes for 2 or more languages/Not applicable</i></p> <ul style="list-style-type: none"> 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). 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). c) Instruction in other parts of the curriculum is offered in their language (e.g. mathematics course taught in Spanish).
SC21	<p><i>(c) and (d) are new</i></p> <p>What is the purpose of these additional mathematics lessons?</p> <p><i>(Please check one box in each row.)</i></p> <p><i>Yes No</i></p> <ul style="list-style-type: none"> a. Enrichment mathematics only b. Remedial mathematics only c. Both Enrichment mathematics and Remedial mathematics 	Q20	<p>In your school, do any of the following activities to promote engagement with mathematics occur?</p> <p><i>(Please check one box in each row)</i></p> <p><i>Yes No</i></p> <ul style="list-style-type: none"> a) Enrichment mathematics b) Remedial mathematics c) Mathematics competitions d) Mathematics clubs e) Computer clubs (specifically related to mathematics)

	d. Without differentiation depending on the prior achievement level of the students		
SC22	<p><i>c, d, k, l,r, and s are new</i></p> <p>In your school, to what extent is the learning of students hindered by the following phenomena? (Please check one box in each row.)</p> <ul style="list-style-type: none"> a) Student truancy b) Students skipping classes c) Students being late for classes during the school day d) Students not attending compulsory school events (e.g., school assemblies) or excursions e) Students lacking respect for teachers f) Disruption of classes by students g) Student use of alcohol or illegal drugs h) Students intimidating or bullying other students i) Students not being encouraged to achieve their full potential j) Poor student-teacher relations k) Teachers having to teach students of heterogeneous ability levels within the same class. l) Teachers having to teach students of diverse ethnic backgrounds (i.e., language, culture) within the same class. m) Teachers' low expectations of students n) Teachers not meeting individual students' needs o) Teacher absenteeism p) Staff resisting change q) Teachers being too strict with students r) Teachers being late for classes s) Teachers not being well prepared for classes 	Q28	<p>In your school, to what extent is the learning of students hindered by: (Please check one box in each row.)</p> <p><i>Not at all/Very little/To some extent/ A lot</i></p> <ul style="list-style-type: none"> a) teachers' low expectations of students? b) student absenteeism? c) poor student-teacher relations? d) disruption of classes by students? e) teachers not meeting individual students' needs? f) teacher absenteeism? g) students skipping classes? h) students lacking respect for teachers? i) staff resisting change? j) student use of alcohol or illegal drugs? k) teachers being too strict with students? l) students intimidating or bullying other students? m) students not being encouraged to

			achieve their full potential?
SC32	<p><i>Similar to Q13, items (b) and (h) are new</i></p> <p>How often are the following factors considered when students are admitted to your school?</p> <p><i>(Please check one box in each row.)</i></p> <p><i>Never/Sometimes/Always</i></p> <ul style="list-style-type: none"> a. Student's record of academic performance in general (including placement tests) b. Student's record of performance specifically in mathematics (including placement test) c. Recommendation of feeder schools d. Parents' endorsement of the instructional or religious philosophy of the school e. Whether the student requires or is interested in a special program f. Preference given to family members of current or former students g. Residence in a particular area h. Other 	Q13	<p>How much consideration is given to the following factors when students are admitted to your school?</p> <p><i>(Please check one box in each row.)</i></p> <p><i>Prerequisite/High priority /Considered /Not considered</i></p> <ul style="list-style-type: none"> a) Residence in a particular area b) Student's academic record (including placement tests) c) Recommendation of feeder schools d) Parents' endorsement of the instructional or religious philosophy of the school e) Student need or desire for a special program f) Attendance of other family members at the school (past or present)
SC33	<p><i>Similar to Q29; response categories revised so item is more like version used in 2009</i></p> <p>Regarding your school, who has a considerable responsibility for the following tasks?</p> <p><i>(Please check as many boxes as appropriate in each row.)</i></p>	Q29	<p>In your school, who has the main responsibility for:</p>

	<p><i>Principals/Teachers/School-level governing board/Local education agency/State education agency/U.S. Dept of Education</i></p> <p>a)Selecting teachers for hire</p> <p>b)Firing teachers</p> <p>c)Establishing teachers' starting salaries</p> <p>d)Determining teachers' salary increases</p> <p>e)Formulating the school budget</p> <p>f)Deciding on budget allocations within the school</p> <p>g)Establishing student disciplinary policies</p> <p>h)Establishing student assessment policies</p> <p>i)Approving students for admission to the school</p> <p>j)Choosing which textbooks are used</p> <p>k)Determining course content</p> <p>l)Deciding which courses are offered</p>	<p><i>(Please check as many boxes as appropriate in each row.)</i></p> <p><i>Not a main responsibility of the school/Appointed or elected school board /Principal /Department Head /Teacher(s)</i></p> <p>a) hiring teachers?</p> <p>b) firing teachers?</p> <p>c) establishing teachers' starting salaries?</p> <p>d) determining teachers' salary increases?</p> <p>e) formulating the school budget?</p> <p>f) deciding on budget allocations within the school?</p> <p>g) establishing student disciplinary policies?</p> <p>h) establishing student assessment policies?</p> <p>i) approving students for admittance to the school?</p> <p>j) choosing which textbooks are used?</p> <p>k) determining course content?</p> <p>l) deciding which courses are offered?</p>
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3. Items Not Included in 2003 School Questionnaire

The following items were not included in the PISA 2003 School Questionnaire. Some items have appeared in other administrations of PISA (2000, 2006 or 2009) and this is noted where relevant.

[The following item was not administered in 2003 but was administered in 2009.]

Q4 ***We are interested in the options parents have when choosing a school for their children.***

Which of the following statements best describes the schooling available to students in your location?

(Please check only one box.)

There are two or more other schools in this area that compete for our students. ₁

There is one other school in this area that competes for our students. ₂

There are no other schools in this area that compete for our students. ₃

Q5

What is the average size of English classes in the 10th grade in your school?

(Please check only one box.)

- | | |
|-----------------------|--|
| 15 students or fewer | <input type="checkbox"/> ₀₁ |
| 16-20 students | <input type="checkbox"/> ₀₂ |
| 21-25 students | <input type="checkbox"/> ₀₃ |
| 26-30 students | <input type="checkbox"/> ₀₄ |
| 31-35 students | <input type="checkbox"/> ₀₅ |
| 36-40 students | <input type="checkbox"/> ₀₆ |
| 41-45 students | <input type="checkbox"/> ₀₇ |
| 46-50 students | <input type="checkbox"/> ₀₈ |
| More than 50 students | <input type="checkbox"/> ₀₉ |

Q12

Which of the following statements describe the 10th grade students' access to computers in your school?

(Please check one box per row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) The school provides one or more specially equipped computer rooms/labs for students' use. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) The school provides a pool of laptops (i.e., at least one set for an average class size) for students' use. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) The school provides each student with a laptop. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Each student provides his or her own laptop. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

- e) Each student has one laptop, partly funded by the school and partly funded by the students or their parents. ₁ ₂
- f) Students have access to computers or laptops during classes only. ₁ ₂
- g) Students have access to computers or laptops outside classes (e.g., during breaks or free lessons). ₁ ₂

Q13 In all subjects taken together, for how much of their work does the school expect the 10th grade students to access the Internet?

(Please check only one box in each row.)

- | | <i><10%</i> | <i>10-25%</i> | <i>26-50%</i> | <i>51-75%</i> | <i>>75%</i> |
|----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Work during class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| b) Homework | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| c) Assignments or projects | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

[The following item was not administered in 2003 but was administered in 2009.]

Q16 In this academic year, which of the following activities does your school offer to students in the 10th grade?

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Band, orchestra or choir | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) School play or school musical | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) School yearbook, newspaper or magazine | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Volunteering or service activities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Mathematics club | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

- | | | |
|---|---------------------------------------|---------------------------------------|
| f) Mathematics competitions | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Chess club | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Club with a focus on computers/
Information and Communication
Technology | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Art club or art activities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Sports team or sports activities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

[The following item was not administered in 2003 but was administered in 2009.]

Q19 **In your school, are achievement data used in any of the following accountability procedures?**

Achievement data include aggregated school or grade-level test scores or grades, or graduation rates.

(Please check one box in each row.)

- | | | Yes | No |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g., in the media) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Achievement data are tracked over time by an administrative authority, such as a district, state, or national education agency | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q20 **Does your school offer mathematics lessons or classes in addition to the mathematics classes offered during the usual school hours?**

(Please check only one box.)

- | | | |
|-----|---------------------------------------|---------------------------------|
| Yes | <input type="checkbox"/> ₁ | <i>-go to the next question</i> |
| No | <input type="checkbox"/> ₂ | <i>-go to Q21</i> |

Q23 During the last academic year, what proportion of students left your school without a diploma or an alternative credential (e.g., a GED)? Only include students who dropped out of school without a diploma or alternative credential (e.g., a GED), not students who moved or transferred to another school. %

Q24 Which statement below best characterizes parental expectations towards your school?

(Please check only one box.)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them ₁

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents* ₂

Pressure from parents on the school to achieve higher academic standards among students is *largely absent* ₃

Q25

During the last academic year, for what proportion of students did parents participate in the following school-related activities?

(Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity)

%

- a) Discussed their child’s behavior with a teacher on their own initiative _____
- b) Discussed their child’s behavior on the initiative of one of their child’s teachers _____
- c) Discussed their child’s academic progress with a teacher on their own initiative _____
- d) Discussed their child’s academic progress on the initiative of one of their child’s teachers _____
- e) Volunteered for physical activities, e.g., building maintenance, carpentry, gardening or yard work _____
- f) Volunteered for extra-curricular activities, e.g., book club, school play, sports, field trip _____
- g) Volunteered in the school library or media center _____
- h) Assisted a teacher in the school _____
- i) Appeared as a guest speaker _____
- j) Participated in local school government, e.g., PTA, parent advisory council _____
- k) Fundraising for the school _____

Q31 **Concerning appraisal of and/or feedback to teachers, to what extent have they directly led to any of the following?**

(Please check one box in each row.)

	<i>No change</i>	<i>A small change</i>	<i>A moderate change</i>	<i>A large change</i>
a) A change in salary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A financial bonus or another kind of monetary reward.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Opportunities for professional development activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A change in the likelihood of career advancement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Public recognition from you.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Changes in work responsibilities that make the job more attractive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Role in school development initiatives (e.g., curriculum development group, development of school objectives).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

[The following item was not administered in 2003 but was administered in 2009.]

Q34 **Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviors in your school during the last academic year.**

(Please check only one box in each row.)

	<i>Less than once a year</i>	<i>Once a year</i>	<i>3-4 times a year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
a) I work to enhance the school's reputation in the community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

- b) I use student performance results to develop the school's educational goals. ₁ ₂ ₃ ₄ ₄ ₆
- c) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. ₁ ₂ ₃ ₄ ₅ ₆
- d) I ensure that teachers work according to the school's educational goals. ₁ ₂ ₃ ₄ ₅ ₆
- e) I promote teaching practices based on recent educational research. ₁ ₂ ₃ ₄ ₅ ₆
- f) I praise teachers whose students are actively participating in learning. ₁ ₂ ₃ ₄ ₅ ₆
- g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters. ₁ ₂ ₃ ₄ ₅ ₆
- h) I draw teachers' attention to the importance of students' development of critical and social capacities. ₁ ₂ ₃ ₄ ₅ ₆
- i) I pay attention to disruptive behavior in classrooms. ₁ ₂ ₃ ₄ ₅ ₆
- j) I provide staff with opportunities to participate in school decision-making. ₁ ₂ ₃ ₄ ₅ ₆
- k) I engage teachers to help build a school culture of continuous improvement. ₁ ₂ ₃ ₄ ₅ ₆
- l) I ask teachers to participate in reviewing management practices ₁ ₂ ₃ ₄ ₅ ₆
- m) When a teacher brings up a classroom problem, we solve the problem together. ₁ ₂ ₃ ₄ ₅ ₆
- n) I discuss the school's academic goals with teachers at faculty meetings. ₁ ₂ ₃ ₄ ₅ ₆

- o) I refer to the school's academic goals when making curricular decisions with teachers. ₁ ₂ ₃ ₄ ₅ ₆
- p) I discuss academic performance results with the faculty to identify curricular strengths and weaknesses. ₁ ₂ ₃ ₄ ₅ ₆
- q) I lead or attend in-service activities concerned with instruction. ₁ ₂ ₃ ₄ ₅ ₆
- r) I set aside time at faculty meetings for teachers to share ideas or information from in-service activities. ₁ ₂ ₃ ₄ ₅ ₆
- s) I conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference). ₁ ₂ ₃ ₄ ₅ ₆
- t) I review student work products when evaluating classroom instruction. ₁ ₂ ₃ ₄ ₅ ₆
- u) I ensure that the classroom priorities of teachers are consistent with the goals and direction of the school. ₁ ₂ ₃ ₄ ₅ ₆

Q35 **During the last three months, what percentage of teaching staff in your school has attended a program of professional development with a focus on mathematics?**

A program of professional development here is a formal program designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognized qualification. The total length of the program must last for at least one day and have a focus on the teaching and education of mathematics.

a) All staff at your school _____ %

b) Staff who teach mathematics at your school _____ %

[The following item was not administered in 2003 but was administered in 2000.]

Q36 **Who has the main responsibility for career guidance of students in the 10th grade at your school?**

(Please check only one box.)

Not applicable, career guidance is not available in this school. ₁

All teachers share the responsibility for career guidance. ₂

Specific teachers have the main responsibility for career guidance. ₃

We have one or more specific career guidance counselors employed at school. ₄

We have one or more specific career guidance counselors who regularly visit the school. ₅

[The following item was not administered in 2003 but was administered in 2006.]

Q37 **If career guidance is available at your school, which of the statements below best describes the situation for students in the 10th grade?**

Please skip this question if career guidance is not available at your school.

Otherwise, please check only one box.

Career guidance is sought voluntarily by students. ₁

Career guidance is formally scheduled into students' time at school. ₂

[The following item was not administered in 2003 but was administered in 2006.]

Q38

To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them in tertiary (post-secondary) education?

(Please check only one box.)

These skills and knowledge are not a major part of teachers' pedagogical activities ₁

These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasized ₂

These skills and knowledge are a focus of teachers' pedagogical activities ₃

Q39

Which of the following measures aimed at quality assurance and improvement do you have in your school?

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
a) A written specification of the school's curricular profile and educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Written specification of student performance standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Systematic recording of data, including teacher and student attendance and graduation rates, test results, professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Analysis of professional development needs and development of a professional development plan for teachers and school leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Internal evaluation/self-evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) External evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Seeking written feedback from students (e.g., regarding classes, teachers or resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

- | | | |
|---|---------------------------------------|---------------------------------------|
| h) Teacher mentoring | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Regular consultation aimed at school improvement with one or more experts over a period of at least six months | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Implementation of a standardized policy for mathematics (e.g., school curriculum with shared instructional materials accompanied by staff development and training.) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) The school has written induction information for new teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| l) The school takes new teachers through the induction information | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q40

Which of the following statements apply in your school?

A policy refers to written rules known to those concerned by the policy.

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) The school has a policy on how to use computers in mathematics instruction, (e.g., amount of computer use in mathematics classes, use of specific mathematics computer programs). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) All the 10th grade mathematics classes in the school use the same textbook. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Mathematics teachers in the school follow a standardized curriculum that specifies content at least on a monthly basis. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q41 **How is the attendance of students at your school monitored?**

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
a) Student attendance is recorded every morning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Student attendance is recorded in every class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Students (or their parents) report their absences to the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Principal or other member of the school leadership personally monitors students' attendance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q42 **At your school, how is student truancy followed-up?**

(Please check all that apply.)

	<i>Truancy once or twice</i>	<i>Repeated or ongoing truancy</i>
a) Oral warning to student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Extra duties for student, e.g., picking up litter, additional assignments, giving up breaks or staying after school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Written warning to student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Agreement/contract about attendance with student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Parents contacted by phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Written warning to parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Parents invited to school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

- | | | |
|--|---------------------------------------|---------------------------------------|
| h) Home visit | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| i) Consultation with student by specialized staff, e.g., social worker or guidance counselor | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| j) Suspension | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| k) Expulsion | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |

Q43

Which of the following statements apply in your school?

A policy refers to written rules known to those concerned by the policy.

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> | <i>Don't know</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a) The school had a policy for monitoring and reacting to student truancy three years ago. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) The leadership of the school regarded student truancy as a problem three years ago. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| c) The school currently has a policy for monitoring and reacting to student truancy. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

Following item was not in 2003 School Questionnaire but included in 2009 School Questionnaire

Q44

In your school, how likely is it that a student in the 10th grade would be transferred to another school because of the following reasons?

If students are never transferred, please finish here. Thank you.

(Please check one box in each row.)

- | | <i>Not likely</i> | <i>Likely</i> | <i>Very likely</i> |
|------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Low academic achievement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) High academic achievement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

- | | | | |
|-----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| c) Behavioral problems | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| d) Special learning needs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| e) Parents' or guardians' request | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| f) Other | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

The following four questions are about financial education in your school. Financial education involves topics such as money and transactions; planning and managing finances (including saving and spending; credit and debt; and financial decision-making); risk and reward (investment and insurance); and financial landscape (including consumer rights and responsibilities and understanding of the wider financial, economic and social system).

Q45 Is financial education compulsory in your school?

(Please check only one box.)

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

Q46

Which of the statements below describe the teaching of financial education at your school?

For each statement, please indicate the number of hours of financial education of this type for students in the 10th grade during the last academic year?

(Please check one box in each row.)

	<i>Not at all</i>	<i>1-4 hours a year</i>	<i>5-19 hours a year</i>	<i>20-49 hours a year</i>	<i>50 or more hours a year</i>
a) It is taught as a separate subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) It is taught as a cross-curricular subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) It is taught as part of business or economics courses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) It is taught as part of other social sciences and humanities subjects (e.g., history, geography, home economics, civics).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) It is taught as part of mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) It is available as an extracurricular activity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

For the following two statements please respond with yes or no.

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
g) It is provided by people from outside your school, from private sector finance institutions (e.g., commercial bank, insurance company).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

h) It is provided by people from outside your school, NOT from private sector finance institutions (e.g., Department of Commerce, Reserve Bank).

₁

₂

Q47 Which of the statements below best describes the situation for students in the 10th grade regarding the availability of financial education in your school?

(Please check only one box.)

- Financial education is not available. ₁
- Financial education has been available for less than two years. ₂
- Financial education has been available for two years or more. ₃

Q48 Which of the statements below best describe the situation for teachers at your school regarding professional development in financial education?

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> | <i>Not applicable</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Financial education is required as part of pre-service education for teachers who teach financial education. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) Financial education is offered as part of pre-service education for teachers who teach financial education. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| c) Professional development in financial education is available to teachers who teach financial education. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| d) Teachers have attended professional development in financial education in the past 12 months. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

4. Items in 2003 School Questionnaire that have been eliminated:

Item #	Stem
Q5	<p>Are the following grade levels found in your school?</p> <p>a) Kindergarten</p> <p>·</p> <p>·</p> <p>·</p> <p>o) Ungraded school</p>
Q14	<p>Think about the students in your school. How much do you agree with the following statements?</p> <p>a) Students enjoy being in school.</p> <p>b) Students work with enthusiasm.</p> <p>c) Students take pride in this school.</p> <p>d) Students value academic achievement.</p> <p>e) Students are cooperative and respectful.</p> <p>f) Students value the education they can receive in this school.</p> <p>g) Students do their best to learn as much as possible.</p>
Q15	<p>Generally, in your school, how often are 15-year-old students assessed using:</p> <p>a) Standardized tests?</p> <p>b) Teacher-developed tests?</p> <p>c) Teachers' evaluations of students?</p> <p>d) Student portfolios?</p> <p>e) Student assignments/projects/homework?</p>
Q17	<p>About how many 15-year-old students in your school have a first language that is not English?</p> <p>a) 40% or more</p> <p>b) 20% or more but less than 40%</p> <p>c) 10% or more but less than 20%</p> <p>d) Less than 10%</p>
Q30	<p>In your school, which of the following bodies exert a direct influence on decision-making about staffing, budgeting, instruction content and assessment practices?</p> <p>a) Local, state or national education authorities (e.g. Department of Education)</p> <p>b) Appointed or elected school board.</p> <p>c) Employers</p> <p>d) Parent groups</p> <p>e) Teacher groups (e.g. Staff Association, curriculum committees, union)</p> <p>f) Student groups (e.g. Student Association, youth organization)</p> <p>g) External examination boards</p>

B. PISA 2012 Field Test Student Questionnaire

1. Items that are the same as in the 2003 Student Questionnaire

PISA 2012 Field Test Student Questionnaire		PISA 2003 Student Questionnaire Item Number
Item Number	Stem	
Q1	What grade are you in? _____ grade	Q1
Q2	When were you born? <i>(Please write the month, day, and year you were born.)</i> ____ 19____ <i>Month Day Year</i>	Q2
Q3	Are you female or male? <i>Female Male</i>	Q3A
Q4	Which best describes you? <i>(Please check only one box.)</i> I am Hispanic or Latino. I am <u>not</u> Hispanic or Latino.	Q3B
Q5	Which of these categories best describes your race? <i>(Please check one or more boxes.)</i> White Black or African American Asian	Q3C

	American Indian or Alaska Native Native Hawaiian or Other Pacific Islander					
Q7	Did you attend kindergarten? No Yes	Q20				
Q9	Have you ever repeated a grade? <i>(Please check only one box in each row.)</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;"><i>No, never</i></td> <td style="width: 33%; text-align: center;"><i>Yes, once</i></td> <td style="width: 33%; text-align: center;"><i>Yes, twice or more</i></td> </tr> </table> In kindergarten In grades 1-6 In grades 7-9 In grades 10-12		<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>	Q22
	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>			
Q10	In the last two full weeks you were in school, how many times did you arrive late for school? <i>(Please check only one box.)</i> None One or two times Three or four times Five or more times	Q26				
Q15A	What is your mother's main job? (e.g., school teacher, cook, sales manager) <i>(If she is not working now, please tell us her last main job.)</i> Please write in the job title. _____	Q07				

QB	<p>What does your mother do in her main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team) <i>Please use a sentence to describe the kind of work she does or did in that job.</i></p> <hr/>	Q08
Q18	<p>What is your mother currently doing? <i>(Please check only one box.)</i></p> <p>Working full-time for pay</p> <p>Working part-time for pay</p> <p>Not working, but looking for a job</p> <p>Other (e.g., home duties, retired)</p>	Q05
Q19A	<p>What is your father's main job? (e.g., school teacher, cook, sales manager) <i>(If he is not working now, please tell us his last main job.)</i> <i>Please write in the job title.</i> _____</p>	Q09
Q19B	<p>What does your father do in his main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team) <i>Please use a sentence to describe the kind of work he does or did in that job.</i></p> <hr/>	Q10
Q22	<p>What is your father currently doing? <i>(Please check only one box.)</i></p> <p>Working full-time for pay</p> <p>Working part-time for pay</p> <p>Not working, but looking for a job</p> <p>Other (e.g., home duties, retired)</p>	Q06

Q23	<p>In what country were you and your parents born? <i>(Please check one box in each column.)</i></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;"><i>You</i></td> <td style="text-align: center; width: 33%;"><i>Mother</i></td> <td style="text-align: center; width: 33%;"><i>Father</i></td> </tr> <tr> <td>United States*</td> <td></td> <td></td> </tr> <tr> <td>Other country</td> <td></td> <td></td> </tr> </table>	<i>You</i>	<i>Mother</i>	<i>Father</i>	United States*			Other country			Q15a
<i>You</i>	<i>Mother</i>	<i>Father</i>									
United States*											
Other country											
Q24	<p>If <u>you</u> were NOT born in the United States how old were you when you arrived in the United States? <i>If you were less than 12 months old, please write zero (0).</i> <i>If you were born in the United States please skip this question and go to Q 25.</i></p>	Q15b									
Q26	<p>What language do you speak at home most of the time? <i>(Please check only one box.)</i></p> <p>English</p> <p>Spanish</p> <p>Other language</p>	Q16									
Q29	<p>How many books are there in your home? <i>There are usually about 15 books per foot of shelving. Do not include magazines, newspapers, or your schoolbooks.</i> <i>(Please check only one box.)</i></p> <p>0-10 books</p> <p>11-25 books</p> <p>26-100 books</p> <p>101-200 books</p> <p>201-500 books</p>	Q19									

	More than 500 books	
Q30	<p>Thinking about your views on mathematics: To what extent do you agree with the following statements?</p> <p><i>(Please check only one box in each row.)</i></p> <p style="text-align: center;"><i>Strongly agree Agree Disagree Strongly disagree</i></p> <p>a) I enjoy reading about mathematics.</p> <p>b) Making an effort in mathematics is worth it because it will help me in the work that I want to do later on.</p> <p>c) I look forward to my mathematics lessons.</p> <p>d) I do mathematics because I enjoy it.</p> <p>e) Learning mathematics is worthwhile for me because it will improve my career prospects.</p> <p>f) I am interested in the things I learn in mathematics.</p> <p>g) Mathematics is an important subject for me because I need it for what I want to study later on.</p> <p>h) I will learn many things in mathematics that will help me get a job.</p>	Q28

Q43	<p>Thinking about studying mathematics: To what extent do you agree with the following statements?</p> <p><i>(Please check only one box in each row.)</i></p> <p style="text-align: center;"> <i>Strongly agree</i> <i>Agree</i> <i>Disagree</i> <i>Strongly disagree</i> </p> <p>a) I often worry that it will be difficult for me in mathematics classes</p> <p>b) I am just not good at mathematics.</p> <p>c) I get very tense when I have to do mathematics homework.</p> <p>d) I get good grades in mathematics.</p> <p>e) I get very nervous doing mathematics problems.</p> <p>f) I learn mathematics quickly.</p> <p>g) I have always believed that mathematics is one of my best subjects.</p> <p>h) I feel helpless when doing a mathematics problem.</p> <p>i) In my mathematics class, I understand even the most difficult work.</p> <p>j) I worry that I will get poor grades in mathematics.</p>	Q30
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Q51	<p>Thinking about your mathematics classes: To what extent do you agree with the following statements?</p> <p><i>(Please check only one box in each row.)</i></p> <p style="text-align: center;"><i>Strongly agree Agree Disagree Strongly disagree</i></p> <p>a) I would like to be the best in my class in mathematics.</p> <p>b) In mathematics I enjoy working with other students in groups.</p> <p>c) I try very hard in mathematics because I want to do better on the exams than the others.</p> <p>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.</p> <p>e) I make a real effort in mathematics because I want to be one of the best.</p> <p>f) I do my best work in mathematics when I work with other students.</p> <p>g) In mathematics I always try to do better than the other students in my class.</p> <p>h) In mathematics, I enjoy helping others to work well in a group.</p> <p>i) In mathematics I learn most when I work with other students in my class.</p> <p>j) I do my best work in mathematics when I try to do better than others.</p>	Q35
Q53	<p>There are different ways of studying mathematics: To what extent do you agree with the following statements?</p> <p><i>(Please check only one box in each row.)</i></p> <p style="text-align: center;"><i>Strongly agree Agree Disagree Strongly disagree</i></p> <p>a) When I study for a mathematics test, I try to figure out what are the most important parts to learn.</p>	Q32

	<p>b) When I am solving mathematics problems, I often think of new ways to get the answer.</p> <p>c) When I study mathematics, I make myself check to see if I remember the work I have already done.</p> <p>d) When I study mathematics, I try to figure out which concepts I still have not understood properly.</p> <p>e) I think about how the mathematics I have learned can be used in everyday life.</p> <p>f) I go over some problems in mathematics so often that I feel as if I could solve them in my sleep.</p> <p>g) When I study for mathematics, I learn as much as I can by heart.</p> <p>h) I try to understand new concepts in mathematics by relating them to things I already know.</p> <p>i) In order to remember the method for solving a mathematics problem, I go through examples again and again.</p> <p>j) When I cannot understand something in mathematics, I always search for more information to clarify the problem.</p> <p>k) When I am solving a mathematics problem, I often think about how the solution might be applied to other interesting questions.</p> <p>l) When I study mathematics, I start by working out exactly what I need to learn.</p> <p>m) To learn mathematics, I try to remember every step in a procedure.</p> <p>n) When learning mathematics, I try to relate the work to things I have learned in other subjects.</p>	
Q72	<p>In a normal, full week at school, how many class periods do you have in total?</p> <p>Number of ALL class periods _____ <i>class periods</i></p>	Q33c
Q87	<p>Thinking about the teachers at your school: To what extent do you agree with the following statements?</p> <p><i>(Please check only one box in each row.)</i></p> <p style="text-align: center;"><i>Strongly agree Agree Disagree Strongly disagree</i></p> <p>a) Students get along well with most teachers.</p> <p>b) Most teachers are interested in students' well-being.</p> <p>c) Most of my teachers really listen to what I have to say.</p> <p>d) If I need extra help, I will receive it from my teachers.</p> <p>e) Most of my teachers treat me fairly.</p>	Q25

Q89	<p>Thinking about what you have learned in school: To what extent do you agree with the following statements?</p> <p><i>(Please check only one box in each row.)</i></p> <p><i>Strongly agree Agree Disagree Strongly disagree</i></p> <p>a) School has done little to prepare me for adult life when I leave school.</p> <p>b) School has been a waste of time.</p> <p>c) School helped give me confidence to make decisions.</p> <p>d) School has taught me things which could be useful in a job.</p>	Q24
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2. Items changed from 2003 Student Questionnaire

2012		2003	
Item #	Item	Item #	Item
ST08	<p>How old were you when you started first grade?</p> <p style="text-align: center;">_____ Years</p>	Q21	How old were you when you started elementary school?
Q13	<p><i>Bachelor's degree or higher broken out into 3 categories to capture 4-year, Master's and PhD.</i></p> <p>What is the highest grade or level of school you expect to complete?</p> <p><i>(Please check only one box.)</i></p> <p>Less than high school</p> <p>High school</p> <p>Vocational or technical certificate (such as cosmetology or auto mechanics)</p> <p>Associate's degree (2-year degree from a community college)</p> <p>Bachelor's degree (4-year college degree)</p> <p>Master's degree</p> <p>Doctoral or professional degree such as medicine or law</p>	Q23	<p>Which of the following do you expect to complete?</p> <p>(Please check as many as apply.)</p> <p>a) Middle or junior high school</p> <p>b) High school</p> <p>c) Vocational or technical certificate after high school (such as cosmetology or auto mechanics)</p> <p>d) Associate's degree</p> <p>e) Bachelor's degree or higher.</p>

<p>Q14</p>	<p><i>Expanded categories to include siblings, combined "other female guardian/male guardian with Mother/Father"</i></p> <p>Who usually lives at home with you?</p> <p style="text-align: center;">Yes No</p> <p>a) Mother (including stepmother or foster mother)</p> <p>b) Father (including stepfather or foster father)</p> <p>c) Brother(s) (including stepbrothers)</p> <p>d) Sister(s) (including stepsisters)</p> <p>e) Grandparent(s)</p> <p>f) Others (e.g., cousin)</p>	<p>Q4</p>	<p>Who usually lives at home with you? (Please check as many boxes as apply.)</p> <p>a) Mother</p> <p>b) Other female guardian (e.g., stepmother or foster mother)</p> <p>c) Father</p> <p>d) Other male guardian (e.g., stepfather or foster father)</p> <p>e) Others (e.g. brother, sister, cousin, grandparents)</p>
<p>Q16</p>	<p><i>Combined "completed grade 12" and "completed GED" into single category and references specific grades</i></p> <p>What is the highest level of schooling (not including college) completed by your mother?</p> <p><i>If you are not sure which box to choose, please ask the test administrator for help.</i></p> <p><i>(Please check only one box.)</i></p> <p>She completed grade 12 (high school diploma or GED)</p> <p>She completed grade 9</p>	<p>Q11</p>	<p>Which of the following did your mother complete at school? (Please check as many boxes as apply.)</p> <p>a) High school diploma b) High school equivalency or GED c) Middle or junior high school d) Elementary school e) None of the above</p>

	<p>She completed grade 6</p> <p>She did not complete grade 6</p>		
Q17	<p>Does your mother have any of the following degrees, certificates, or diplomas?</p> <p><i>If you are not sure how to answer this question, please ask the test administrator for help.</i></p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: center;">Yes No</p> <p>Master's, doctoral, or professional degree such as medicine or law</p> <p>Bachelor's degree (4-year college degree)</p> <p>Associate's degree (2-year degree from a community college)</p> <p>Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)</p>	Q12	<p>Does your mother have any of the following qualifications?</p> <p>(Please check as many boxes as apply.)</p> <p>a) Bachelor's, master's, doctorate or professional degree such as law or medicine</p> <p>b) Associate's degree</p> <p>c) Vocational or technical certificate/diploma after high school</p>
Q20	<p>What is the highest level of schooling (not including college) completed by your father?</p> <p><i>If you are not sure how to answer this question, please ask the test administrator for help.</i></p> <p><i>(Please check only one box.)</i></p> <p>He completed grade 12 (high school diploma or GED)</p> <p>He completed grade 9</p> <p>He completed grade 6</p> <p>He did not complete grade 6</p>	Q13	<p>Which of the following did your father complete at school?</p> <p>(Please check as many boxes as apply.)</p> <p>a) High school diploma</p> <p>b) High school equivalency or GED</p> <p>c) Middle or junior high school</p> <p>d) Elementary school</p> <p>e) None of the above</p>

<p>Q21</p>	<p>Does your father have any of the following degrees, certificates or diplomas?</p> <p><i>If you are not sure which box to choose, please ask the test administrator for help.</i></p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: center;">Yes No</p> <p>a. Master's, doctoral, or professional degree such as medicine or law</p> <p>b. Bachelor's degree (4-year college degree)</p> <p>c. Associate's degree (2-year degree from a community college)</p> <p>d. Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)</p>	<p>Q14</p>	<p>Does your father have any of the following qualifications?</p> <p>(Please check as many boxes as apply.)</p> <p>a) Bachelor's, master's, doctorate or professional degree such as law or medicine</p> <p>b) Associate's degree</p> <p>c) Vocational or technical certificate/diploma after high school</p>
<p>Q27</p>	<p><i>Deleted "Your own calculator; added items n) and o)</i></p> <p>Which of the following are in your home?</p> <p><i>(Please check one box in each row.)</i></p> <p style="text-align: center;">Yes No</p> <p>a) A desk to study at</p> <p>b) A room of your own</p> <p>c) A quiet place to study</p> <p>d) A computer you can use for school work</p> <p>e) Educational software</p>	<p>Q17</p>	<p>Which of the following do you have in your home?</p> <p>(Please check as many boxes as apply.)</p> <p>a) A desk to study at</p> <p>b) A room of your own</p> <p>c) A quiet place to study</p> <p>d) A computer you can use for school work</p> <p>e) Educational software</p> <p>f) A link to the Internet</p> <p>g) Your own calculator</p>

	<p>f) A link to the Internet</p> <p>g) Classic literature (e.g., Shakespeare)</p> <p>h) Books of poetry</p> <p>i) Works of art (e.g., paintings)</p> <p>j) Books to help with your school work</p> <p>k) Technical reference books or manuals</p> <p>l) A dictionary</p> <p>m) A dishwasher</p> <p>n) A DVD player</p> <p>o) A guest room</p> <p>p) A high-speed Internet connection</p> <p>q) A musical instrument</p>	<p>h) Classic literature (e.g., Shakespeare, Jane Austen, Mark Twain)</p> <p>i) Books of poetry</p> <p>j) Works of art (e.g., paintings)</p> <p>k) Books to help with your school work</p> <p>l) A dictionary</p> <p>m) A dishwasher</p>
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<p>Q28</p>	<p>Add "with a bathtub or shower " to item e)</p> <p>How many of these are there at your home?</p> <p><i>(Please check only one box in each row.)</i></p> <p><i>None One Two Three or more</i></p> <p>a) Cell phones</p> <p>b) Televisions</p> <p>c) Computers</p> <p>d) Cars</p> <p>e) Bathrooms with a bathtub or shower</p>	<p>Q18</p> <p>How many of these do you have at your home?</p> <p><i>(Please check only one box in each row.)</i></p> <p>a) Cellular phone</p> <p>b) Television</p> <p>c) Computer</p> <p>d) Car</p> <p>e) Bathroom</p>
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<p>Q38</p>	<p><i>Scale changed item (f) to 1:10,000</i></p> <p>How confident do you feel about having to do the following mathematics tasks?</p> <p><i>(Please check only one box in each row.)</i></p> <p style="text-align: center;"><i>Very confident Confident Not very confident</i></p> <p>a) Using a train schedule to figure out how long it would take to get from one place to another.</p> <p>b) Calculating how much cheaper a TV would be after a 30% discount.</p> <p>c) Calculating how many square feet of tile you need to cover a floor.</p> <p>d) Understanding graphs presented in newspapers.</p> <p>e) Solving an equation like $3x+5= 17$.</p> <p>f) Finding the actual distance between two places on a map with a 1:10,000 scale.</p> <p>g) Solving an equation like $2(x+3) = (x + 3) (x - 3)$.</p> <p>h) Calculating the gas mileage of a car.</p>	<p>Q29</p> <p>How confident do you feel about having to do the following mathematics tasks?</p> <p><i>(Please check only one box in each row.)</i></p> <p>a) Using a train timetable to work out how long it would take to get from one place to another.</p> <p>b) Calculating how much cheaper a TV would be after a 30% discount.</p> <p>c) Calculating how many square feet of tile you need to cover a floor.</p> <p>d) Understanding graphs presented in newspapers.</p> <p>e) Solving an equation like $3x+5= 17$</p> <p>f) Finding the actual distance between two places on a map with a 1:100 scale.</p> <p>g) Solving an equation like $2(x+3)=(x + 3)(x - 3)$.</p> <p>h) Calculating the gas mileage of a car.</p>
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<p>Q60</p>	<p><i>Added English and Science to Mathematics; records specific grade in each subject for the last report card and in the last school the student attended.</i></p> <p>What grade did you receive in the following subjects both on your last report card and the last school you attended?</p> <p><i>For each subject consider the specific course in that subject you were taking. If taking more than one course in a subject, include only your highest grade.</i></p> <p><i>(Please check only one box on each row.)</i></p> <p style="text-align: center;"><i>Last report card Last school you attended</i></p> <p>a) English b) Mathematics c) Science</p>	<p>Q42</p>	<p>In your last school report, how did your grade in mathematics compare with the passing grade?</p> <p><i>(Please check only one box.)</i></p> <p>At or above the passing grade Below the passing grade</p>
<p>Q61</p>	<p><i>Added English and Science to Mathematic; breaks first response option into "Above the passing grade"and "At the passing grade"</i></p> <p>On your last report card, how did your grade compare with the passing grade in each subject area?</p> <p><i>For each subject consider the specific course in that subject you were taking. If taking more than one course in a subject, include only your highest grade.</i></p> <p><i>(Please check only one box on each row.)</i></p> <p style="text-align: center;"><i>Above the passing grade At the passing grade Below the passing grade</i></p> <p>a) English b) Mathematics c) Science</p>	<p>Q42</p>	<p>In your last school report, how did your grade in mathematics compare with the passing grade?</p> <p><i>(Please check only one box.)</i></p> <p>At or above the passing grade Below the passing grade</p>
<p>Q62</p>	<p><i>The original item b), d) and h) have been deleted and new ones have been inserted, item e) has been modified</i></p>	<p>Q29</p>	<p>How confident do you feel about having to do the following</p>

	<p>Have you been taught to do the following types of mathematics tasks during your time in school?</p> <p><i>(Please check only one box on each row.)</i></p> <p style="text-align: center;"><i>Frequently Sometimes Rarely Never</i></p> <p>a) Using a train schedule, figuring out how long it would take to get from one place to another.</p> <p>b) Calculating how much more expensive a computer would be after adding tax.</p> <p>c) Calculating how many square meters of tile you need to cover a floor.</p> <p>d) Understanding scientific tables presented in an article.</p> <p>e) Solving an equation like $6x^2 + 5 = 29$</p> <p>f) Finding the actual distance between two places on a map with a 1:10,000 scale.</p> <p>g) Solving an equation like $2(x+3) = (x + 3)(x - 3)$</p> <p>h) Calculating the power consumption of an electronic appliance per week.</p>	<p>mathematics tasks?</p> <p>(Please check only one box in each row.)</p> <p>a) Using a train timetable to work out how long it would take to get from one place to another.</p> <p>b) Calculating how much cheaper a TV would be after a 30% discount.</p> <p>c) Calculating how many square feet of tile you need to cover a floor.</p> <p>d) Understanding graphs presented in newspapers.</p> <p>e) Solving an equation like $3x+5= 17$</p> <p>f) Finding the actual distance between two places on a map with a 1:100 scale.</p> <p>g) Solving an equation like $2(x+3)=(x + 3)(x - 3)$.</p> <p>h) Calculating the gas mileage of a car.</p>
Q70	<p><i>From 2009, adds items a) and c)</i></p> <p>How many minutes, on average, are there in a class period for the</p>	<p>Q33a</p> <p>How many minutes, on average, are there in a class period?</p> <p>Minutes in a class period:</p>

	<p>following subjects?</p> <p>a) Minutes in a class period in English: _____ <i>Minutes</i></p> <p>b) Minutes in a class period in mathematics: _____ <i>Minutes</i></p> <p>c) Minutes in a class period in science: _____ <i>Minutes</i></p>		
Q71	<p><i>From 2009, adds items a) and c); stem is reworded</i></p> <p>How many class periods per week do you typically have for the following subjects?</p> <p>a) Number of class periods per week in English: _____ <i>class periods</i></p> <p>b) Number of class periods per week in mathematics: _____ <i>class periods</i></p> <p>c) Number of class periods per week in science: _____ <i>class periods</i></p>	Q33b	<p>In the last full week you were in school, how many class periods did you spend in mathematics?</p> <p>Number of mathematics class periods:</p>

<p>Q78</p>	<p><i>Items b), f), h), i), k) have been deleted</i></p> <p>How often do these things happen in your mathematics classes?</p> <p><i>(Please check only one box in each row.)</i></p> <p><i>Every Class Most Classes Some Classes Never or hardly ever</i></p> <ul style="list-style-type: none"> a) The teacher shows an interest in every student's learning. b) The teacher gives extra help when students need it. c) Students work from books and other printed material. d) The teacher helps students with their learning. e) The teacher continues teaching until the students understand. f) The teacher gives students an opportunity to express opinions. 	<p>Q38</p> <p>How often do these things happen in your mathematics classes? (Please check only one box in each row.)</p> <ul style="list-style-type: none"> a) The teacher shows an interest in every student's learning. b) Students don't listen to what the teacher says. c) The teacher gives extra help when students need it. d) Students work from books and other printed material. e) The teacher helps students with their learning. f) There is noise and disorder. g) The teacher continues teaching until the students understand. h) The teacher has to wait a long time for students to quiet down. i) Students cannot work well. j) The teacher gives students an opportunity to express opinions. k) Students don't start working for a long time after the class begins.
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Q82	<p><i>Contains the items deleted from Q38</i></p> <p>How often do these things happen in your mathematics classes?</p> <p><i>(Please check only one box in each row.)</i></p> <p><i>Every Class Most Classes Some Classes Never or hardly ever</i></p> <p>a) Students don't listen to what the teacher says.</p> <p>b) There is noise and disorder.</p> <p>c) The teacher has to wait a long time for students to quiet down.</p> <p>d) Students cannot work well.</p> <p>e) Students don't start working for a long time after the lesson begins.</p>		
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3. Items not included in the 2003 Student Questionnaire

The following items were not included in the PISA 2003 Student Questionnaire. Some items have appeared in other administrations of PISA (2000, 2006 or 2009) and this is noted where relevant.

[Not included in 2003 but administered in 2009.]

Q6

Did you attend pre-school?

No ₁

Yes, for one year or less ₂

Yes, for more than one year ₃

Q11

In the last two full weeks of school, how many times did you skip school?

(Please check only one box.)

None ₁

One or two times ₂

Three or four times ₃

Five or more times ₄

Q12

In the last two full weeks of school, how many times did you miss school?

(Please check only one box.)

None ₁

One or two times ₂

Three or four times ₃

Five or more times ₄

Q31 Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.

You have been studying for a mathematics quiz and you are getting tired. Your friends want you to stop studying and go to a movie with them. Although you think it would be fun, you decide to continue studying for the quiz instead of going with them.

How likely are the following reasons for YOU doing this in the situation?

(Please check only one box in each row.)

	<i>Very likely</i>	<i>Likely</i>	<i>Unlikely</i>	<i>Very unlikely</i>
a) I think that studying hard for my mathematics quiz is worth it because it will help me in my future career.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I just think that studying mathematics is fun.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I will not go out because my parents expect me to do well on my mathematics quiz.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I think that it is more important for to me to get better mathematics grades than to go out with my friends.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q32 Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.

You have decided to read a book about the history of mathematics in your free time that was not assigned in school.

How likely are the following reasons for YOU doing this in the situation?

(Please check only one box in each row.)

	<i>Very likely</i>	<i>Likely</i>	<i>Unlikely</i>	<i>Very unlikely</i>
a) Reading about the history of mathematics in my free time will help me get better grades than the other students in my class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Reading about the history of mathematics in my free time will help me obtain the job I want.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Reading about the history of mathematics in my free time is enjoyable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My parents want me to read about the history of mathematics as much as I can.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q33

Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.

Your school has a mathematics club. In this club, students compete to solve mathematics problems against other schools. You have decided to join the club.

How likely are the following reasons that you have done this?

(Please check only one box in each row.)

	<i>Very likely</i>	<i>Likely</i>	<i>Unlikely</i>	<i>Very unlikely</i>
a) My parents encouraged me to join the club.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I want to get the highest grade in all of my mathematics classes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I am interested in solving mathematics problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) It will give me practice mastering the mathematics skills that I will	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

need in my future career.

Q34 Please read the sentence below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.

You decide to pay closer attention in your mathematics class than in your other classes.

How likely are the following reasons that you have done this?

(Please check only one box in each row.)

	<i>Very likely</i>	<i>Likely</i>	<i>Unlikely</i>	<i>Very unlikely</i>
a) Paying attention in mathematics will be useful when I have a career.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Paying attention in mathematics will help me do better on exams than the other students in my class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I pay attention in mathematics class because I enjoy it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I pay attention in mathematics because my parents will be disappointed if I do not do well in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q35 Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.

You have 25 hours a week to study for your classes. You usually study 12 hours a week for your mathematics class, almost the same as the total time spent studying science, English, foreign languages, and history combined.

How likely are the following reasons that you do this?

(Please check only one box in each row.)

	<i>Very likely</i>	<i>Likely</i>	<i>Unlikely</i>	<i>Very unlikely</i>
a) I study more for mathematics class because learning many things in mathematics will help me get a job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I study more for mathematics class because I want to get higher grades than anyone else.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I study more for mathematics class because mathematics is fun.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I study more for mathematics class because my parents make me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q36

Thinking about how people important to you view mathematics: How strongly 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) Most of my friends do well in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Most of my friends work hard at mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My friends enjoy taking mathematics tests.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My parents believe it's important for me to study mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) My parents believe that mathematics is important for my career.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) My parents like mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) My teachers believe it is important for	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

me to study mathematics.

- h) My teachers think it is important for me to do well in mathematics. 1 2 3 4
- i) The people in my life whose opinions I value are good at mathematics. 1 2 3 4
- j) People whose opinions I value think that mathematics is an important subject. 1 2 3 4

Q37

Thinking about your friends: 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) My friends enjoy reading about mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) My friends look forward to their mathematics lessons. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) My friends do mathematics because they enjoy it. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) My friends are interested in learning mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e) My friends think making an effort in mathematics is worth it because it will help them later on. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f) My friends think mathematics will help them with the subjects that they want to study further on in school. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g) My friends believe mathematics is an important subject for them to study. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

- h) My friends think that studying mathematics will help them get a job. 1 2 3 4

Q39 If you had to choose between the following options which would you prefer?

(Please show how close your opinion is to the statements below by checking one of the boxes numbered 1 to 7 in each row.)

- | | | |
|--|---|---|
| a) I am interested in mathematics lessons more than in any other lessons. | <input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 | I am interested in mathematics lessons less than in any other lessons. |
| b) I would be happy to drop mathematics if I could. | <input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 | I would be sad to drop mathematics if I had to. |
| c) I enjoy reading about mathematics. | <input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 | I avoid reading about mathematics. |
| d) I plan to do as much mathematics as possible during my education. | <input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 | I plan to do as little mathematics as possible during my education. |
| e) I avoid doing mathematics problems and puzzles outside mathematics lessons. | <input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 | I enjoy doing mathematics problems and puzzles outside mathematics lessons. |

Q40 To what extent do you agree with the following statements?

(Please check only one box in each row.)

	<i>Strongly agree</i>			<i>Neither agree nor disagree</i>		<i>Strongly disagree</i>	
a) I am interested in mathematics lessons more than in any other lessons.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07
b) I would be happy to drop mathematics if I could.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07
c) I enjoy reading about mathematics.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07
d) I plan to do as much mathematics as possible during my education.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07
e) I avoid doing mathematics problems and puzzles outside mathematics lessons.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07
f) I look forward to my mathematics lessons.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07

To what extent do you agree with the following statements?

Q41

(Please check only one box in each row.)

	<i>Strongly agree</i>			<i>Neither agree nor disagree</i>		<i>Strongly disagree</i>	
a) I am interested in mathematics lessons less than in any other lessons.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07

- b) I would be sad to drop mathematics if I had to. 01 02 03 04 05 06 07
- c) I avoid reading about mathematics. 01 02 03 04 05 06 07
- d) I plan to do as little mathematics as possible during my education. 01 02 03 04 05 06 07
- e) I enjoy doing mathematics problems and puzzles outside mathematics lessons. 01 02 03 04 05 06 07
- f) I do not look forward to my mathematics lessons. 01 02 03 04 05 06 07

Q42 Here we briefly describe some students. Please read each description and check the box on each line that shows how much each student is like you.

(Please check only one box in each row.)

- | | <i>Very
much
like
me</i> | <i>Like
me</i> | <i>Some-
what
like
me</i> | <i>A little
like
me</i> | <i>Not
like
me</i> | <i>Not
like
me at
all</i> |
|--|--------------------------------------|----------------------------|---------------------------------------|---------------------------------|----------------------------|---------------------------------------|
| a) This student is interested in mathematics lessons more than in any other lessons. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| b) This student would be happy to drop mathematics if he or she could. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| c) This student enjoys reading about mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

- d) This student plans to do as much mathematics as possible during his or her education. 1 2 3 4 5 6
- e) This student avoids doing mathematics problems and puzzles outside mathematics lessons. 1 2 3 4 5 6
- f) This student looks forward to his or her mathematics lessons. 1 2 3 4 5 6

Q44 Thinking about your mathematics lessons: 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) If I invest enough effort I can succeed in mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) Whether or not I do well in mathematics is completely up to me. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) Family demands or other problems prevent me from putting a lot of time into my mathematics work. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) If I had different teachers, I would try harder in mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e) If I wanted to I could perform well in mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f) I perform poorly in mathematics whether or not I study for my exams. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

Q45

You are a student in the following situation:

Each week, the your mathematics teacher gives a short quiz. Recently you performed poorly on these quizzes. Today you are trying to figure out why.

How likely are you to have these thoughts or feelings in this situation?

(Please check only one box in each row.)

	<i>Very likely</i>	<i>Likely</i>	<i>Slightly likely</i>	<i>Not at all likely</i>
a) I'm not very good at solving mathematics problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I did not make a special effort to study this material in the mathematics textbook.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My teacher did not explain the concepts well this week.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) This week I made bad guesses on the quiz.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Sometimes the course material is too hard.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I have not been studying enough lately.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) The teacher did not get students interested in the material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Sometimes I am just unlucky.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q46

You are a student in the following situation:

Last week you were having difficulty understanding a new concept presented by the mathematics teacher. This week, however, you are beginning to catch on. Today you are trying to figure out why.

How likely are you to have these thoughts or feelings in this situation

(Please check only one box in each row.)

	<i>Very Likely</i>	<i>Likely</i>	<i>Slightly likely</i>	<i>Not at all likely</i>
a) I am very good at solving mathematics problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I made a special effort to study this material in the mathematics textbook.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The teacher explained it well this time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) This week I made good guesses.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I realized the course material was easy after all.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I actually studied enough during the past week.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) The teacher got me interested in the material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Sometimes I am lucky.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q47

Thinking about the mathematics you do for 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) I have my homework finished in time for mathematics class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I work hard on my mathematics homework.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I am prepared for my mathematics exams.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I study hard for mathematics quizzes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I keep studying until I understand mathematics material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I pay attention in mathematics class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I listen in mathematics class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I avoid distractions when I am studying mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I keep my mathematics work well organized.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q48 **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 plan on studying hard in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I intend to seek external help to improve my mathematics skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I intend to get the best possible score on all of my mathematics exams.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I plan to do all I can to get good grades in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I intend to become better than my friends at mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I intend to take additional mathematics courses.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I plan on practicing mathematics problems each night on my own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I am willing to do more work in my mathematics classes than is required.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I plan on taking as many mathematics classes as I can during my education.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) I am planning on pursuing a career that involves mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q49

For each pair of statements, please choose the item that best describes you.

(Please check only one box in each row.)

- | | | | |
|---|----------------------------|--|----------------------------|
| a) I intend to take additional mathematics courses after school finishes. | <input type="checkbox"/> 1 | I intend to take additional English courses after school finishes. | <input type="checkbox"/> 2 |
| b) I plan on majoring in a subject in college that requires mathematics skills. | <input type="checkbox"/> 1 | I plan on majoring in a subject in college that requires science skills. | <input type="checkbox"/> 2 |
| c) I am willing to study harder in my mathematics classes than is required. | <input type="checkbox"/> 1 | I am willing to study harder in my English classes than is required. | <input type="checkbox"/> 2 |
| d) I plan on taking as many mathematics classes as I can during my education. | <input type="checkbox"/> 1 | I plan on taking as many science classes as I can during my education. | <input type="checkbox"/> 2 |
| e) I am planning on pursuing a career that involves a lot of mathematics. | <input type="checkbox"/> 1 | I am planning on pursuing a career that involves a lot of science. | <input type="checkbox"/> 2 |

Q50 **How often do do the following things inside and outside of school hours?**

(Please check only one box in each row.)

	<i>Always or almost always</i>	<i>Often</i>	<i>Sometime s</i>	<i>Never or rarely</i>
a) I talk about mathematics problems with my friends.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I help my friends with mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I do mathematics as an extracurricular activity.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I take part in mathematics competitions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I do mathematics more than 2 hours a day outside of school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I play chess.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I program computers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I do mathematics even though I do not like it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I participate in a mathematics club.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q52

For each pair of items, please choose the one that best describes you.

(Please check only one box in each row.)

- | | | | |
|--|----------------------------|--|----------------------------|
| a) I do my best work in mathematics when I try to do better than others. | <input type="checkbox"/> 1 | I do my best work in mathematics when I work with other students. | <input type="checkbox"/> 2 |
| b) I would like to be the best in my class in mathematics. | <input type="checkbox"/> 1 | In mathematics I enjoy working with other students in groups. | <input type="checkbox"/> 2 |
| c) 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 | I try very hard in mathematics because I want to do better on the exams than the others. | <input type="checkbox"/> 2 |
| d) In mathematics, I enjoy helping others to work well in a group. | <input type="checkbox"/> 1 | I make a real effort in mathematics because I want to be one of the best. | <input type="checkbox"/> 2 |
| e) In mathematics I always try to do better than the other students in my class. | <input type="checkbox"/> 1 | In mathematics I learn most when I work with other students in my class. | <input type="checkbox"/> 2 |

Q54

For each group of three items, please choose the item that best describes your approach to mathematics.

(Please check only one box in each row.)

- | | | | |
|----|--|---|--|
| a) | When I study for a mathematics test, I try to work out what are the most important parts to learn. <input type="checkbox"/> 1 | When I study for a mathematics test, I try to understand new concepts by relating them to things I already know. <input type="checkbox"/> 2 | When I study for a mathematics test, I learn as much as I can by heart. <input type="checkbox"/> 3 |
| b) | When I study mathematics, I try to figure out which concepts I still have not understood properly. <input type="checkbox"/> 1 | When I study mathematics, I think of new ways to get the answer. <input type="checkbox"/> 2 | When I study mathematics, I make myself check to see if I remember the work I have already done. <input type="checkbox"/> 3 |
| c) | When I study mathematics, I try to relate the work to things I have learned in other subjects. <input type="checkbox"/> 1 | When I study mathematics, I start by working out exactly what I need to learn. <input type="checkbox"/> 2 | When I study mathematics, I go over some problems so often that I feel as if I could solve them in my sleep. <input type="checkbox"/> 3 |
| d) | In order to remember the method for solving a mathematics problem, I go through examples again and again. <input type="checkbox"/> 1 | I think about how the mathematics I have learned can be used in everyday life. <input type="checkbox"/> 2 | When I cannot understand something in mathematics, I always search for more information to clarify the problem. <input type="checkbox"/> 3 |

Q55

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 try to use test-taking strategies that have worked for me in the past when I take a mathematics test.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) After I solve a mathematics test question, I ask myself if there was an easier way to do it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I pace myself in order to have enough time on mathematics tests.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I consciously focus my attention on important information in the questions on mathematics tests.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I read the instructions carefully before I begin a mathematics test.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I think of several ways to solve a mathematics problem and choose the best one when taking a mathematics test.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) When I get confused during a mathematics test, I stop and reread the question.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I know what kind of information is most important in solving a mathematics test question.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

- i) I use helpful strategies automatically during a mathematics test. 1 2 3 4

Q56 How many hours do you typically spend per week attending out-of-school-time lessons in the following subjects?

These are only lessons in subjects that you are also learning at school, that you spend extratime extra time outside of normal school hours. The lessons may be given at your school, at your home, or somewhere else.

(Please check only one box in each row.)

	<i>I do not attend out-of-school time lessons in this subject</i>	<i>Less than 2 hours a week</i>	<i>2 or more but less than 4 hours a week</i>	<i>4 or more but less than 6 hours a week</i>	<i>6 or more hours a week</i>
a) English	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Science	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Other Subjects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q57 For those subjects in which you attend out-of-school lessons, please indicate whether these lessons are either remedial or enriching in nature.

Remedial lessons are providing help for students who have problems in learning the respective subject, while enrichment lessons are providing additional, mostly demanding content for students with high achievement in the subject.

(Please check only one box in each row.)

	<i>Remedial lessons</i>	<i>Enrichment lessons</i>	<i>Not applicable</i>
a) English	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b) Mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c) Science	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

- d) Other school subjects ₁ ₂ ₃
- e) Study skills ₁ ₂ ₃

Q58 **Thinking about all school subjects: On average, how many hours do you spend each week on the following?**

When answering, include time spent on the weekend too.

- a) Homework or other material assigned by your teachers _____ *hours per week*
- b) Out of the time spent in (a), how many hours do you work on your homework with somebody overlooking and providing help if necessary (“guided homework”), either at school or elsewhere? _____ *hours per week*
- c) Work with a personal tutor (whether paid or not) _____ *hours per week*
- d) Attend out of school classes organized by a commercial company and paid for by your parents _____ *hours per week*
- e) Study with a parent or other family member _____ *hours per week*
- f) Practice content from school lessons by working on a computer (e.g., learn vocabulary with training software) _____ *hours per week*

Q59 **Thinking only about mathematics: On average, how many hours do you spend each week on the following?**

When answering, include time spent on the weekend too.

- a) Homework or other material assigned by your teachers _____ *hours per week*

- b) Out of the time spent in (a), how many hours do you work on your homework with somebody overlooking and providing help if necessary (“guided homework”), either at school or elsewhere? _____ *hours per week*

- c) Work with a personal tutor (whether paid or not) _____ *hours per week*

- d) Attend out of school classes organized by a commercial company and paid for by your parents _____ *hours per week*

- e) Study with a parent or other family member _____ *hours per week*

- f) Practice mathematics using online software (e.g., learn vocabulary with training software) _____ *hours per week*

Q63 Thinking about mathematical concepts: How familiar are you with the following terms?

(Please check only one box in each row.)

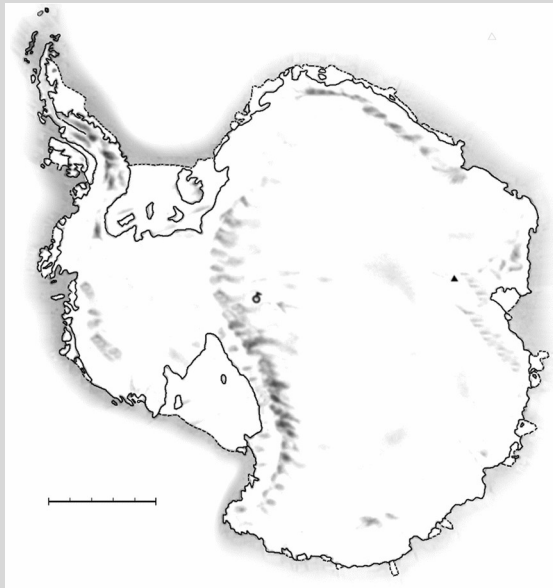
	<i>Never heard of it</i>	<i>Heard of it once or twice</i>	<i>Heard of it a few times</i>	<i>Heard of it often</i>	<i>Know it well, understand the concept</i>
a) Exponential Function	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Divisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Quadratic Function	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Proper Number	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) Pythagorean Theorem	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f) Linear Equation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g) Vectors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h) Complex Number	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i) Rational Number	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j) Radicals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k) Subjunctive Scaling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
l) Polygon	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
m) Declarative Fraction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
n) Prime Number	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
o) Congruent Figure	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
p) Cosine	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
q) Arithmetic Mean	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
r) Area of a Circle	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
s) Probability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

The next six questions are about your experience with different kinds of mathematics problems in school. You will see a mathematics problem, followed by some questions about your experience with the problem.

Please read each of the problems. You do NOT need to solve them.

Read the problem in the box below. Then answer the questions that follow Q64t.

Below is a map of Antarctica



CONTINENT AREA

Estimate the area of Antarctica using the map scale.

We want to know about your experience with this type of problem in school. Do not solve it!

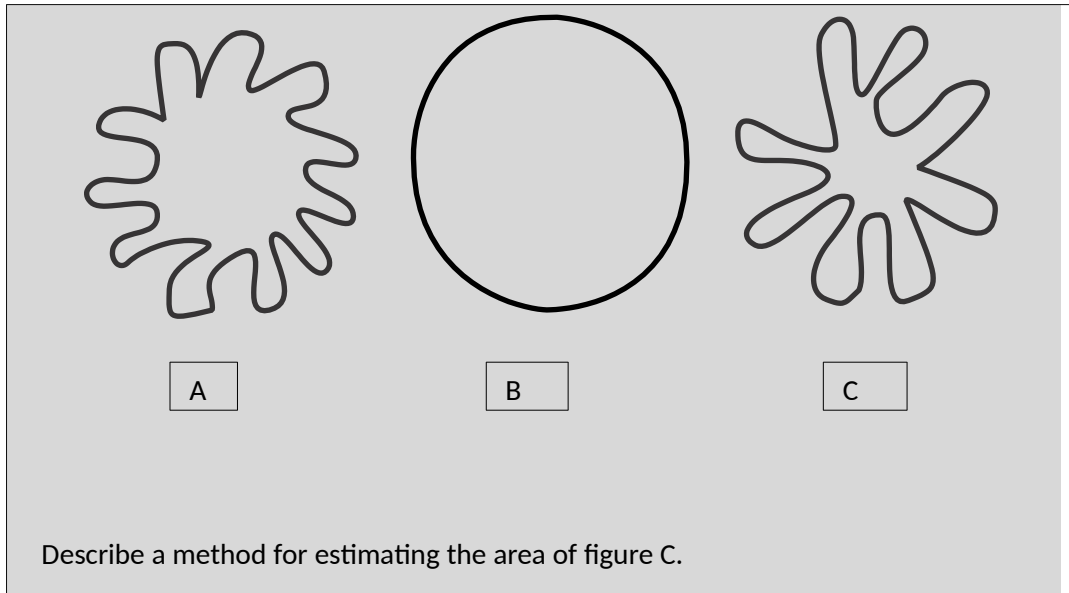
(Please check only one box in each row.)

*Frequently Sometime
s Rarely Never*

a) How often have you encountered this type of problem in your **mathematics lessons**? 1 2 3 4

b) How often have you encountered this type of problem in the **tests you have taken in school**? 1 2 3 4

Q65 Read the problem in the box below. Then answer the questions that follow it.



Describe a method for estimating the area of figure C.

We want to know about your experience with this type of problem in school. Do not solve it!

(Please check only one box in each row.)

	<i>Frequently</i>	<i>Sometime s</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered this type of problem in your mathematics lessons ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered this type of problem in the tests you have taken in school ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q66

Read the problem in the box below. Then answer the questions that follow it.

A carpenter has 32 meters of timber and wants to make a border around a garden bed. He is considering the following designs for the garden bed.

A

10m

10m

C

10m

D

10m

We want to know about your experience with this type of problem in school. Do not solve it!

(Please check only one box in each row.)

	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered this type of problem in your mathematics lessons?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

this type of problem in the **tests you have taken in school?**

Q67

Read the problem in the box below. Then answer the questions that follow it.

A woman in the hospital receives an injection of penicillin. Her body gradually breaks the penicillin down so that one hour after the injection only 60% of the penicillin will remain active.

This pattern continues: at the end of each hour only 60% of the penicillin that was present at the end of the previous hour remains active.

Suppose the woman is given a dose of 300 milligrams of penicillin at 8 o'clock in the morning.

Complete this table showing the amount of penicillin that will remain active in the woman's blood at intervals of one hour from 8:00 until 11:00.

Time	8:00	9:00	10:00
------	------	------	-------

We want to know about your experience with this type of problem in school. Do not solve it!

(Please check only one box in each row.)

	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered this type of problem in your mathematics lessons?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered this type of problem in the tests you have taken in school?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q68

Read the problem in the box below. Then answer the questions that follow it.

Mei-Ling from Singapore was preparing to go to South Africa for 3 months as an exchange student. She needed to change some Singapore dollars (SGD) into South African rand (ZAR).

During these 3 months, the exchange rate had changed from 4.2 to 4.0 ZAR per SGD.

We want to know about your experience with this type of problem in school. Do not solve it!

(Please check only one box in each row.)

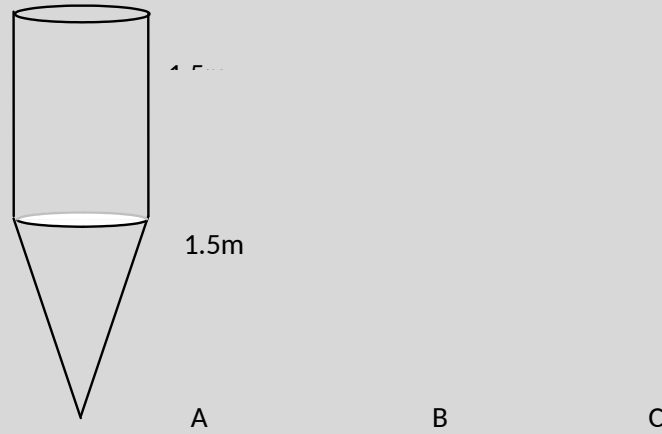
	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered this type of problem in your mathematics lessons?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered this type of problem in the tests you have taken in school?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q69

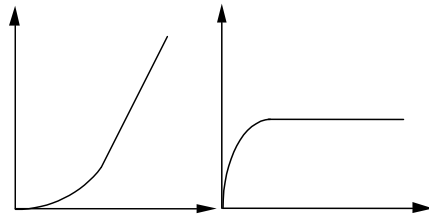
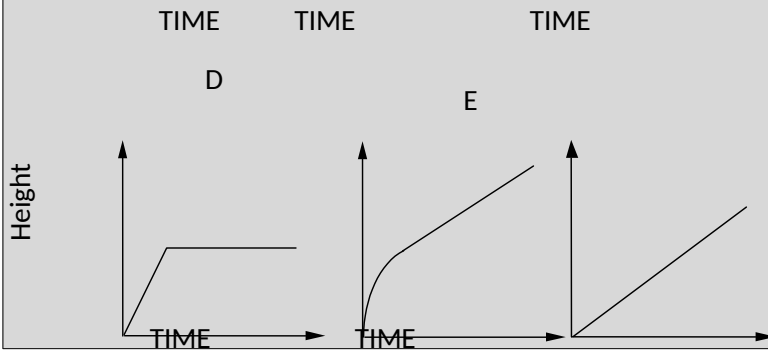
Read the problem in the box below. Then answer the questions that follow it.

A water tank has the shape and dimensions as shown in the diagram.

At the beginning, the tank is empty. Then it is filled with water at the rate of one liter per second.



Which of the following graphs shows how the height of the water surface changes over time?



**We want to know about your experience with this type of problem in school.
Do not solve it!**

(Please check only one box in each row.)

	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered this type of problem in your mathematics lessons?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered this type of problem in the tests you have taken in school?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

[The following item was not administered in 2003 but was administered in 2009.]

Q73 **On average, about how many students attend your English class?**

_____ *students*

The next four questions are about your experience with different kinds of mathematics problems in school. You will see descriptions of problems and gray-colored boxes, each containing a mathematics problem.

Please read each of the problems. You do NOT need to solve them.

Q74 *In the box is a series of problems. Each requires you to understand a problem written in text and perform the appropriate calculations. Usually the problem talks about practical situations, but the numbers and people and places mentioned are made up. All the information you need is given. Here are two examples:*

1) Ann is two years older than Betty, and Betty is four times as old as Sam. When Betty is 30, how old is Sam?

2) Mr. Smith bought a television and a bed. The television cost \$625, but he got a 10% discount. The bed cost \$200. He paid \$20 for delivery. How much money did Mr. Smith spend?

We want to know about your experience with these types of word problems in school. Do not solve it!

(Please check only one box in each row.)

	<i>Frequentl y</i>	<i>Sometime s</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered these types of problems in your mathematics lessons?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered these types of problems in the tests you have taken in school?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q75

Below are examples of another set of mathematical skills.

- 1) Solve $2x + 3 = 7$.
2) Find the volume of a box with sides 3m, 4m and 5m.

We want to know about your experience with these types of items in school. Do not solve it!

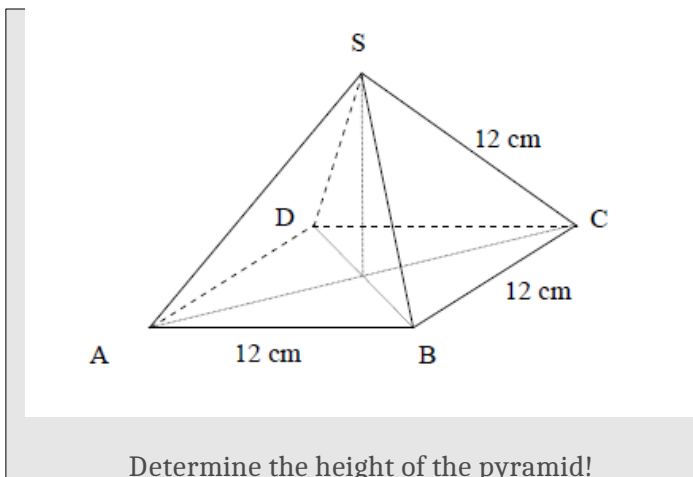
(Please check only one box in each row.)

	<i>Frequentl y</i>	<i>Sometime s</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered these types of problems in your mathematics lessons ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered these types of problems in the tests you have taken in school ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q76

In the next type of problems, you have to use mathematical knowledge and draw conclusions. There is no practical application provided. Here are two examples.

1) Here you need to use geometrical theorems:



2) Here you have to know what a prime number is:

If n is any number: can $(n+1)^2$ be a prime number?

We want to know about your experience with these types of problems in school.
Do not solve it!

(Please check only one box in each row.)

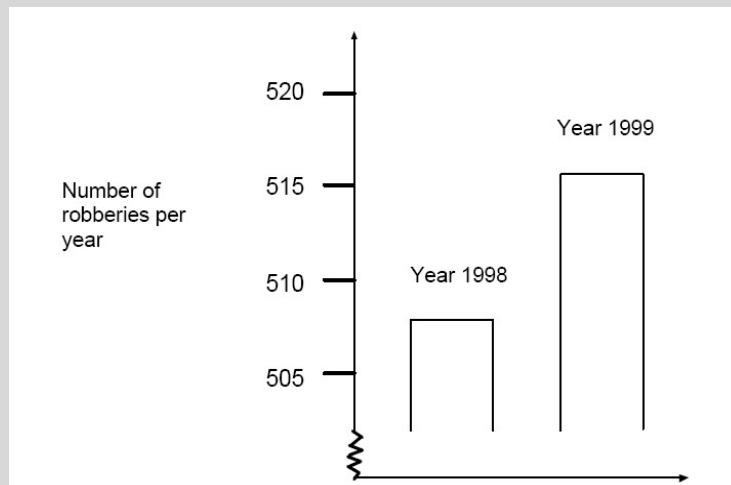
	Frequently	Sometime s	Rarely	Never
a) How often have you encountered these types of problems in your mathematics lessons ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered these types of problems in the tests you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

have taken in school?

Q77 *In this type of problem, you have to apply suitable mathematical knowledge to find a useful answer to a problem that arises in everyday life or work. The data and information are about real situations. Here are two examples.*

Example 1:

A TV reporter says "This graph shows that there is a huge increase in the number of robberies from 1998 to 1999."



Do you consider the reporter's statement to be a reasonable interpretation of the graph? Give an explanation to support your answer.

Example 2:

For years the relationship between a person's recommended maximum heart rate and the person's age was described by the following formula:

$$\text{Recommended maximum heart rate} = 220 - \text{age}$$

Recent research showed that this formula should be modified slightly. The new formula is as follows:

We want to know about your experience with these types of problems in school. Do not solve it!

(Please check only one box in each row.)

	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
a) How often have you encountered these types of problems in your mathematics lessons?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) How often have you encountered these types of problems in the tests you have taken in school?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q79

How often do these things happen with your mathematics homework?

(Please check only one box in each row.)

	<i>Always or almost always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
a) My mathematics teacher discusses mistakes with us to help us learn from our mistakes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) My mathematics teacher gives feedback on how we solve our homework problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My mathematics teacher rewards finding “new” approaches to solving problems – approaches that we have to find on our own and that have not been explicitly taught.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My mathematics teacher gives homework problems that require us to go beyond what has been explicitly taught in class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) My mathematics teacher rewards the effort that we put into our	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

homework regardless of whether we get the right answer.

Q80

Thinking about the mathematics teacher that taught your last mathematics class: How often do these things happen?

(Please check only one box in each row.)

	<i>Always or almost always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
a) The teacher sets clear goals for our learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) The teacher asks me or my classmates to present our thinking or reasoning at some length.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The teacher gives different work to classmates that have difficulties learning and/or to those who can advance faster.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The teacher assigns projects that require at least one week to complete.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The teacher tells me about how well I am doing in my mathematics class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The teacher asks questions to check whether we have understood what was taught.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) The teacher has us work in small groups to come up with joint solutions to a problem or task.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) At the beginning of a lesson, the teacher presents a short summary of the previous lesson.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) The teacher reviews the homework that we prepare.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

- | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| j) The teacher asks us to help plan classroom activities or topics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| k) The teacher gives me feedback on my strengths and weaknesses in mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| l) The teacher tells us what is expected of us when we get a test, quiz, or assignment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| m) The teacher checks our workbooks. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| n) The teacher has us argue about different approaches to solving a mathematics problem. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| o) The teacher tells us what we have to learn. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| p) The teacher gives a test or quiz to assess student learning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| q) The teacher tells me what I need to do to become better in mathematics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| r) The teacher has us solve realistic problems from daily life. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

Q81

Thinking about the mathematics teacher that taught your last mathematics class: 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) The teacher asks questions that make us reflect on the problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) The teacher gives tasks that only involve calculations.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The teacher gives problems with definite solutions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The teacher gives problems that require us to think about them for an extended time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The teacher asks us to decide on our own procedures for solving complex problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The teacher presents problems for which there is no immediately obvious method of solution.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) The teacher presents problems in different contexts so that students know whether they have understood the concepts.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) The teacher helps us to learn from mistakes we have made.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) The teacher asks us to explain how we have solved a problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

j) The teacher presents problems that require students to apply what they have learned to new contexts. 1 2 3 4

k) The teacher gives problems that can be solved in several different ways. 1 2 3 4

Q83

Below you will find descriptions of three mathematics teachers. Read each of the descriptions of these teachers. Then let us know to what extent you agree with the final statement.

(Please check only one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Ms. Anderson assigns mathematics homework every other day. She always gets the answers back to students before examinations. Ms. Anderson is concerned about her students' learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Mr. Crawford assigns mathematics homework once a week. He always gets the answers back to students before examinations. Mr. Crawford is concerned about his students' learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Ms. Dalton assigns mathematics homework once a week. She never gets the answers back to students before examinations. Ms. Dalton is concerned about her students' learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q84

Thinking about the mathematics teacher who taught your last mathematics class: 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>Strong ly disagr ee</i>
a) My teacher lets students know they need to work hard.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) My teacher provides extra help when needed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My teacher helps students with their learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My teacher gives students the opportunity to express opinions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q85 Below you will find descriptions of three mathematics teachers. Read each of the descriptions of these teachers. Then let us know to what extent you agree with the final statement.

(Please check only one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The students in Ms. Franklin's class frequently interrupt her lessons. She also always arrives to class five minutes early. Ms. Franklin is in control of her classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The students in Ms. Harris' class are calm and orderly. She always arrives on time to class. Ms. Harris is in control of her classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The students in Mr. Reynolds' class frequently interrupt his lessons. As a result, he often arrives to class five minutes late. Mr. Reynolds is in control of his classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q86 Thinking about the mathematics teacher who taught your last mathematics class: 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) My teacher gets students to listen to him or her.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) My teacher keeps the class orderly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) My teacher starts the class period on time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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

Q88

Thinking about 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) I feel like an outsider (or left out of things) at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I make friends easily at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I feel like I belong at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I feel awkward and out of place in my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Other students seem to like me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I feel lonely at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I feel happy at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Things are ideal in my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I am satisfied with my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q90

Thinking about 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) It is good for me to pass my classes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Trying hard in school will help me get a good job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Trying hard in school will help me get into a good college.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I enjoy receiving good grades.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Trying hard in school is important.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Trying hard in school will not do any good.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q91

Thinking about how others view 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) My parents believe that it is beneficial for me to try as hard as I can to do well in school this year.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) My parents believe that it is good for me to pass my classes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My friends enjoy studying for	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

their classes.

- d) My friends try to do better than each other in school. 1 2 3 4
- e) My friends think that trying hard in school will not do any good. 1 2 3 4
- f) My parents think I will get better grades if I try harder in school. 1 2 3 4

Q92 **Thinking about 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) If I invest enough effort I can succeed in school. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) It is completely my choice whether or not I do well in school. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) Family demands or other problems prevent me from putting a lot of time into my school work. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) If I had different teachers, I would try harder in school. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e) If I wanted to I could perform well in school. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f) I perform poorly in school whether or not I study for my exams. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

Q93 **Thinking about 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) I intend to study every night for the remainder of the school year.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I will turn in all of my homework on time for the remainder of the school year.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I intend to set timelines to get projects done.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I plan on studying harder in school this year than I did last year.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I will arrive on time to my classes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I intend to work hard on every project to make sure everything is done right.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q94

Thinking about yourself: How much like you are each of the statements below?

(Please check only one box in each row.)

	<i>Very much like me</i>	<i>Mostly like me</i>	<i>Somewha t like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
a) When confronted with a problem I give up easily.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) I put little time and effort into solving problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) I put off difficult problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) I remain interested in the tasks that I start.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) I stick with what I decide to do.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f) I continue working on tasks until everything is perfect.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g) When confronted with a problem I do more than what is expected of me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h) My interests change quickly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i) When confronted with a problem I am easily distracted.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j) I remain calm under pressure.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k) Before I act, I plan.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Thinking about yourself: How much like you are each of the statements below?

Q95

(Please check only one box in each row.)

	<i>Very much like me</i>	<i>Mostly like me</i>	<i>Somewhat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
a) I am happy when I learn something new.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) I tend to analyze things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) I dislike learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) I reason logically.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) I can handle a lot of information.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f) I am quick to understand things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g) I never challenge things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h) I rarely look for a deeper meaning in things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i) I seek explanations for things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j) I can easily link facts together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k) I have difficulty imagining things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
l) I look forward to the opportunity to learn and grow.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
m) I like to speculate about things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
n) I like to solve complex problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
o) I come up with alternatives.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q96

You have just bought a new cell phone. It works differently from your old one. You want to find out how to use it.

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I try to figure out how to use the functions that I really need. Anything else doesn't matter.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I look for the games first.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I open up every menu and try out all the options.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I check how many buttons work the same way as my old phone.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I read the manual.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I search the Internet.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I ask a friend for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I push a few buttons to see if there are familiar menus.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q97 *Suppose that you have been sending text messages from your mobile phone for several weeks. Today, however, you can't send text messages. You want to try to solve the problem.*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I press every button possible to find out what is wrong.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I think about what might have happened and what I can do to solve the problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I read the manual.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I search the Internet.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I ask a friend for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q98 *After 15 minutes, you haven't found a solution to the problem. What would you do next?*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I keep on trying hard to solve the problem by myself.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| b) I call the technical support line. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) I ask my friends for help. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) I search the Internet. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e) I get it repaired in a shop. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f) I buy another cell phone. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g) I read the manual. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h) I put it away and decide to try again later. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

Q99 *You want to buy a cable to connect your computer to your TV. You don't know which cable to buy.*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

- | | <i>I would definitely do this</i> | <i>I would probably do this</i> | <i>I would probably not do this</i> | <i>I would definitely not do this</i> |
|---|-----------------------------------|---------------------------------|-------------------------------------|---------------------------------------|
| a) I go to the nearest electronics store and ask the sales assistant. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) I search the Internet for how to connect computers to TVs. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) I read the manual for my computer or my TV. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) I ask a friend for help. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e) I go to the nearest electronics store and buy the one that I think is right. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

- f) I look at the sockets on my computer and my TV to figure out what to buy. 1 2 3 4

Q100 *Suppose you know the right cable to connect your computer to your TV. You want to find an electronics store that sells cheap cables.*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

- | | <i>I would
definitely
do this</i> | <i>I would
probably
do this</i> | <i>I would
probably
not do
this</i> | <i>I would
definitely
not do
this</i> |
|--|---|---|---|---|
| a) I go to several stores and compare the advertised prices of the cables. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) I search the Internet for the locations of discount electronics stores. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) I go to the nearest electronics store and ask the sales assistant for a good price. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) I ask friends for their advice on how much I should pay. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e) I phone several electronics stores to ask how much they charge for the cable. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

Q101

You try three discount electronics stores but none of them has the cable in stock.

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I try to find more discount electronic stores.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I try to think of other ways I could get a cable, or if I could use a different type of connection.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I go to a very expensive store that has the cable in stock.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I decide to try again another day.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I ask friends for their advice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I order a cable from a discount store, with an estimated two weeks delivery time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I decide not to connect my computer and my TV.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I phone several electronics stores to ask how much they charge for the cable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q102 *You are planning a trip to the zoo with your brother. You don't know which route to take to get there.*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I read the zoo brochure to see if it says how to get there.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I study a map and figure out the best route.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I leave it to my brother to worry about how to get there.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I ask a friend who has been there before for advice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I know roughly where it is, so I suggest we just start driving.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I search the Internet to get directions from home to the zoo.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I use a GPS car navigation system to find the quickest route.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q103 ***Suppose that your brother is driving and you are using a map to navigate to the zoo. When you think you are nearly there, you realize that you are lost.***

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I ask my brother for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I think about where we might have made a wrong turn and how to get back on course.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I study the map to try to figure out where we are.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I tell my brother to turn around and drive back until we find a road I know.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The zoo should be close by, so I suggest that we keep going to see if we can find it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) We stop and ask a pedestrian for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q104 *After 15 minutes, you have worked out where you are. You are a long way from the zoo and there doesn't seem to be an easy way to get there.*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I call my friend who has been there before to ask for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I keep on trying hard to figure out the best way to get there.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I ask my brother what to do.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I suggest we find a gas station.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I give up and ask my brother to drive us back home.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I look for another place we can visit that is easy to get to from where we are now.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q105 *You arrive at the train station. There is a ticket machine that you have never used before. You want to buy a ticket.*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I check how similar it is to other ticket machines I have used.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I watch how somebody else buys a ticket.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I carefully read the instructions on the machine.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I try out all the buttons to see what happens.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I ask someone for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I try to find a ticket office at the station to buy a ticket.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q106

Suppose that you have been buying train tickets from the ticket machine for several weeks. Today, however, the ticket machine doesn't seem to work. You need to buy a ticket.

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I press every button possible to find out what is wrong.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I think about what might cause this problem and what I can do to solve it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I carefully read the display and the instructions on the machine.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I try to find another ticket machine.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I try to find a ticket office at the station to buy a ticket.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I ask someone for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I phone the customer service line.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I hit the machine to try to get it to work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q107 *After 15 minutes, you haven't been able to buy a ticket and the train is due to arrive soon.*

What would you do? For each suggestion, check the option that best applies to you.

(Please check only one box in each row.)

	<i>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I try to find a ticket office at the station to buy a ticket.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I keep on trying hard to get the machine to work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I ask someone for help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I carefully read the display and the instructions on the machine.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I get on the train without a ticket.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I hit the machine to try to get it to work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I travel some other way.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I give up and go home.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I try to find another ticket machine.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

The questions that follow have to do with how you make decisions. You are given two to three choices. Your task is to decide between the choices. Choose the box that matches your preference.

Q108 **You are given two choices to make money: Which do you prefer?**

(Please check only one box.)

Accept \$200 ₁

Flip a coin. If it comes up heads you
get \$500, if it comes up tails you
get nothing. ₂

Q109 **You are given two choices to make money: Which do you prefer?**

(Please check only one box.)

Accept \$200 ₁

Flip a coin. If it comes up heads
you get \$400, if it comes up tails
you get nothing. ₂

Q110 **You are given two choices to make money: Which do you prefer?**

(Please check only one box.)

Accept \$200 ₁

Flip a coin. If it comes up heads
you get \$350, if it comes up tails
you get nothing. ₂

Q111 You are given two choices to make money: Which do you prefer?

(Please check only one box.)

Accept \$200 ₁

Flip a coin. If it comes up heads you get \$450, if it comes up tails you get nothing. ₂

Q112 You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$200 now ₁

To get \$250 in 3 months ₂

To get \$300 in 6 months ₃

Q113 You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$200 now ₁

To get \$250 in 1 month ₂

To get \$300 in 3 months ₃

Q114

You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$200 now ₁

To get \$300 in 1 month ₂

To get \$600 in 3 months ₃

Q115

You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$200 now ₁

To get \$300 in 3 months ₂

To get \$600 in 6 months ₃

4. Items in 2003 Student Questionnaire that have been eliminated:

Item #	Stem
Q43	What kind of job do you expect to have when you are about 30 years old?
Q44	Is there a computer available for you to use at any of these places?
Q45	Have you ever used a computer?
Q46	How long have you been using computers?
Q47	How often do you use a computer at these places?
Q48	How often do you use:
Q49	How well can you do each of these tasks on a computer?
Q50	<i>Thinking about your experience with computers:</i> To what extent do you agree with the following statements?