

APPENDIX C: PISA FIELD TEST QUESTIONNAIRES

1. School Questionnaire
2. Student Questionnaire Form A
3. Student Questionnaire Form B
4. Student Questionnaire Form C
5. Student Questionnaire Form D
6. Financial Literacy Background Questions Set 1
7. Financial Literacy Background Questions Set 2

OECD Program for International Student Assessment 2012



USA

Date of Test (Field Trial PISA 2012)		
_____	_____	2011
Day	Month	

School Questionnaire



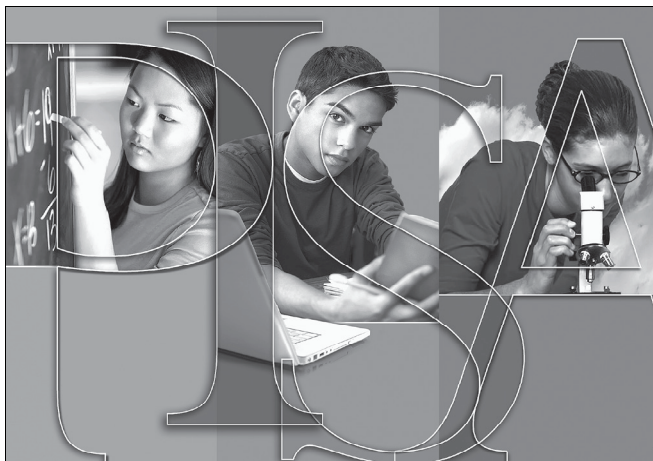
School ID

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English 313

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Project Consortium

- Australian Council for Educational Research (ACER)
- cApStAn Linguistic Quality Control (Belgium)
- Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)
- Educational Testing Service (ETS, USA)
- Institutt for Lærerutdanning og Skoleutvikling (ILS, Norway)
- Leibniz - Institute for Science and Mathematics Education (IPN, Germany)
- National Institute for Educational Policy Research (NIER, Japan)
- The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg EMACS (Luxembourg)
- Unité d'analyse des systèmes et des pratiques d'enseignement (aSPe, Belgium)
- Westat (USA)

This questionnaire asks for information including:

- The structure and organization of the school;
- The student body and teachers;
- The school's resources;
- The school's instruction, curriculum and assessment;
- The school climate;
- The school's policies and practices;
- Financial education at school.

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by the principal or designee.

It should take about 40 minutes to complete.

For some questions, specific expertise may be needed. You may consult experts to help you answer these questions.

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

Some questions ask about 10th grade or 10th graders. If you do not have a 10th grade in your school, then answer these questions for the grade in your school that contains the most 15-year-olds.

All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

SECTION A: THE STRUCTURE AND ORGANIZATION OF THE SCHOOL

SC01

Q1 Is your school a public or a private school?

(Please check only one box.)

A public school ₁

A private school ₂

SC02

Q2 About what percentage of your total funding for a typical school year comes from the following sources?

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

	%
a) Government (includes departments, local, state, and federal)	_____
b) Tuition, student fees, or school charges paid by parents	_____
c) Benefactors, donations, bequests, sponsorships, parent fundraising	_____
d) Other	_____

Total	100%
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Q3 Which of the following definitions best describes the community in which your school is located?

(Please check only one box.)

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

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

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

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

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

SC04

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 ₀₁

16-20 students ₀₂

21-25 students ₀₃

26-30 students ₀₄

31-35 students ₀₅

36-40 students ₀₆

41-45 students ₀₇

46-50 students ₀₈

More than 50 students ₀₉

Q6 The following questions are about the amount of instructional time in your school.

- a) How many instructional weeks are _____ out of 52 weeks in the school year?

(Please check one box in each row.)

<30 hours 30-32 hours 33-35 hours 36-40 hours 41-45 hours >45 hours

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

₁ ₂ ₃ ₄ ₅ ₆

<22 hours 22-26 hours 27-31 hours 32-36 hours >36 hours

- c) How many hours for **instruction in all subjects** are there in the school week? (exclude lunch breaks and after school activities)

₁ ₂ ₃ ₄ ₅

0 hours 1-2 hours 3-4 hours 5-6 hours >6 hours

- d) How many hours for **instruction in mathematics** are there in the school week? (exclude lunch breaks and after-school activities)

₁ ₂ ₃ ₄ ₅

SECTION B: THE STUDENT BODY AND TEACHERS

SC07

Q7 As of February 1, 2011, what was the total school enrollment (number of students)?

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

a) Number of boys: _____

b) Number of girls: _____

Q8 Approximately what percentage of students at this school last year were eligible for free- or reduced-price lunches through the National School Lunch Program?

(Please write a number on the line. Write 0 (zero) if there are none.)

Percentage of students eligible: _____

SC08

Q9 About what percentage of students in your school repeated a grade, at these levels, last academic year?

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

- | | % | <i>Grade not available in this school</i> |
|---|-------|---|
| a) The approximate percentage of students repeating a grade at middle/junior high school level (grades 7-9) in this school last year was: | _____ | <input type="checkbox"/> ₉₉₆ |
| b) The approximate percentage of students repeating a grade at high school level (grades 10-12) in this school last year was: | _____ | <input type="checkbox"/> ₉₉₆ |

Q10 **How many of the following teachers are on the staff of your school?**

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

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

	<i>Full-time</i>	<i>Part-time</i>
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	_____	_____

Q11 How many of the following are on the mathematics staff of your school?

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

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

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

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

SECTION C: THE SCHOOL'S RESOURCES

The goal of the following set of three questions is to gather information about the student-computer ratio for students in the 10th grade at your school.

SC11

Number

Q12a At your school, what is the total number of students in the 10th grade?

Q12b Approximately how many computers are available for these students for educational purposes?

Q12c Approximately how many of these computers are connected to the Internet?

Q13 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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Students have access to computers or laptops during classes only.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Students have access to computers or laptops outside classes (e.g., during breaks or free lessons).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC13

Q14 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

Q15 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please check one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of qualified English teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Shortage or inadequacy of instructional materials (e.g., textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of school buildings and grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of heating/cooling and lighting systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of instructional space (e.g., classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION D: SCHOOL INSTRUCTION, CURRICULUM, AND ASSESSMENT

SC15

Q16 *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?*

(Please check one box in each row.)

	<i>For all classes</i>	<i>For some classes</i>	<i>Not for any classes</i>
a) Mathematics classes study similar content, but at different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Different classes study different content or sets of mathematics topics that have different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Students are grouped by ability within their mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e., students are not grouped by ability).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q17 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

Q18 Does your school offer any of the following options to students in the 10th grade whose first language is not English?

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Before transferring to regular classes, these students attend a preparatory program aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Before transferring to regular classes, these students receive some instruction in school subjects through their first language. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) These students receive significant amounts of instruction in their first language aimed at developing proficiency in both languages. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Class size is reduced to cater to the special needs of these students. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q19 In your school, are assessments of students in the 10th grade used for any of the following purposes?

(Please check only one box in each row.)

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

SC19

Q20 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.)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g., in the media) | <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"/> ₂ |

Q21 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 Q22</i> |

SC21

Q22 What is the purpose of these additional mathematics lessons?

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Enrichment mathematics only | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Remedial mathematics only | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Both enrichment mathematics and remedial mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Without differentiation depending on the prior achievement level of the students | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

SECTION E: SCHOOL CLIMATE

SC22

Q23 In your school, to what extent is the learning of students hindered by the following phenomena?

(Please check one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Student truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students being late for classes during the school day	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students not attending compulsory school events (e.g., school assemblies) or excursions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Disruption of classes by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Students not being encouraged to achieve their full potential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Poor student-teacher relations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
k) Teachers having to teach students of heterogeneous ability levels within the same class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teachers having to teach students of diverse ethnic backgrounds (i.e., language, culture) within the same class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teachers' low expectations of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Teachers being late for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Teachers not being well prepared for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q24 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.

%

Q25 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

Q26 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 | _____ |

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

(Please check one box in each row.)

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

Q28 **How much do you agree with these statements about innovation in your school?**

(Please check one box in each row.)

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

SC28

Q29 **How much do you agree with these statements about teachers’ expectations in your school?**

(Please check one box in each row.)

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

Q30 **How much do you agree with these statements about teaching goals in your school?**

(Please check one box in each row.)

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

Q31 During the last year, have any of the following methods been used to monitor the practice of mathematics teachers at your school?

(Please check one box in each row.)

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

Q32 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

SECTION F: SCHOOL POLICIES AND PRACTICES

SC32

Q33 How often are the following factors considered when students are admitted to your school?

(Please check one box in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
a) Student's record of academic performance in general (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Student's record of performance specifically in mathematics (including placement test)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Whether the student requires or is interested in a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q34 Regarding your school, who has a considerable responsibility for the following tasks?

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

	<i>Principals</i>	<i>Teachers</i>	<i>School-level governing board</i>	<i>Local education agency</i>	<i>State education agency</i>	<i>U.S. Department of Education</i>
a) Selecting teachers for hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Firing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Establishing teachers' starting salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Determining teachers' salary increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Formulating the school budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Deciding on budget allocations within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Establishing student disciplinary policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Establishing student assessment policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Approving students for admission to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Choosing which textbooks are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Determining course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Deciding which courses are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q35 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.	<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) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<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) I ensure that teachers work according to the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) I promote teaching practices based on recent educational research.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) I praise teachers whose students are actively participating in learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
h) I draw teachers' attention to the importance of students' development of critical and social capacities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
i) I pay attention to disruptive behavior in classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
j) I provide staff with opportunities to participate in school decision-making.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

	<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>
k) I engage teachers to help build a school culture of continuous improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
l) I ask teachers to participate in reviewing management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
m) When a teacher brings up a classroom problem, we solve the problem together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
n) I discuss the school's academic goals with teachers at faculty meetings.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
o) I refer to the school's academic goals when making curricular decisions with teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
p) I discuss academic performance results with the faculty to identify curricular strengths and weaknesses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
q) I lead or attend in-service activities concerned with instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
r) I set aside time at faculty meetings for teachers to share ideas or information from in-service activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> 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).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
t) I review student work products when evaluating classroom instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
u) I ensure that the classroom priorities of teachers are consistent with the goals and direction of the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Q36 **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 _____ %

Q37 **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

Q38 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

SC38

Q39 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

Q40 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

Q41 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 |

SC41

Q42 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 |

Q43 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

Q44 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 |

SC44

Q45 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?

(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 |

SECTION G: FINANCIAL EDUCATION AT SCHOOL

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).

SC45

Q46 Is financial education compulsory in your school?

(Please check only one box.)

Yes

 ₁

No

 ₂

Q47 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).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q48 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

SC48

Q49 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 |

Thank you very much for your cooperation in completing this questionnaire!

OECD Program for International Student Assessment 2012



ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

USA

Date of Test (Field Trial PISA 2012)		
_____	_____	2011
Day	Month	

Student Questionnaire - Form A



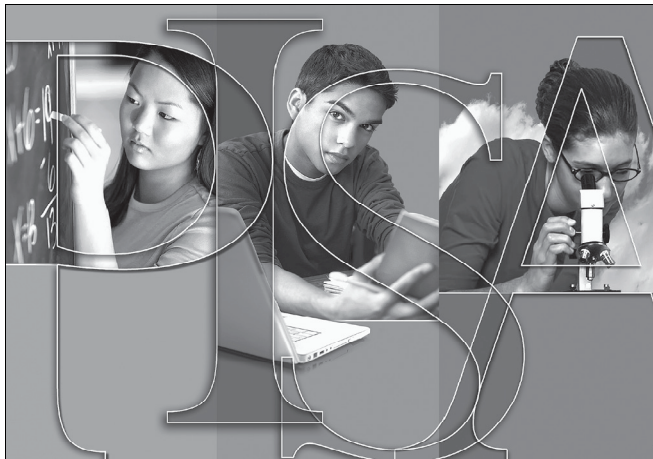
Student ID

Participation Status

English 313

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Project Consortium

- Australian Council for Educational Research (ACER)
- cApStAn Linguistic Quality Control (Belgium)
- Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)
- Educational Testing Service (ETS, USA)
- Institutt for Lærertutdanning og Skoleutvikling (ILS, Norway)
- Leibniz - Institute for Science and Mathematics Education (IPN, Germany)
- National Institute for Educational Policy Research (NIER, Japan)
- The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg EMACS (Luxembourg)
- Unité d'analyse des systèmes et des pratiques d'enseignement (aSPe, Belgium)
- Westat (USA)

In this booklet you will find questions about:

- You (Section A)
- Your Family and Home (Section B)
- Learning Mathematics (Section C)
- Your Mathematics Experiences (Section D)
- Your Problem Solving Experiences (Section E)

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

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

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

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

All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

SECTION A: ABOUT YOU

ST01

Q1 What grade are you in?

_____ *grade*

ST03

Q2 When were you born?

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

_____ 19_____
Month Day Year

ST04

Q3 Are you female or male?

Female

Male

₁

₂

Q4 Which best describes you?

(Please check only one box.)

I am Hispanic or Latino. _1

I am not Hispanic or Latino. _2

Q5 Which of these categories best describes your race?

(Please check one or more boxes.)

White _1

Black or African American _1

Asian _1

American Indian or Alaska Native _1

Native Hawaiian or Other Pacific Islander _1

Q6 Did you attend kindergarten?

No ₁

Yes ₂

ST07

Q7 Have you ever repeated a grade?

(Please check only one box in each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
a) In kindergarten	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) In grades 1-6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) In grades 7-9	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In grades 10-12	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

ST08

Q8 In the last two full weeks you were in school, how many times did you arrive late for school?

(Please check only one box.)

None ₁

One or two times ₂

Three or four times ₃

Five or more times ₄

Q9 What is the highest grade or level of school you expect to complete?

(Please check only one box.)

Less than high school ₁

High school ₂

Vocational or technical certificate (such as cosmetology or auto mechanics) ₃

Associate's degree (2-year degree from a community college) ₄

Bachelor's degree (4-year college degree) ₅

Master's degree ₆

Doctoral or professional degree such as medicine or law ₇

SECTION B: ABOUT YOUR FAMILY AND HOME

ST25

Q10 What language do you speak at home most of the time?

(Please check only one box.)

English 313

Spanish 156

Other language 859

Q11 Which of the following are in your home?

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
a) A desk to study at	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) A room of your own	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) A quiet place to study	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) A computer you can use for school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Educational software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) A link to the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Classic literature (e.g., Shakespeare)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Books of poetry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Works of art (e.g., paintings)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Books to help with your school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Technical reference books or manuals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) A dictionary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) A dishwasher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) A DVD player	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) A guest room	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) A high-speed Internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) A musical instrument	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q12 How many of these are there at your home?*(Please check only one box in each row.)*

	<i>None</i>	<i>One</i>	<i>Two</i>	<i>Three or more</i>
a) Cell phones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ₄
b) Televisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ₄
c) Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ₄
d) Cars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ₄
e) Bathrooms with a bathtub or shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ₄

Q13 How many books are there in your home?*There are usually about 15 books per foot of shelving. Do not include magazines, newspapers, or your schoolbooks.**(Please check only one box.)*

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

SECTION C: ABOUT LEARNING MATHEMATICS

ST38

Q14 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. |
| 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 | I do not look forward to my mathematics lessons. |

Q15 How confident do you feel about having to do the following mathematics tasks?

(Please check only one box in each row.)

	<i>Very confident</i>	<i>Confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>
a) Using a train schedule to figure out how long it would take to get from one place to another.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Calculating how much cheaper a TV would be after a 30% discount.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Calculating how many square feet of tile you need to cover a floor.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Understanding graphs presented in newspapers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Solving an equation like $3x+5=17$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Finding the actual distance between two places on a map with a 1:10,000 scale.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solving an equation like $2(x+3) = (x+3)(x-3)$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Calculating the gas mileage of a car.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q16 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

Q17 How often do you do the following things inside and outside school?

(Please check only one box in each row.)

	<i>Always or almost always</i>	<i>Often</i>	<i>Sometimes</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

Q18 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 extra time studying 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

Q19 For those subjects in which you attend out-of-school-time 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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Study skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q20 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*

Q21 What grade did you receive in the following subjects both on your last report card and the last school you attended?

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>Last report card</i>	<i>Last school you attended</i>
a) English	_____	_____
b) Mathematics	_____	_____
c) Science	_____	_____

Q22 On your last report card, how did your grade compare with the passing grade in each subject area?

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.

(Please check only one box on each row.)

	<i>Above the passing grade</i>	<i>At the passing grade</i>	<i>Below the passing grade</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

Q23 Have you been taught to do the following types of mathematics tasks during your time in school?

(Please check only one box on each row.)

	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
a) Using a train schedule, figuring out how long it would take to get from one place to another.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Calculating how much more expensive a computer would be after adding tax.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Calculating how many square meters of tile you need to cover a floor.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Understanding scientific tables presented in an article.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Solving an equation like $6x^2 + 5 = 29$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Finding the actual distance between two places on a map with a 1:10,000 scale.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solving an equation like $2(x+3) = (x + 3)(x - 3)$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Calculating the power consumption of an electronic appliance per week.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q24 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

Q25 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

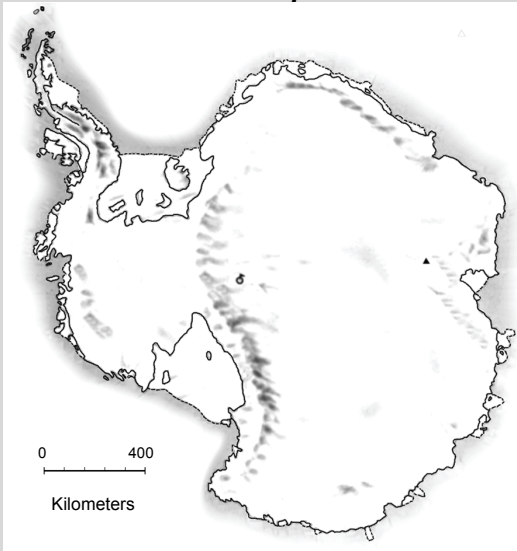
The next six questions are about your experience with different kinds of mathematics problems in school. You will see a mathematics problem, followed by some questions about your experience with the problem.

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

ST63

Q26 Read the problem in the box below. Then, answer the questions that follow it.

Below is a map of Antarctica



CONTINENT AREA

Estimate the area of Antarctica using the map scale.

Show your work and explain how you made your estimate. (You can draw over the map if it helps you with your estimation).

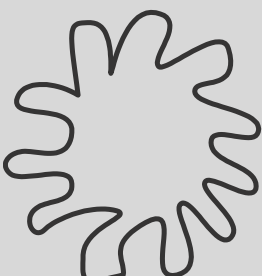
We want to know about your experience with this type of problem in school. Do not solve it!

(Please check only one box in each row.)

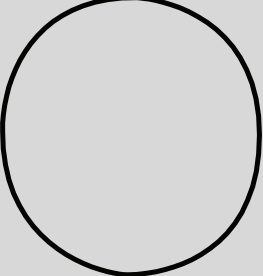
Frequently Sometimes Rarely Never

- | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 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 |

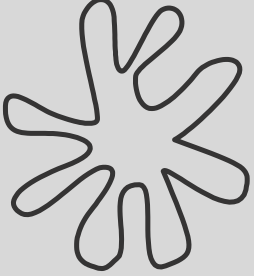
Q27 Read the problem in the box below. Then, answer the questions that follow it.



A



B



C

Describe a method for estimating the area of figure C.

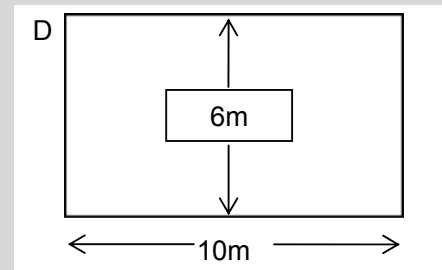
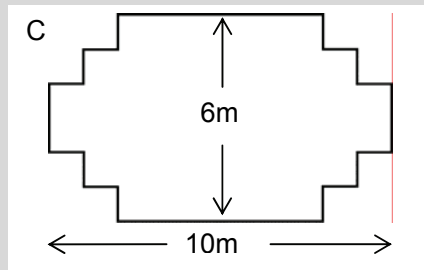
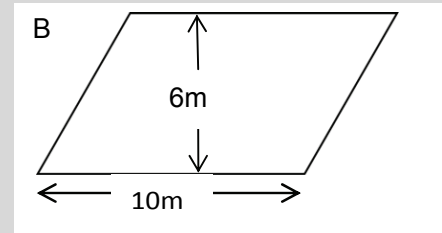
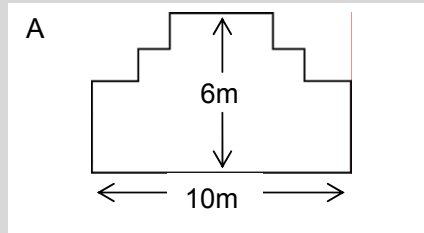
We want to know about your experience with this type of problem in school. Do not solve it!

(Please check only one box in each row.)

	<i>Frequently</i>	<i>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

Q28 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.



Circle either “Yes” or “No” for each design to indicate whether the garden bed can be made with 32 meters of timber

Garden bed design	Using this design, can the garden bed be made with 32 meters of timber?
Design A	Yes / No
Design B	Yes / No
Design C	Yes / No
Design D	Yes / No

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 |

Q29 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	11:00
Penicillin (mg)	300			

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 Sometimes 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

Q30 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.

Was it to Mei-Ling's advantage that the exchange rate now was 4.0 ZAR instead of 4.2 ZAR when she changed her South African rand back to Singapore dollars? Give an explanation to support your answer.

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

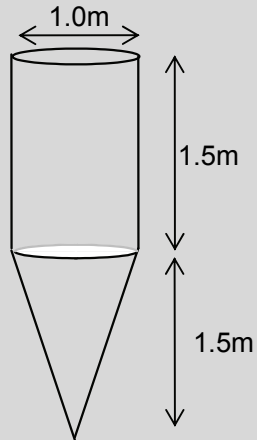
(Please check only one box in each row.)

- | | <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 |

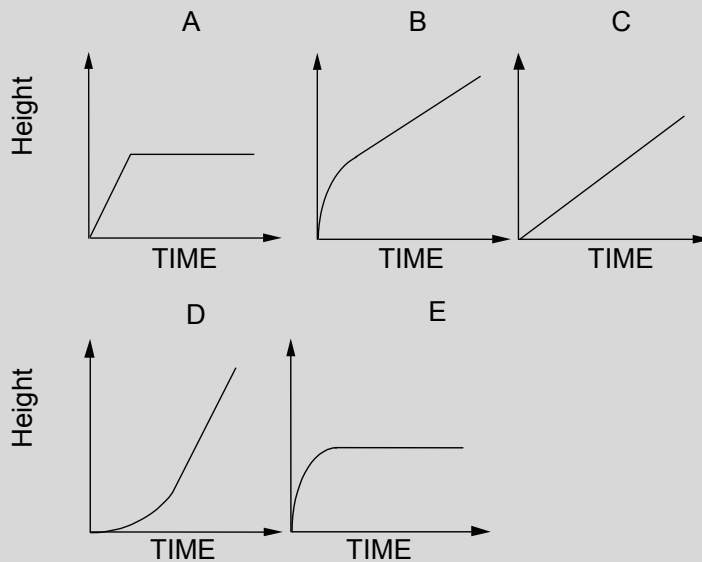
Q31 Read the problem in the box below. Then, answer the questions that follow it.

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

Q32 How many minutes, on average, are there in a class period for the following subjects?

- a) Minutes in a class period in English: _____ *Minutes*
- b) Minutes in a class period in mathematics: _____ *Minutes*
- c) Minutes in a class period in science: _____ *Minutes*

ST70

Q33 How many class periods per week do you typically have for the following subjects?

- a) Number of class periods per week in English: _____ *class periods*
- b) Number of class periods per week in mathematics: _____ *class periods*
- c) Number of class periods per week in science: _____ *class periods*

ST71

Q34 In a normal, full week at school, how many class periods do you have in total?

Number of ALL class periods _____ *class periods*

ST72

Q35 On average, about how many students attend your English class?

_____ *students*

SECTION D: ABOUT YOUR MATHEMATICS EXPERIENCES

ST81

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

(Please check only one box in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
a) Students don't listen to what the teacher says.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) 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
d) Students cannot work well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION E: ABOUT YOUR PROBLEM SOLVING EXPERIENCES

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.

ST107

Q37 You are given two choices to make money: Which do you prefer?

(Please check only one box.)

Accept \$400 ₁

Flip a coin. If it comes up heads you get \$900; if it comes up tails you get nothing. ₂

ST111

Q38 You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$400 now ₁

To get \$500 in 3 months ₂

To get \$600 in 6 months ₃

Thank you very much for your cooperation in completing this questionnaire!

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OECD Program for International Student Assessment 2012



USA

Date of Test (Field Trial PISA 2012)		
_____	_____	2011
Day	Month	

Student Questionnaire - Form B

Place Label Here

Student ID

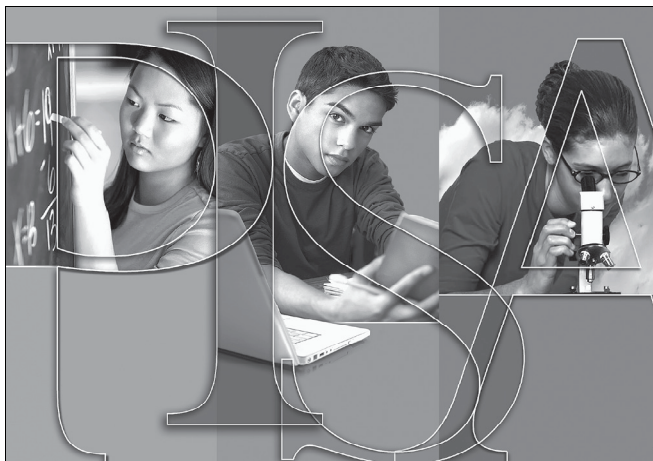
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Participation Status

English 313

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (20 U.S.C., § 9573). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires 11/30/2013



Project Consortium

- Australian Council for Educational Research (ACER)
- cApStAn Linguistic Quality Control (Belgium)
- Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)
- Educational Testing Service (ETS, USA)
- Institutt for Lærerutdanning og Skoleutvikling (ILS, Norway)
- Leibniz - Institute for Science and Mathematics Education (IPN, Germany)
- National Institute for Educational Policy Research (NIER, Japan)
- The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg EMACS (Luxembourg)
- Unité d'analyse des systèmes et des pratiques d'enseignement (aSPe, Belgium)
- Westat (USA)

In this booklet you will find questions about:

- You (Section A)
- Your Family and Home (Section B)
- Learning Mathematics (Section C)
- Your Problem Solving Experiences (Section D)

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

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

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

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

All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

SECTION A: ABOUT YOU

ST01

Q1 What grade are you in?

_____ *grade*

ST03

Q2 When were you born?

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

_____ 19_____
Month Day Year

ST04

Q3 Are you female or male?

Female *Male*

₁

₂

Q4 Which best describes you?

(Please check only one box.)

I am Hispanic or Latino. _1

I am not Hispanic or Latino. _2

Q5 Which of these categories best describes your race?

(Please check one or more boxes.)

White _1

Black or African American _1

Asian _1

American Indian or Alaska Native _1

Native Hawaiian or Other Pacific Islander _1

Q6 Did you attend kindergarten?

No ₁

Yes ₂

ST07

Q7 Have you ever repeated a grade?

(Please check only one box in each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
a) In kindergarten	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) In grades 1-6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) In grades 7-9	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In grades 10-12	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

ST08

Q8 In the last two full weeks you were in school, how many times did you arrive late for school?

(Please check only one box.)

None ₁

One or two times ₂

Three or four times ₃

Five or more times ₄

Q9 What is the highest grade or level of school you expect to complete?

(Please check only one box.)

Less than high school ₁

High school ₂

Vocational or technical certificate (such as cosmetology or auto mechanics) ₃

Associate's degree (2-year degree from a community college) ₄

Bachelor's degree (4-year college degree) ₅

Master's degree ₆

Doctoral or professional degree such as medicine or law ₇

SECTION B: ABOUT YOUR FAMILY AND HOME

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

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

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

ST11

Q10 Who usually lives at home with you?

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
a) Mother (including stepmother or foster mother)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Father (including stepfather or foster father)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Brother(s) (including stepbrothers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Sister(s) (including stepsisters)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Grandparent(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Others (e.g., cousin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

**Q11 What is your mother's main job?
(e.g., school teacher, cook, sales manager)**

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

Please write in the job title. _____

**Q12 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)**

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

Q13 What is the highest level of schooling (not including college) completed by your mother?

If you are not sure which box to choose, please ask the test administrator for help.

(Please check only one box.)

She completed grade 12 (high school diploma or GED) ₁

She completed grade 9 ₂

She completed grade 6 ₃

She did not complete grade 6 ₄

Q14 Does your mother have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) Master's, doctoral, or professional degree such as medicine or law | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Bachelor's degree (4-year college degree) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Associate's degree (2-year degree from a community college) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q15 What is your mother currently doing?

(Please check only one box.)

- | | |
|------------------------------------|---------------------------------------|
| Working full-time for pay | <input type="checkbox"/> ₁ |
| Working part-time for pay | <input type="checkbox"/> ₂ |
| Not working, but looking for a job | <input type="checkbox"/> ₃ |
| Other (e.g., home duties, retired) | <input type="checkbox"/> ₄ |

**Q16 What is your father's main job?
(e.g., school teacher, cook, sales manager)**

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

Please write in the job title. _____

**Q17 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)**

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

Q18 What is the highest level of schooling (not including college) completed by your father?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please check only one box.)

He completed grade 12 (high school diploma or GED) ₁

He completed grade 9 ₂

He completed grade 6 ₃

He did not complete grade 6 ₄

Q19 Does your father have any of the following degrees, certificates or diplomas?

If you are not sure which box to choose, please ask the test administrator for help.

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) Master's, doctoral, or professional degree such as medicine or law | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Bachelor's degree (4-year college degree) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Associate's degree (2-year degree from a community college) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

ST19

Q20 What is your father currently doing?

(Please check only one box.)

- | | |
|------------------------------------|---------------------------------------|
| Working full-time for pay | <input type="checkbox"/> ₁ |
| Working part-time for pay | <input type="checkbox"/> ₂ |
| Not working, but looking for a job | <input type="checkbox"/> ₃ |
| Other (e.g., home duties, retired) | <input type="checkbox"/> ₄ |

Q21 What language do you speak at home most of the time?

(Please check only one box.)

English 313

Spanish 156

Other language 859

SECTION C: ABOUT LEARNING MATHEMATICS

ST37

Q22 How confident do you feel about having to do the following mathematics tasks?

(Please check only one box in each row.)

	<i>Very confident</i>	<i>Confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>
a) Using a train schedule to figure out how long it would take to get from one place to another.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Calculating how much cheaper a TV would be after a 30% discount.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Calculating how many square feet of tile you need to cover a floor.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Understanding graphs presented in newspapers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Solving an equation like $3x+5=17$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Finding the actual distance between two places on a map with a 1:10,000 scale.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solving an equation like $2(x+3) = (x+3)(x-3)$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Calculating the gas mileage of a car.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 You are a student in the following situation:

Each week, 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

Q24 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 |

Q25 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 |

Q26 What grade did you receive in the following subjects both on your last report card and the last school you attended?

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>Last report card</i>	<i>Last school you attended</i>
a) English	_____	_____
b) Mathematics	_____	_____
c) Science	_____	_____

Q27 On your last report card, how did your grade compare with the passing grade in each subject area?

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.

(Please check only one box on each row.)

	<i>Above the passing grade</i>	<i>At the passing grade</i>	<i>Below the passing grade</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

Q28 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 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.

- Q29** *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>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 |

Q30 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.

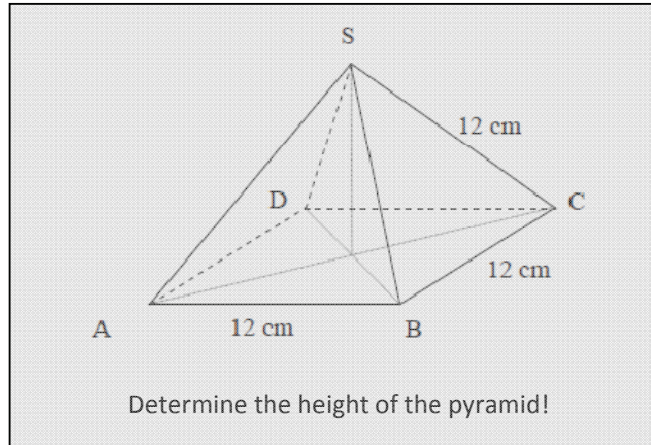
We want to know about your experience with these types of items in school. Do not solve it!

(Please check only one box in each row.)

- | | <i>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 |

Q31 *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?

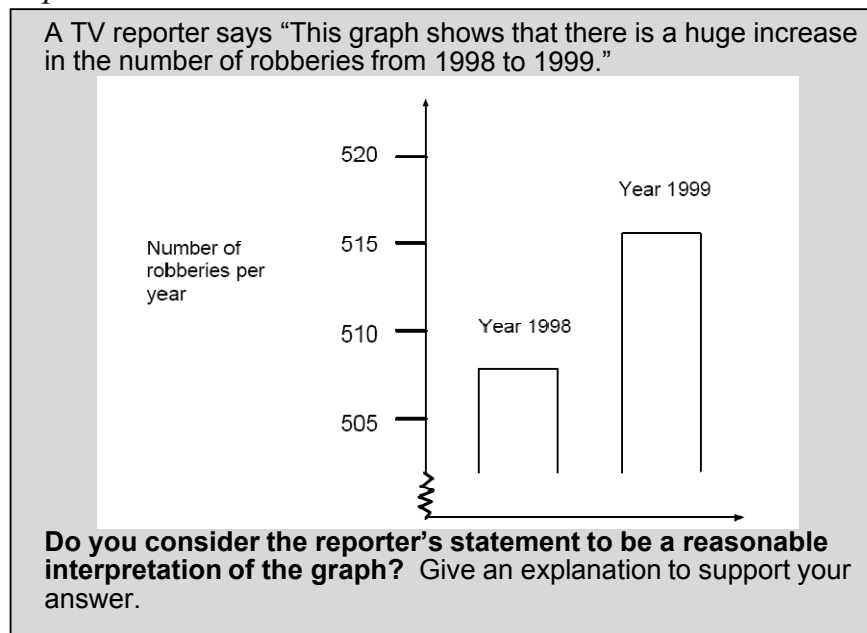
We want to know about your experience with these types of problems in school. Do not solve it!

(Please check only one box in each row.)

	<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

- Q32** 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:



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:

$$\text{Recommended maximum heart rate} = 208 - (0.7 \times \text{age})$$

From which age onwards does the recommended maximum heart rate increase as a result of the introduction of the new formula? Show your work.

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

SECTION D: ABOUT YOUR PROBLEM SOLVING EXPERIENCES

ST93

Q33 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>Somewhat 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

Q34 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>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

Q35 *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

- Q36** *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

Q37 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

- Q38** *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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- Q39** *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

Q40 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

Q41 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

- Q42** 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

Q43 *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

Q44 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

Q45 *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

Q46 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.

ST108

Q47 You are given two choices to make money: Which do you prefer?

(Please check only one box.)

Accept \$400 ₁

Flip a coin. If it comes up heads you get \$900; if it comes up tails you get nothing. ₂

ST112

Q48 You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$400 now ₁

To get \$500 in 1 month ₂

To get \$600 in 3 months ₃

Thank you very much for your cooperation in completing this questionnaire!

OECD Program for International Student Assessment 2012



ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

USA

Date of Test (Field Trial PISA 2012)		
_____	_____	2011
Day	Month	

Student Questionnaire - Form C



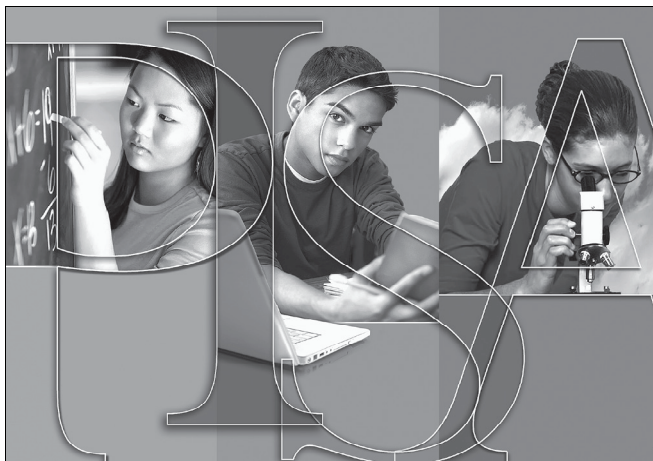
Student ID

Participation Status

English 313

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (20 U.S.C., § 9573). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires 11/30/2013



Project Consortium

- Australian Council for Educational Research (ACER)
- cApStAn Linguistic Quality Control (Belgium)
- Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)
- Educational Testing Service (ETS, USA)
- Institutt for Lærerutdanning og Skoleutvikling (ILS, Norway)
- Leibniz - Institute for Science and Mathematics Education (IPN, Germany)
- National Institute for Educational Policy Research (NIER, Japan)
- The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg EMACS (Luxembourg)
- Unité d'analyse des systèmes et des pratiques d'enseignement (aSPe, Belgium)
- Westat (USA)

In this booklet you will find questions about:

- You (Section A)
- Your Family and Home (Section B)
- Learning Mathematics (Section C)
- Your Mathematics Experiences (Section D)
- Your School (Section E)
- Your Problem Solving Experiences (Section F)

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

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

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

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

All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

SECTION A: ABOUT YOU

ST01

Q1 What grade are you in?

_____ *grade*

ST03

Q2 When were you born?

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

_____ 19____
Month Day Year

ST04

Q3 Are you female or male?

Female *Male*

₁

₂

Q4 Which best describes you?

(Please check only one box.)

I am Hispanic or Latino. _1

I am not Hispanic or Latino. _2

Q5 Which of these categories best describes your race?

(Please check one or more boxes.)

White _1

Black or African American _1

Asian _1

American Indian or Alaska Native _1

Native Hawaiian or Other Pacific Islander _1

Q6 Did you attend kindergarten?

No ₁

Yes ₂

ST07

Q7 Have you ever repeated a grade?

(Please check only one box in each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
a) In kindergarten	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) In grades 1-6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) In grades 7-9	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In grades 10-12	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

ST08

Q8 In the last two full weeks you were in school, how many times did you arrive late for school?

(Please check only one box.)

None ₁

One or two times ₂

Three or four times ₃

Five or more times ₄

Q9 What is the highest grade or level of school you expect to complete?

(Please check only one box.)

Less than high school ₁

High school ₂

Vocational or technical certificate (such as cosmetology or auto mechanics) ₃

Associate's degree (2-year degree from a community college) ₄

Bachelor's degree (4-year college degree) ₅

Master's degree ₆

Doctoral or professional degree such as medicine or law ₇

SECTION B: ABOUT YOUR FAMILY AND HOME

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

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

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

ST20

Q10 In what country were you and your parents born?

(Please check one box in each column.)

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

*NOTE: the “United States” refers to the 50 states, District of Columbia, and U.S. military bases abroad.

ST21

Q11 If you were NOT born in the United States, how old were you when you arrived in the United States?

If you were less than 12 months old, please write zero (0).

If you were born in the United States please skip this question and go to Q 12.

_____ Years

Q12 What language do you speak at home most of the time?

(Please check only one box.)

English 313

Spanish 156

Other language 859

SECTION C: ABOUT LEARNING MATHEMATICS

ST38

Q13 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. ₀₁ ₀₂ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ I am interested in mathematics lessons less than in any other lessons.
- b) I would be happy to drop mathematics if I could. ₀₁ ₀₂ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ I would be sad to drop mathematics if I had to.
- c) I enjoy reading about mathematics. ₀₁ ₀₂ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ I avoid reading about mathematics.
- d) I plan to do as much mathematics as possible during my education. ₀₁ ₀₂ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ I plan to do as little mathematics as possible during my education.
- e) I avoid doing mathematics problems and puzzles outside mathematics lessons. ₀₁ ₀₂ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ I enjoy doing mathematics problems and puzzles outside mathematics lessons.
- f) I look forward to my mathematics lessons. ₀₁ ₀₂ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ I do not look forward to my mathematics lessons.

Q14 Thinking about your views on mathematics: To what extent do you agree with the following statements?

(Please check only one box in each row.)

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

Q15 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 me to get better grades in mathematics than to go out with my friends.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- Q16** 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 |

Q17 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 need in my future career.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- Q18** 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

Q19 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

Q20 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 me to study mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) My teachers think it is important for me to do well in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The people in my life whose opinions I value are good at mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) People whose opinions I value think that mathematics is an important subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q21 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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q22 How confident do you feel about having to do the following mathematics tasks?

(Please check only one box in each row.)

	<i>Very confident</i>	<i>Confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>
a) Using a train schedule to figure out how long it would take to get from one place to another.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Calculating how much cheaper a TV would be after a 30% discount.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Calculating how many square feet of tile you need to cover a floor.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Understanding graphs presented in newspapers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Solving an equation like $3x+5=17$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Finding the actual distance between two places on a map with a 1:10,000 scale.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solving an equation like $2(x+3) = (x+3)(x-3)$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Calculating the gas mileage of a car.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 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

Q24 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

Q25 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

Q26 How often do you do the following things inside and outside school?

(Please check only one box in each row.)

	<i>Always or almost always</i>	<i>Often</i>	<i>Sometimes</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

Q27 What grade did you receive in the following subjects both on your last report card and the last school you attended?

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>Last report card</i>	<i>Last school you attended</i>
a) English	_____	_____
b) Mathematics	_____	_____
c) Science	_____	_____

Q28 On your last report card, how did your grade compare with the passing grade in each subject area?

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.

(Please check only one box on each row.)

	<i>Above the passing grade</i>	<i>At the passing grade</i>	<i>Below the passing grade</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

Q29 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 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.	<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 avoid 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 little 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 enjoy 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 do not 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

SECTION D: ABOUT YOUR MATHEMATICS EXPERIENCES

ST77

Q30 How often do these things happen in your mathematics classes?

(Please check only one box in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
a) The teacher shows an interest in every student's learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The teacher gives extra help when students need it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students work from books and other printed material.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The teacher helps students with their learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The teacher continues teaching until the students understand.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The teacher gives students an opportunity to express opinions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q31 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 homework regardless of whether we get the right answer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q32 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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) The teacher gives problems that can be solved in several different ways.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q33 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

Q34 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 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

SECTION E: ABOUT YOUR SCHOOL

ST86

Q35 Thinking about the teachers at your school: To what extent do you agree with the following statements?

(Please check only one box in each row.)

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

Q36 Thinking about what you have learned in 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) School has done little to prepare me for adult life when I leave school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) School has been a waste of time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) School helped give me confidence to make decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) School has taught me things which could be useful in a job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST92

Q37 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

SECTION F: ABOUT YOUR PROBLEM SOLVING EXPERIENCES

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.

ST109

Q38 You are given two choices to make money: Which do you prefer?

(Please check only one box.)

Accept \$400 ₁

Flip a coin. If it comes up heads you get \$600; if it comes up tails you get nothing. ₂

ST113

Q39 You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$400 now ₁

To get \$600 in 1 month ₂

To get \$1,800 in 3 months ₃

Thank you very much for your cooperation in completing this questionnaire!

OECD Program for International Student Assessment 2012



ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

USA

Date of Test (Field Trial PISA 2012)		
_____	_____	2011
Day	Month	

Student Questionnaire - Form D



Student ID

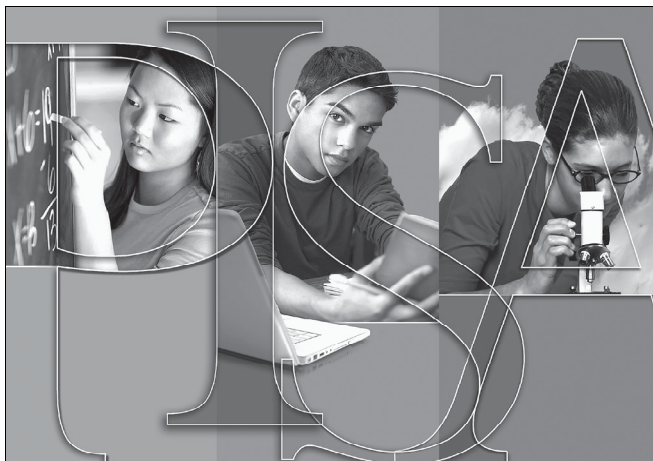
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Participation Status

English 313

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (20 U.S.C., § 9573). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires 11/30/2013



Project Consortium

- Australian Council for Educational Research (ACER)
- cApStAn Linguistic Quality Control (Belgium)
- Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)
- Educational Testing Service (ETS, USA)
- Institutt for Lærerutdanning og Skoleutvikling (ILS, Norway)
- Leibniz - Institute for Science and Mathematics Education (IPN, Germany)
- National Institute for Educational Policy Research (NIER, Japan)
- The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg EMACS (Luxembourg)
- Unité d'analyse des systèmes et des pratiques d'enseignement (aSPe, Belgium)
- Westat (USA)

In this booklet you will find questions about:

- You (Section A)
- Your Family and Home (Section B)
- Learning Mathematics (Section C)
- Your Mathematics Experiences (Section D)
- Your School (Section E)
- Your Problem Solving Experiences (Section F)

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

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

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

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

All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

SECTION A: ABOUT YOU

ST01

Q1 What grade are you in?

grade

ST03

Q2 When were you born?

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

____ 19____
Month Day Year

ST04

Q3 Are you female or male?

Female *Male*
₁ ₂

Q4 Which best describes you?

(Please check only one box.)

I am Hispanic or Latino. _1

I am not Hispanic or Latino. _2

Q5 Which of these categories best describes your race?

(Please check one or more boxes.)

White _1

Black or African American _1

Asian _1

American Indian or Alaska Native _1

Native Hawaiian or Other Pacific Islander _1

Q6 Did you attend pre-school?No ₁Yes, for one year or less ₂Yes, for more than one year ₃**Q7 Did you attend kindergarten?**No ₁Yes ₂

ST06

Q8 How old were you when you started first grade?_____ *Years*

ST07

Q9 Have you ever repeated a grade?*(Please check only one box in each row.)*

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
a) In kindergarten	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) In grades 1-6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) In grades 7-9	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In grades 10-12	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q10 In the last two full weeks you were in school, how many times did you arrive late for school?

(Please check only one box.)

- None ₁
- One or two times ₂
- Three or four times ₃
- Five or more times ₄

ST09

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

ST10

Q12 In the last two full weeks of school, how many times did you miss school because of illness or other circumstances?

(Please check only one box.)

- None ₁
- One or two times ₂
- Three or four times ₃
- Five or more times ₄

Q13 What is the highest grade or level of school you expect to complete?

(Please check only one box.)

Less than high school ₁

High school ₂

Vocational or technical certificate (such as cosmetology or auto mechanics) ₃

Associate's degree (2-year degree from a community college) ₄

Bachelor's degree (4-year college degree) ₅

Master's degree ₆

Doctoral or professional degree such as medicine or law ₇

SECTION B: ABOUT YOUR FAMILY AND HOME

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

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

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

ST20

Q14 In what country were you and your parents born?

(Please check one box in each column.)

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

*NOTE: the “United States” refers to the 50 states, District of Columbia, and U.S. military bases abroad.

ST21

Q15 If you were NOT born in the United States how old were you when you arrived in the United States?

If you were less than 12 months old, please write zero (0).

If you were born in the United States please skip this question and go to Q16.

_____ Years

Q16 What language do you speak at home most of the time?

(Please check only one box.)

English

 313

Spanish

 156

Other language

 859

SECTION C: ABOUT LEARNING MATHEMATICS

ST37

Q17 How confident do you feel about having to do the following mathematics tasks?

(Please check only one box in each row.)

	<i>Very confident</i>	<i>Confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>
a) Using a train schedule to figure out how long it would take to get from one place to another.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Calculating how much cheaper a TV would be after a 30% discount.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Calculating how many square feet of tile you need to cover a floor.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Understanding graphs presented in newspapers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Solving an equation like $3x+5=17$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Finding the actual distance between two places on a map with a 1:10,000 scale.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solving an equation like $2(x+3) = (x+3)(x-3)$.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Calculating the gas mileage of a car.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q18 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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) This student avoids doing mathematics problems and puzzles outside mathematics 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
f) This student looks forward to his or her mathematics 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

Q19 Thinking about studying mathematics: To what extent do you agree with the following statements?

(Please check only one box in each row.)

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

Q20 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 |

Q21 Thinking about your mathematics classes: To what extent do you agree with the following statements?

(Please check only one box in each row.)

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

Q22 There are different ways of studying mathematics: To what extent do you agree with the following statements?

(Please check only one box in each row.)

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

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
k) When I am solving a mathematics problem, I often think about how the solution might be applied to other interesting questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) When I study mathematics, I start by working out exactly what I need to learn.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) To learn mathematics, I try to remember every step in a procedure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) When learning mathematics, I try to relate the work to things I have learned in other subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q24 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 content from school lessons by working on a computer (e.g., practice mathematics using online software) _____ *hours per week*

Q25 What grade did you receive in the following subjects both on your last report card and the last school you attended?

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>Last report card</i>	<i>Last school you attended</i>
a) English	_____	_____
b) Mathematics	_____	_____
c) Science	_____	_____

Q26 On your last report card, how did your grade compare with the passing grade in each subject area?

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.

(Please check only one box on each row.)

	<i>Above the passing grade</i>	<i>At the passing grade</i>	<i>Below the passing grade</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

SECTION D: ABOUT YOUR MATHEMATICS EXPERIENCES

ST79

Q27 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>Always or almost always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
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

Q28 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 is always in her classroom five minutes before the class starts. 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 is always in her classroom at the start of 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 five minutes late to his classroom. Mr. Reynolds is in control of his classroom. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Q29 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

SECTION E: ABOUT YOUR SCHOOL

ST87

Q30 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

Q31 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

Q32 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 their classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My friends try to do better than each other in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My friends think that 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
f) My parents think I will get better grades if I try harder in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q33 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

SECTION F: ABOUT YOUR PROBLEM SOLVING EXPERIENCES

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.

ST110

Q34 You are given two choices to make money: Which do you prefer?

(Please check only one box.)

Accept \$400 ₁

Flip a coin. If it comes up heads you get \$900; if it comes up tails you get nothing. ₂

ST114

Q35 You are given three choices to make money: Which do you prefer?

(Please check only one box.)

To get \$400 now ₁

To get \$600 in 3 months ₂

To get \$1,800 in 6 months ₃

Thank you very much for your cooperation in completing this questionnaire!

**FINANCIAL LITERACY QUESTIONS
SET 1**

Questions about your experience with financial issues

Q1 Have you ever learned how to manage money in a class? FQ001Q01

(Please check one box in each row.)

Yes No

- | | | |
|--|---------------------------------------|---------------------------------------|
| a) At school, in a subject or course specifically about managing money | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) At school as part of another subject or class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) In an activity outside school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q2 How often do you discuss money (e.g. talk about spending, saving, banking, investment) with these people? FQ001Q02

(Please check one box in each row.)

Never or hardly ever Once or twice a month Once or twice a week Almost every day

- | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Parents/guardians or other adult relations | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Brothers or sisters (including step-brothers and sisters) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Friends | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Q3 If you don't have enough money to buy something you really want (e.g. an item of clothing, sports equipment), what are you most likely to do? FQ001Q11

(Please check only one box.)

- | | |
|--|---------------------------------------|
| a) Buy it with money that really should be used for something else | <input type="checkbox"/> ₁ |
| b) Try to borrow money from a family member | <input type="checkbox"/> ₂ |
| c) Try to borrow money from a friend | <input type="checkbox"/> ₃ |
| d) Save up to buy it | <input type="checkbox"/> ₄ |
| e) Not buy it | <input type="checkbox"/> ₅ |

**FINANCIAL LITERACY QUESTIONS
SET 2**

Questions about your experience with financial issues

Q1 Do you get money from any of these sources?

FQ001Q04

(Please check one box in each row.)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) My parents/guardians, as a regular allowance or spending money | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) My parents/guardians, from time to time | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) A regular part-time job outside school hours | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) A job during school vacations or a summer job | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Working in a family business | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Occasional jobs outside home (e.g. babysitting or gardening) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Gifts of money from friends or relatives | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Selling things (e.g. at local markets, on eBay, or Craig's List) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q2 Which of these statements about saving money best applies to you?

FQ001Q10

(Please check only one box.)

- | | |
|--|---------------------------------------|
| a) I save the same amount of money each week or month | <input type="checkbox"/> ₁ |
| b) I save some money each week or month, but the amount varies | <input type="checkbox"/> ₂ |
| c) I save money only when I have some to spare | <input type="checkbox"/> ₃ |
| d) I save money only when I want to buy something | <input type="checkbox"/> ₄ |
| e) I do not save any money | <input type="checkbox"/> ₅ |
| f) I have no money so I do not save | <input type="checkbox"/> ₆ |

Q3 Do you have any of the following?

FQ001Q06

(Please check one box in each row.)

- | | Yes | No | <i>I don't know what it is</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Bank account | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) Pre-paid debit card | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| c) A way of saving money at home (e.g. a piggy bank) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |