**APPENDIX C: PISA MAIN STUDY QUESTIONNAIRES**

1. School Questionnaire

2. Student Questionnaire

3. Financial Literacy Background Questions Set 1

4. Financial Literacy Background Questions Set 2

OECD Program for

International Student Assessment 2012

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|  | USA |  |
| Date of Test (Main Survey PISA 2012) | | |
| Month | Day | 2012 |

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| School ID |  |  |  |  |  |  |  |  |  |  |  |  | |
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| English 313 | | | | | | | | | | | | |

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| School Questionnaire |

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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) |

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| OECD_51_gr.jpg  ORGANISATION FOR ECONOMIC  CO-OPERATION AND DEVELOPMENT |

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

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 their designee.**   
It should take about 30 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.**

**Your answers will be combined with answers from other principals to calculate totals and averages. 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 Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].**

SECTION A: THE STRUCTURE AND ORGANIzATION OF THE SCHOOL

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|  | SC01 | |
| Q1 | Is your school a public or a private school? | |
|  | (Please check only one box.) | |
|  | A public school | **◼**1 |
|  | A private school | **◼**2 |

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|  | 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 local, regional, 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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|  | SC03 | |
| 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 |

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|  | 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 |

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|  | SC05 | | |
| 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 |  |

SECTION B: THE STUDENT BODY AND TEACHERs

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|  | SC07 | | |
| Q6 | As of September 1, 2012, what was the total school enrollment (number of students)? | | |
|  | (Please write a number on each line. Write 0 (zero) if there are none.) | | |
| a) | Number of boys: |  |  |
| b) | Number of girls: |  |  |

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|  | | USA\_SC53 | | | | | | |
| Q7 | | 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 | | \_\_\_\_\_\_\_\_ % | | | | | |
| Q8 | USA\_SC54A01  About how many students in the 10th grade in your school have a first language that is not English? | | | | | | |
|  | (Please check only one box.) | | | | | | |
|  | 60% or more | | | **◼**1 |
|  | 40% or more but less than 60% | | | **◼**2 |
|  | 20% or more but less than 40% | | | **◼**3 |
|  | 10% or more but less than 20% | | | **◼**4 |
|  | More than 0% but less than 10% | | | **◼**5 |
|  | None | | | **◼**6 |
|  | | SC09 | | | | | | |
| Q9 | | 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.) | | | | | | |
|  | |  | | | | Full time | Part time | |
| a) | | Teachers in TOTAL | | | | \_\_\_\_ | \_\_\_\_ | |
| b) | | Teachers fully certified by the state in their main assignment field | | | | \_\_\_\_ | \_\_\_\_ | |
| c) | | Teachers with at least a bachelor’s degree | | | | \_\_\_\_ | \_\_\_\_ | |

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|  | SC10 | | |
| Q10 | 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.) | | |
|  |  | Full time | Part time |
| a) | Teachers of mathematics in TOTAL | \_\_\_\_ | \_\_\_\_ |
| b) | Teachers of mathematics with a bachelor’s or master’s degree | \_\_\_\_ | \_\_\_\_ |
| c) | Teachers of mathematics with a bachelor’s or master’s degree with 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 10thgrade at your school.

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|  | SC11 | |
|  |  | Number |
| Q11a | At your school, what is the total number of students in the 10th grade? |  |
|  |  | |
| Q11b | Approximately how many computers are available for these students for educational purposes? |  |
|  |  | |
| Q11c | Approximately how many of these computers are connected to the Internet? |  |

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|  | SC13 | | | | | |
| Q12 | In all subjects taken together, for how much of their work does the school expect 10th-grade students to access the Internet? | | | | | |
|  | (Please check only one box in each row.) | | | | | |
|  |  | <10% | 10-25% | 26-50% | 51-75% | >75% |
| a) | Work during class | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| b) | Homework | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| c) | Assignments or projects | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |

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| Q13 | SC14  Is your school’s capacity to provide instruction hindered by any of the following issues? | | | | | |
|  | (Please check one box in each row.) | | | | | |
|  | |  | Not at all | Very little | To some extent | A lot | |
| a) | | A lack of qualified science teachers | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| b) | | A lack of qualified mathematics teachers | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| c) | | A lack of qualified English teachers | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| d) | | A lack of qualified teachers of other subjects | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| e) | | Shortage or inadequacy of science laboratory equipment | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| f) | | Shortage or inadequacy of instructional materials (e.g., textbooks) | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| g) | | Shortage or inadequacy of computers for instruction | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| h) | | Lack or inadequacy of Internet connectivity | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| i) | | Shortage or inadequacy of computer software for instruction | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| j) | | Shortage or inadequacy of library materials | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| k) | | Shortage or inadequacy of school buildings and grounds | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| l) | | Shortage or inadequacy of heating/cooling and lighting systems | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |
| m) | | Shortage or inadequacy of instructional space (e.g., classrooms) | **◼**1 | **◼**2 | **◼**3 | **◼**4 | |

SECTION D: SCHOOL INSTRUCTION, CURRICULUM, AND ASSESSMENT

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|  | SC15 | | | |
| Q14 | *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 10th-grade students in mathematics classes? | | | |
|  | (Please check one box in each row.) | | | |
|  |  | For all classes | For some classes | Not for any classes |
| a) | Mathematics classes study similar content, but at different levels of difficulty. | **◼**1 | **◼**2 | **◼**3 |
| b) | Different classes study different content or sets of mathematics topics that have different levels of difficulty. | **◼**1 | **◼**2 | **◼**3 |
| c) | Students are grouped by ability within their mathematics classes. | **◼**1 | **◼**2 | **◼**3 |
| d) | In mathematics classes, teachers use pedagogy suitable for students with  heterogeneous abilities (i.e., students are not grouped by ability). | **◼**1 | **◼**2 | **◼**3 |

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|  | SC16 | | | |
| Q15 | 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.) | | | |
|  | | Yes | No |  |
| a) | Band, orchestra or choir | **◼**1 | **◼**2 |  |
| b) | School play or school musical | **◼**1 | **◼**2 |  |
| c) | School yearbook, newspaper or magazine | **◼**1 | **◼**2 |  |
| d) | Volunteering or community service activities | **◼**1 | **◼**2 |  |
| e) | Mathematics club | **◼**1 | **◼**2 |  |
| f) | Mathematics competitions | **◼**1 | **◼**2 |  |
| g) | Chess club | **◼**1 | **◼**2 |  |
| h) | Club with a focus on computers/ Information and Communication Technology | **◼**1 | **◼**2 |  |
| i) | Art club or art activities | **◼**1 | **◼**2 |  |
| j) | Sports team or sports activities | **◼**1 | **◼**2 |  |
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|  | SC18 | | |
| Q16 | 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.) | | |
|  |  | Yes | No |
| a) | To inform parents about their child’s progress | **◼**1 | **◼**2 |
| b) | To make decisions about students’ retention or promotion | **◼**1 | **◼**2 |
| c) | To group students for instructional purposes | **◼**1 | **◼**2 |
| d) | To compare the school to district, state, or national performance | **◼**1 | **◼**2 |
| e) | To monitor the school’s progress from year to year | **◼**1 | **◼**2 |
| f) | To make judgments about teachers’ effectiveness | **◼**1 | **◼**2 |
| g) | To identify aspects of instruction or the curriculum  that could be improved | **◼**1 | **◼**2 |
| h) | To compare the school with other schools | **◼**1 | **◼**2 |

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|  | SC19 | | |
| Q17 | In your school, are achievement data used in any of the following accountability procedures? | | |
|  | Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates. | | |
|  | (Please check one box in each row.) | | |
|  | | Yes | No |
| a) | Achievement data are posted publicly (e.g., in the media) | **◼**1 | **◼**2 |
| b) | Achievement data are tracked over time by an administrative authority, such as a district, state, or national education agency | **◼**1 | **◼**2 |

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|  | SC20 | | |
| Q18 | 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 | **◼**1 | - go to the next question |
|  | No | **◼**2 | - go to Q20 |

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|  | SC21 | | |
| Q19 | What is the purpose of these additional mathematics lessons or classes? | | |
|  | (Please check only one box.) | | |
|  |  |  |  |
|  | Enrichment mathematics only | **◼**1 |  |
|  | Remedial mathematics only | **◼**2 |  |
|  | Both enrichment mathematics and remedial mathematics | **◼**3 |  |
|  | Without differentiation depending on the prior achievement level of the students | **◼**4 |  |

SECTION E: SCHOOL CLIMATE

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|  | SC22 | | | | |
| Q20 | In your school, to what extent is the learning of students hindered by the following phenomena? | | | | |
|  | (Please check one box in each row.) | | | | |
|  |  | Not at all | Very little | To some extent | A lot |
| a) | Student truancy | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | Students skipping classes | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | Students arriving late for school | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | Students not attending compulsory school events (e.g., school assemblies) or excursions | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Students lacking respect for teachers | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | Disruption of classes by students | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | Student use of alcohol or illegal drugs | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | Students intimidating or bullying other students | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| i) | Students not being encouraged to achieve their full potential | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| j) | Poor student-teacher relations | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| k) | Teachers having to teach students of heterogeneous ability levels within the same class | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| l) | Teachers having to teach students of diverse ethnic backgrounds (i.e., language, culture) within the same class | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| m) | Teachers’ low expectations of students | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
|  |  |  |  |  |  |
|  |  | Not at all | Very little | To some extent | A lot |
| n) | Teachers not meeting individual students’ needs | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| o) | Teacher absenteeism | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| p) | Staff resisting change | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| q) | Teachers being too strict with students | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| r) | Teachers being late for classes | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| s) | Teachers not being well prepared for classes | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | SC23 | |
| Q21 | During the 2011-2012 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.* | \_\_\_\_\_\_ % |

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|  | SC24 | |
| Q22 | 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 |

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|  | SC25 | |
| Q23 | During the 2011-2012 academic year, what proportion of students’ parents participated 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., parent teacher association or parent advisory council). | \_\_\_\_\_\_\_ |
| k) | Assisted in fundraising for the school. | \_\_\_\_\_\_\_ |
| l) | Volunteered in the school cafeteria. | \_\_\_\_\_\_ |

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|  | SC26 | | | | |
| Q24 | Think about the teachers in your school. How much do you agree with the following statements? | | | | |
|  | (Please check one box in each row.) | | | | |
|  |  | Strongly agree | Agree | Disagree | Strongly disagree |
| a) | The morale of teachers in this school is high. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | Teachers work with enthusiasm. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | Teachers take pride in this school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | Teachers value academic achievement. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | SC27 | | | | |
| Q25 | How much do you agree with these statements about teachers in your school? | | | | |
|  | (Please check one box in each row.) | | | | |
|  |  | Strongly agree | Agree | Disagree | Strongly disagree |
| a) | Mathematics teachers are interested in trying new methods and teaching practices. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | There is a preference among mathematics teachers to stay with well-known methods and practices. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| SC28 | | | | | |
| c) | There is consensus among mathematics teachers that academic achievement must be kept as high as possible. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | There is consensus among mathematics teachers that it is best to adapt academic standards to the students’ levels and needs. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| SC29 | | | | | |
| e) | There is consensus among mathematics teachers that the social and emotional development of the students is as important as their acquisition of mathematical skills and knowledge in mathematics classes. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | There is consensus among mathematics teachers that the development of mathematical skills and knowledge in students is the most important objective in mathematics classes. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | SC30 | | |
| Q26 | 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.) | | |
|  |  | Yes | No |
| a) | Tests or assessments of student achievement | **◼**1 | **◼**2 |
| b) | Teacher peer review (of lesson plans, assessment instruments, lessons) | **◼**1 | **◼**2 |
| c) | Principal or senior staff observations of lessons | **◼**1 | **◼**2 |
| d) | Observation of classes by inspectors or other persons external to the school | **◼**1 | **◼**2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SC31 | | | | |
| Q27 | To what extent have appraisals of and/or feedback to teachers directly led to the following? | | | | |
|  | (Please check one box in each row.) | | | | |
|  |  | No change | A small change | A moderate change | A large change |
| a) | A change in salary | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | A financial bonus or another kind of monetary reward | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | Opportunities for professional development activities .. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | A change in the likelihood of career advancement .. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Public recognition from you .. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | Changes in work responsibilities that make the job more attractive .. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | A role in school development initiatives (e.g., curriculum development group, development of school objectives) .. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

SECTION F: SCHOOL POLICIES AND PRACTICES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SC32 | | | |
| Q28 | How often are the following factors considered when students are admitted to your school? | | | |
|  | (Please check one box in each row.) | | | |
|  | | Never | Sometimes | Always |
| a) | Student’s record of academic performance (including placement tests) | **◼**1 | **◼**2 | **◼**3 |
| b) | Recommendation of feeder schools | **◼**1 | **◼**2 | **◼**3 |
| c) | Parents’ endorsement of the instructional or religious philosophy of the school | **◼**1 | **◼**2 | **◼**3 |
| d) | Whether the student requires or is interested in a special program | **◼**1 | **◼**2 | **◼**3 |
| e) | Preference given to family members of current or former students | **◼**1 | **◼**2 | **◼**3 |
| f) | Residence in a particular area | **◼**1 | **◼**2 | **◼**3 |
| g) | Other | **◼**1 | **◼**2 | **◼**3 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | | |  | | SC33 | | | | | | | | | | | | | | | | |
| Q29 |  | | Regarding your school, who has a considerable responsibility  for the following tasks? | | | | | | | | | | | | | | | | | | |
|  | | |  | (Please check as many boxes as appropriate in each row.) | | | | | | | | | | | | | | |
|  | | |  | | | Principal | | Teachers | | | School-level governing board | | Local education agency | | | State education agency | | U.S. Dept. of Education | | |
| a) | | | Selecting teachers for hire | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| b) | | | Firing teachers | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| c) | | | Establishing teachers’ starting salaries | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| d) | | | Determining teachers’ salary increases | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| e) | | | Formulating the school budget | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| f) | | | Deciding on budget allocations within the school | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| g) | | | Establishing student disciplinary policies | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| h) | | | Establishing student assessment policies | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| i) | | | Approving students for admission to the school | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| j) | | | Choosing which textbooks are used | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| k) | | | Determining course content | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
| l) | | | Deciding which courses are offered | | | | **◼**1 | **◼**1 | | | **◼**1 | | **◼**1 | | | **◼**1 | | **◼**1 | | |
|  | | SC34 | | | | | | | | | | | | | | | | | |
| Q30 | | Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviors in your school during the 2011-2012 academic year. | | | | | | | | | | | | | | | | | |
|  | | (Please check only one box in each row.) | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | Did not occur | 1-2 times during the year | | 3-4 times during the year | | Once a month | Once a week | | More than once a week | | |
| a) | | I work to enhance the school’s reputation in the community. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| b) | | I use student performance results to develop the school’s educational goals. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| c) | | I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| d) | | I ensure that teachers work according to the school’s educational goals. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| e) | | I promote teaching practices based on recent educational research. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| f) | | I praise teachers whose students are actively participating in learning. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| g) | | When a teacher has problems in his/her classroom, I take the initiative to discuss matters. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| h) | | I draw teachers’ attention to the importance of students’ development of critical and social capacities. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
|  | |  | | | | | | | Did not occur | 1-2 times during the year | | 3-4 times during the year | | Once a month | Once a week | | More than once a week | | |
| i) | | I pay attention to disruptive behavior in classrooms. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| j) | | I provide staff with opportunities to participate in school decision-making. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| k) | | I engage teachers to help build a school culture of continuous improvement. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| l) | | I ask teachers to participate in reviewing management practices. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| m) | | When a teacher brings up a classroom problem, we solve the problem together. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| n) | | I discuss the school’s academic goals with teachers at faculty meetings. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| o) | | I refer to the school’s academic goals when making curricular decisions with teachers. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| p) | | I discuss academic performance results with the faculty to identify curricular strengths and weaknesses. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| q) | | I lead or attend in-service activities concerned with instruction. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| r) | | I set aside time at faculty meetings for teachers to share ideas or information from in-service activities. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
|  | | SC34 | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | Did not occur | 1-2 times during the year | | 3-4 times during the year | | Once a month | Once a week | | More than once a week | | |
| s) | | I conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference). | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| t) | | I review work produced by students when evaluating classroom instruction. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |
| u) | | I evaluate the performance of staff. | | | | | | | **◼**1 | **◼**2 | | **◼**3 | | **◼**4 | **◼**5 | | **◼**6 | | |

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|  | SC35 | | |
| Q31 | 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 program must last for at least one day in total and have a focus on mathematics teaching and education. | | |
| a) | All staff at your school | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ % |
| b) | Staff who teach mathematics at your school | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ % | |

**SC39**

|  |  |  |  |
| --- | --- | --- | --- |
| Q32 | Which of the following measures aimed at quality assurance and improvement do you have in your school? | | |
|  | (Please check one box in each row.) | | |
|  |  | Yes | No |
| a) | Written specification of the school’s curricular profile and educational goals | **◼**1 | **◼**2 |
| b) | Written specification of student performance standards | **◼**1 | **◼**2 |
| c) | Systematic recording of data including teacher and student attendance and graduation rates, test results and professional development of teachers | **◼**1 | **◼**2 |
| d) | Internal evaluation/self-evaluation | **◼**1 | **◼**2 |
| e) | External evaluation | **◼**1 | **◼**2 |
| f) | Seeking written feedback from students (e.g., regarding classes, teachers or resources) | **◼**1 | **◼**2 |
| g) | Teacher mentoring | **◼**1 | **◼**2 |
| h) | Regular consultation aimed at school improvement with one or more experts over a period of at least six months | **◼**1 | **◼**2 |
| i) | Implementation of a standardized policy for mathematics (e.g., school curriculum with shared instructional materials accompanied by staff development and training) | **◼**1 | **◼**2 |

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|  | SC40 | | |
| Q33 | Which of the following statements apply in your school? | | |
|  | A policy refers to written rules known to those concerned with the policy. | | |
|  | (Please check one box in each row.) | | |
|  |  | Yes | No |
| 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). | **◼**1 | **◼**2 |
| b) | All 10th grade mathematics classes in the school use the same textbook. | **◼**1 | **◼**2 |
| c) | Mathematics teachers in the school follow a standardized curriculum that specifies content at least on a monthly basis. | **◼**1 | **◼**2 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SC44 | | | |
| Q34 | In your school, how likely is it that a student in 10th grade would be transferred to another school for the following reasons? | | | |
|  | (Please check one box in each row.) | | | |
|  | | Not likely | Likely | Very likely |
| a) | Low academic achievement | **◼**1 | **◼**2 | **◼**3 |
| b) | High academic achievement | **◼**1 | **◼**2 | **◼**3 |
| c) | Behavioral problems | **◼**1 | **◼**2 | **◼**3 |
| d) | Special learning needs | **◼**1 | **◼**2 | **◼**3 |
| e) | Parents’ or guardians’ request | **◼**1 | **◼**2 | **◼**3 |
| f) | Other | **◼**1 | **◼**2 | **◼**3 |

SECTION G: FINANCIAL EDUCATION AT SCHOOL

The following five questions are about financial education/personal finance in your school. Financial education/personal finance involves the development of students’ knowledge, confidence and skills relating to topics such as money and income; budgeting and long term planning; saving and spending; credit and debt; investment and insurance; the potential risks and benefits of financial products; and the financial landscape (including consumer rights and responsibilities and understanding of the wider financial, economic and social system).

|  |  |  |
| --- | --- | --- |
|  | SC47 | |
| Q35 | Which of the statements below best describes the situation for students in 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SC45 | | | |
| Q36 | Is financial education compulsory in your school? | | | |
|  | (Please check only one box.) | | | |
|  | Yes | **◼**1 |  |
|  | No | **◼**2 |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | SC46 | | | | | |
| Q37 | Which of the statements below describe the teaching of financial education in your school? | | | | | |
|  | For each statement, please indicate the number of hours of financial education of this type for students in 10th grade during the 2011-2012 academic year. | | | | | |
|  | (Please check one box in each row.) | | | | | |
|  |  | Not at all | 1-4 hours a year | 5-19 hours year | 20-49 hours a year | 50 or more hours a year |
| a) | It is taught as a separate subject. | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| b) | It is taught as a cross-curricular subject. | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| c) | It is taught as part of business or economics courses. | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| d) | It is taught as part of mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| e) | It is taught as part of other social sciences and humanities subjects and/or literature/language (e.g., history, geography, home economics, civics). | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| f) | It is available as an extracurricular activity. | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| g) | It is taught as part of homeroom. | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |

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| --- | --- | --- | --- |
|  | SC52 | | |
| Q38 | Who provides financial education in your school? | | |
|  | (Please check one box in each row.) | | |
|  |  | Yes | No |
| a) | Teachers | **◼**1 | **◼**2 |
| b) | People from private sector, for-profit institutions (e.g., commercial bank, insurance company) | **◼**1 | **◼**2 |
| c) | People from non-profit or not-for-profit organizations | **◼**1 | **◼**2 |
| d) | People from public sector institutions | **◼**1 | **◼**2 |

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|  | | SC51 | |
| Q39 | During the last twelve months, what percentage of teaching staff in your school has attended a program of professional development with a focus on financial education? | | |
|  | 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 program must last for at least one day in total and have a focus on the teaching of financial education. | | |
| a) | | Percentage of staff who teach financial education in your school | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ % |
| b) | | Percentage of all other teaching staff in your school | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ % |
|  | | ***Thank you very much for your cooperation in completing this questionnaire!*** |  |



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 darkening a circle. For a few questions you will need to write a short answer.

If you make a mistake when darkening a circle, cross out your error and darken the correct circle. If you make an error when writing an answer, simply cross it out and write the correct answer next to it.

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

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

**Your answers will be combined with answers from other students to calculate totals and averages. 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 Science 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** | **USA\_ST116A01**  **Which best describes you?** | | |
|  | *(Please darken only one circle.)* | | |
|  | I am Hispanic or Latino. | **◼**1 |  |
|  | I am not Hispanic or Latino. | **◼**2 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Q5** | **USA\_ST117A01**  **Which of these categories best describes your race?** | | |
|  | *(Please darken one or more circles.)* | | |
|  | White | **◼**1 |  |
|  | Black or African American | **◼**1 |  |
|  | Asian | **◼**1 |  |
|  | American Indian or Alaska Native | **◼**1 |  |
|  | Native Hawaiian or Other Pacific Islander | **◼**1 |  |

|  |  |  |  |  |  |
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|  | **ST05** | | | | |
| **Q6** | **Did you attend pre-school?** | | | | |
|  | No | **◼**1 |  |  |  |
|  | Yes, for one year or less | **◼**2 |  |  |  |
|  | Yes, for more than one year | **◼**3 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q7** | **USA\_ST07N01**  **Did you attend kindergarten?** | | | |
|  | No | **◼**1 |
|  | Yes | **◼**2 |
|  | **ST06** | | |
| **Q8** | **How old were you when you started first grade?** | | |
|  | *years old* | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ST07** | | | | |
| **Q9** | **Have you ever repeated a grade?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *No, never* | *Yes, once* | *Yes, twice or more* |  |
| a) | In kindergarten | **◼**1 | **◼**2 | **◼**3 |  |
| b) | In grades 1-6 | **◼**1 | **◼**2 | **◼**3 |  |
| c) | In grades 7-9 | **◼**1 | **◼**2 | **◼**3 |  |
| d) | In grades 10-12 | **◼**1 | **◼**2 | **◼**3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ST08** | | | | |
| **Q10** | **In the last two full weeks of school, how many times did you arrive late for school?** | | | | |
|  | *(Please darken only one circle.)* | | | | |
|  | 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 a whole school day?** | | | | |
|  | *(Please darken only one circle.)* | | | | |
|  | None | **◼**1 |  |  |  |
|  | One or two times | **◼**2 |  |  |  |
|  | Three or four times | **◼**3 |  |  |  |
|  | Five or more times | **◼**4 |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ST115** | | | | | |
| **Q12** | **In the last two full weeks of school, how many times did you skip some classes?** | | | | | |
|  | *(Please darken only one circle.)* | | | | | |
|  | None | **◼**1 |  |  |  | |
|  | One or two times | **◼**2 |  |  |  | |
|  | Three or four times | **◼**3 |  |  |  | |
|  | Five or more times | **◼**4 |  |  |  | |
| **Q13** | **USA\_ST119A01**  **What is the highest grade or level of school you expect to complete?** | | | | |
|  | *(Please darken only one circle.)* | | | | |
|  | Less than high school | **◼**1 |  |  |  |
|  | High school (high school diploma or GED) | **◼**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.

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|  | **ST11** | | | |
| **Q14** | **Who usually lives at home with you?** | | | |
|  | *(Please darken one circle in each row.)* | | | |
|  |  | *Yes* | *No* |  |
| a) | Mother (including stepmother or foster mother) | **◼**1 | **◼**2 |  |
| b) | Father (including stepfather or foster father) | **◼**1 | **◼**2 |  |
| c) | Brother(s) (including stepbrothers) | **◼**1 | **◼**2 |  |
| d) | Sister(s) (including stepsisters) | **◼**1 | **◼**2 |  |
| e) | Grandparent(s) | **◼**1 | **◼**2 |  |
| f) | Others (e.g., cousin) | **◼**1 | **◼**2 |  |

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|  | **ST12** |
| **Q15a** | **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.* |
|  |  |
| **Q15b** | **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.* |
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|  | **ST13** | | |
| **Q16** | **What is the highest level of schooling (not including college) completed by your mother?** | | |
|  | *If you are not sure which circle to choose, please ask the test administrator for help.*  *(Please darken only one circle.)* | | |
|  | 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 |  |
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|  | **ST14** | | | | |
| **Q17** | **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 darken one circle in each row.)* | | | | |
|  | | *Yes* | *No* |  |
| 1. Master’s, doctoral, or professional degree such as medicine or law | | **◼**1 | **◼**2 |  |
| 1. Bachelor’s degree (4-year college degree) | | **◼**1 | **◼**2 |  |
| 1. Associate’s degree (2-year degree from a community college) | | **◼**1 | **◼**2 |  |
| 1. Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | | **◼**1 | **◼**2 |  |

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|  | **ST15** | | | | |
| **Q18** | **What is your mother currently doing?** | | | | |
|  | *(Please darken only one circle.)* | | | | |
|  | Working full-time for pay | **◼**1 |  |  |  |
|  | Working part-time for pay | **◼**2 |  |  |  |
|  | Not working, but looking for a job | **◼**3 |  |  |  |
|  | Other (e.g., home duties, retired) | **◼**4 |  |  |  |

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|  | **ST16** |
| **Q19a** | **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.* |
|  |  |
| **Q19b** | **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.* |
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|  | **ST17** | | |
| **Q20** | **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 darken only one circle.)* | | |
|  | 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 |  |
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|  | **ST18** | | | |
| **Q21** | **Does your father have any of the following degrees, certificates, or diplomas?** | | | |
|  | *If you are not sure which circle to choose, please ask the test administrator for help.*  *(Please darken one circle in each row.)* | | | |
|  |  | *Yes* | *No* |  |
| a) | Master’s, doctoral, or professional degree such as medicine or law | **◼**1 | **◼**2 |  |
| b) | Bachelor’s degree (4-year college degree) | **◼**1 | **◼**2 |  |
| c) | Associate’s degree (2-year degree from a community college) | **◼**1 | **◼**2 |  |
| d) | Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | **◼**1 | **◼**2 |  |

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|  | **ST19** | | | | |
| **Q22** | **What is your father currently doing?** | | | | |
|  | *(Please darken only one circle.)* | | | | |
|  | Working full-time for pay | **◼**1 |  |  |  |
|  | Working part-time for pay | **◼**2 |  |  |  |
|  | Not working, but looking for a job | **◼**3 |  |  |  |
|  | Other (e.g., home duties, retired) | **◼**4 |  |  |  |

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|  | **ST20** | | | |
| **Q23** | **In what country were you and your parents born?** | | | |
|  | *(Please darken one circle in each column.)* | | | |
|  |  | *You* | *Mother* | *Father* |
|  | United States\* | **◼**01 | **◼**01 | **◼**01 |
|  | Other country | **◼**02 | **◼**02 | **◼**02 |

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

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|  | **ST21** | | |
| **Q24** | **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 Q25.* | | |
|  |  |  | *years old* |

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|  | **ST25** | | |
| **Q25** | **What language do you speak at home most of the time?** | | |
|  | *(Please darken only one circle.)* | | |
|  | English | **◼**313 |  |
|  | Spanish | **◼**156 |  |
|  | Other language | **◼**859 |  |

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|  | **ST26** | | | |
| **Q26** | **Which of the following are in your home?** | | | |
|  | *(Please darken one circle in each row.)* | | | |
|  |  | *Yes* | *No* |  |
| a) | A desk to study at | **◼**1 | **◼**2 |  |
| b) | A room of your own | **◼**1 | **◼**2 |  |
| c) | A quiet place to study | **◼**1 | **◼**2 |  |
| d) | A computer you can use for school work | **◼**1 | **◼**2 |  |
| e) | Educational software | **◼**1 | **◼**2 |  |
| f) | A link to the Internet | **◼**1 | **◼**2 |  |
| g) | Classic literature (e.g., Shakespeare) | **◼**1 | **◼**2 |  |
| h) | Books of poetry | **◼**1 | **◼**2 |  |
| i) | Works of art (e.g., paintings) | **◼**1 | **◼**2 |  |
| j) | Books to help with your school work | **◼**1 | **◼**2 |  |
| k) | Technical reference books or manuals | **◼**1 | **◼**2 |  |
| l) | A dictionary | **◼**1 | **◼**2 |  |
| m) | A dishwasher | **◼**1 | **◼**2 |  |
| n) | A DVD player | **◼**1 | **◼**2 |  |
| o) | A guest room | **◼**1 | **◼**2 |  |
| p) | A High speed internet connection | **◼**1 | **◼**2 |  |
| q) | A musical instrument | **◼**1 | **◼**2 |  |

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|  | **ST27** | | | | |
| **Q27** | **How many of these are there at your home?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *None* | *One* | *Two* | *Three or more* |
| a) | Cell phones | **◼** | **◼** | **◼** | **◼**4 |
| b) | Televisions | **◼** | **◼** | **◼** | **◼**4 |
| c) | Computers | **◼** | **◼** | **◼** | **◼**4 |
| d) | Cars | **◼** | **◼** | **◼** | **◼**4 |
| e) | Bathrooms with a bathtub or shower | **◼** | **◼** | **◼** | **◼**4 |

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|  | **ST28** | | |
| **Q28** | **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 darken only one circle.)* | | |
|  | 0-10 books | **◼**1 |  |
|  | 11-25 books | **◼**2 |  |
|  | 26-100 books | **◼**3 |  |
|  | 101-200 books | **◼**4 |  |
|  | 201-500 books | **◼**5 |  |
|  | More than 500 books | **◼**6 |  |

**SECTION C: ABOUT LEARNING MATHEMATICS**

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|  | **ST29** | | | | |
| **Q29** | **Thinking about your views on mathematics: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | I enjoy reading about mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**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. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I look forward to my mathematics lessons. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I do mathematics because I enjoy it. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Learning mathematics is worthwhile for me because it will improve my career prospects. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | I am interested in the things I learn in mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | Mathematics is an important subject for me because I need it for what I want to study later on. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | I will learn many things in mathematics that will help me get a job. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST35** | | | | |
| **Q30** | **Thinking about how people important to you view mathematics: how strongly do you agree with the following statements*?*** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | Most of my friends do well in mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | Most of my friends work hard at mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | My friends enjoy taking mathematics tests. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | My parents believe it’s important for me to study mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | My parents believe that mathematics is important for my career. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | My parents like mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST37** | | | | |
| **Q31** | **How confident do you feel about having to do the following mathematics tasks?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Very confident* | *Confident* | *Not very confident* | *Not at all confident* |
| a) | Using a train schedule to figure out how long it would take to get from one place to another. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | Calculating how much cheaper a TV would be after a 30% discount. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | Calculating how many square feet of tile you need to cover a floor. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | Understanding graphs presented in newspapers. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Solving an equation like 3x+5= 17. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | Finding the actual distance between two places on a map with a 1:10,000 scale. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | Solving an equation like  2(x+3) = (x + 3)(x - 3). | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | Calculating the gas mileage of a car. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST42** | | | | |
| **Q32** | **Thinking about studying mathematics: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | I often worry that it will be difficult for me in mathematics classes. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | I am just not good at mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I get very tense when I have to do mathematics homework. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I get good grades in mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | I get very nervous doing mathematics problems. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | I learn mathematics quickly. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | I have always believed that mathematics is one of my best subjects. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | I feel helpless when doing a mathematics problem. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| i) | In my mathematics class, I understand even the most difficult work. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| j) | I worry that I will get poor grades in mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST43** | | | | |
| **Q33** | **Thinking about your mathematics lessons: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | If I put in enough effort I can succeed in mathematics. | ◼1 | ◼2 | ◼3 | ◼4 |
| b) | Whether or not I do well in mathematics is completely up to me. | ◼1 | ◼2 | ◼3 | ◼4 |
| c) | Family demands or other problems prevent me from putting a lot of time into my mathematics work. | ◼1 | ◼2 | ◼3 | ◼4 |
| d) | If I had different teachers I would try harder in mathematics. | ◼1 | ◼2 | ◼3 | ◼4 |
| e) | If I wanted to, I could do well in mathematics. | ◼1 | ◼2 | ◼3 | ◼4 |
| f) | I do badly in mathematics whether or not I study for my exams. | ◼1 | ◼2 | ◼3 | ◼4 |

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|  | **ST44** | | | | |
| **Q34** | **Suppose that you are a student in the following situation:** | | | | |
|  | *Each week, your mathematics teacher gives a short quiz. Recently you have done badly 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 darken only one circle in each row.)* | | | | |
|  |  | *Very likely* | *Likely* | *Slightly likely* | *Not at all likely* |
| a) | I’m not very good at solving mathematics problems. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | My teacher did not explain the concepts well this week. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | This week I guessed badly on the quiz. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | Sometimes the course material is too hard. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | The teacher did not get students interested in the material. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | Sometimes I am just unlucky. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST46** | | | | |
| **Q35** | **Thinking about the mathematics you do for school: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | I have my homework finished in time for mathematics class. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | I work hard on my mathematics homework. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I am prepared for my mathematics exams. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I study hard for mathematics quizzes. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | I keep studying until I understand mathematics material. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | I pay attention in mathematics class. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | I listen in mathematics class. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | I avoid distractions when I am studying mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| i) | I keep my mathematics work well organized. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST48** | |
| **Q36** | **For each pair of statements, please choose the item that best describes you.** | |
| 1. *Please darken only one of the following two circles.* | | |
| **◼**1 | | I intend to take additional mathematics courses after I finish high school. |
| **◼**2 | | I intend to take additional English courses after I finish high school. |
|  | |  |
| 1. *Please darken only one of the following two circles.* | | |
| **◼**1 | | I plan on majoring in a subject in college that requires mathematics skills. |
| **◼**2 | | I plan on majoring in a subject in college that requires science skills. |
|  | |  |
| 1. *Please darken only one of the following two circles.* | | |
| **◼**1 | | I am willing to study harder in my mathematics classes than is required. |
| **◼**2 | | I am willing to study harder in my English classes than is required. |
|  | |  |
| 1. *Please darken only one of the following two circles.* | | |
| **◼**1 | | I plan on taking as many mathematics classes as I can during my education. |
| **◼**2 | | I plan on taking as many science classes as I can during my education. |
|  | |  |
| 1. *Please darken only one of the following two circles.* | | |
| **◼**1 | | I am planning on pursuing a career that involves a lot of mathematics |
| **◼**2 | | I am planning on pursuing a career that involves a lot of science. |

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|  | **ST49** | | | | |
| **Q37** | **How often do you do the following things at school and outside of school?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Always or almost always* | *Often* | *Sometimes* | *Never or rarely* |
| a) | I talk about mathematics problems with my friends. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | I help my friends with mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I do mathematics as an extracurricular activity. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I take part in mathematics competitions. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | I do mathematics more than 2 hours a day outside of school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | I play chess. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | I program computers. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | I participate in a mathematics club. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST53** | |
| **Q38** | **For each group of three items, please choose the item that best describes your approach to mathematics.** | |
| 1. *Please darken only one of the following three circles.* | | |
| **◼1** | | When I study for a mathematics test, I try to figure out what are the most important parts to learn. |
| ◼**2** | | When I study for a mathematics test, I try to understand new concepts by relating them to things I already know. |
| ◼**3** | | When I study for a mathematics test, I learn as much as I can by heart. |
| 1. *Please darken only one of the following three circles.* | | |
| **◼1** | | When I study mathematics, I try to figure out which concepts I still do not understand completely. |
| ◼**2** | | When I study mathematics, I think of new ways to get the answer. |
| ◼**3** | | When I study mathematics, I make myself check to see if I remember the work I have already done. |
| 1. *Please darken only one of the following three circles.* | | |
| **◼1** | | When I study mathematics, I try to relate the work to things I have learned in other subjects. |
| ◼**2** | | When I study mathematics, I start by working out exactly what I need to learn. |
| ◼**3** | | When I study mathematics, I go over some problems so often that I feel as if I could solve them in my sleep. |
| 1. *Please darken only one of the following three circles.* | | |
| **◼1** | | In order to remember the method for solving a mathematics problem, I go through examples again and again. |
| ◼**2** | | I think about how the mathematics I have learned can be used in everyday life. |
| ◼**3** | | When I cannot understand something in mathematics, I always search for more information to clarify the problem. |

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|  | **ST55** | | | | | |
| **Q39** | **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 learning outside of normal school hours. The lessons may be given at your school, at your home or somewhere else.* | | | | | |
|  | *(Please darken only one circle in each row.)* | | | | | |
|  |  | *I do not attend out-of-school-time lessons in this subject* | *Less than 2 hours a week* | *2 or more but less than 4 hours a week* | *4 or more but less than 6 hours a week* | *6 or more hours a week* |
| a) | English (e.g., language arts, literature, writing) | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| b) | Mathematics | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| c) | Science | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| d) | Other subjects | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |

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|  | ST57 | |
| **Q40** | **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* |

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|  | **ST61** | | | | |
| **Q41** | **How often have you encountered the following types of mathematics tasks during your time at school?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Frequently* | *Sometimes* | *Rarely* | *Never* |
| a) | Figuring out from a train schedule how long it would take to get from one place to another. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | Calculating how much more expensive a computer would be after adding tax. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | Calculating how many square feet of tile you need to cover a floor. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | Understanding scientific tables presented in an article. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Solving an equation like 6x2 + 5 = 29. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | Finding the actual distance between two places on a map with a 1:10,000 scale. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | Solving an equation like 2(x+3) = (x + 3)(x - 3). | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | Calculating the power consumption of an electronic appliance per week. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| i) | Solving an equation like 3x+5=17. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST62** | | | | | |
| **Q42** | **Thinking about mathematical concepts: how familiar are you with the following terms?** | | | | | |
|  | *(Please darken only one circle in each row.)* | | | | | |
|  |  | *Never heard of it* | *Heard of it once or twice* | *Heard of it a few times* | *Heard of it often* | *Know it well, understand the concept* |
| a) | Exponential Function | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| b) | Divisor | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| c) | Quadratic Function | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| d) | Proper Number | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| e) | Linear Equation | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| f) | Vectors | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| g) | Complex Number | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| h) | Rational Number | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| i) | Radicals | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| j) | Subjunctive Scaling | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| k) | Polygon | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| l) | Declarative Fraction | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| m) | Congruent Figure | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| n) | Cosine | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| o) | Arithmetic Mean | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |
| p) | Probability | **◼**1 | **◼**2 | **◼**3 | **◼**4 | **◼**5 |

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|  | **ST69** | | |
| **Q43** | **How many minutes, on average, are there in a class period for the following subjects?** | | |
| a) | Minutes in a class period in English (e.g., language arts, literature, writing): | \_\_\_\_\_\_\_\_\_ | *minutes* |
| b) | Minutes in a class period in mathematics: | \_\_\_\_\_\_\_\_\_ | *minutes* |
| c) | Minutes in a class period in science: | \_\_\_\_\_\_\_\_\_ | *minutes* |

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|  | **ST70** | | |
| **Q44** | **How many class periods per week do you typically have for the following subjects?** | | |
| a) | Number of class periods per week in English (e.g., language arts, literature, writing): | \_\_\_\_\_\_\_\_\_ | *class periods* |
| b) | Number of class periods per week in mathematics: | \_\_\_\_\_\_\_\_\_ | *class periods* |
| c) | Number of class periods per week in science: | \_\_\_\_\_\_\_\_\_ | *class periods* |

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|  | **ST71** | | |
| **Q45** | **In a normal, full week at school, how many class periods do you have in total?** | | |
| Number of **ALL** class periods | | *\_\_\_\_\_\_\_\_\_* | *class periods* |

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|  | **ST72** |
| **Q46** | **On average, about how many students attend your English class (e.g., language arts, literature, writing)?** |
|  | *\_\_\_\_\_\_\_\_ students* |

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

**Please read each problem. You do NOT need to solve it.**

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|  | **ST73** | | | | |
| **Q47** | *In this box are two 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, 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 this type of word problem at school. Do not solve them!** | | | | |
|  | *(Please darken only one circle 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 at school?** | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST74** | | | | |
| **Q48** | *Below are examples of another type of mathematics problem.* | | | | |
| 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 this type of problem at school. Do not solve them!** | | | | |
|  | *(Please darken only one circle 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 |

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|  | **ST75** | | | | |
| **Q49** | *In the next type of problem, 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:* | | | | |
|  | *C*  *A*  Determine the height of the pyramid.  12 cm  12 cm  12 cm  *S*  *D*  *B* | | | | |
|  | *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 this type of problem at school. Do not solve them!** | | | | |
|  | *(Please darken only one circle 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 at school?** | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST76** |
| **Q50** | *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:*  Number of robberies per year  Year 1999  Year 1998  505  510  515  520  A TV reporter says “This graph shows that there is a huge increase in the number of robberies from 1998 to 1999.”  **Do you consider the reporter’s statement to be a reasonable interpretation of the graph?** Give an explanation to support your answer. |
|  | *Example 2:*  For years the relationship between a person’s recommended maximum heart rate and the person’s age was described by the following formula:  *Recommended maximum heart rate =* 220 - *age*  Recent research showed that this formula should be modified slightly. The new formula is as follows:  *Recommended maximum heart rate =* 208 – (0.7 × *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. |

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|  | **We want to know about your experience with this type of problem at school. Do not solve them!** | | | | |
|  | *(Please darken only one circle 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 at school?** | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

**SECTION D: ABOUT YOUR MATHEMATICS EXPERIENCES**

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|  | **ST77** | | | | |
| **Q51** | **How often do these things happen in your mathematics classes?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Every class* | *Most classes* | *Some classes* | *Never or hardly ever* |
| a) | The teacher shows an interest in every student’s learning. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | The teacher gives extra help when students need it. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | The teacher helps students with their learning. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | The teacher continues teaching until the students understand. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | The teacher gives students an opportunity to express opinions. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST79** | | | | |
| **Q52** | **How often do these things happen in your mathematics classes?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Every class* | *Most classes* | *Some classes* | *Never or Hardly Ever* |
| a) | The teacher sets clear goals for our learning. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | The teacher asks me or my classmates to present our thinking or reasoning at some length. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | The teacher gives different work to classmates who have difficulties learning and/or to those who can advance faster. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | The teacher assigns projects that require at least one week to complete. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | The teacher tells me about how well I am doing in my mathematics class. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | The teacher asks questions to check whether we have understood what was taught. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | The teacher has us work in small groups to come up with joint solutions to a problem or task. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | At the beginning of a lesson, the teacher presents a short summary of the previous lesson. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
|  |  | *Every Lesson* | *Most Lessons* | *Some Lessons* | *Never or Hardly Ever* |
| i) | The teacher asks us to help plan classroom activities or topics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| j) | The teacher gives me feedback on my strengths and weaknesses in mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| k) | The teacher tells us what is expected of us when we get a test, quiz or assignment. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| l) | The teacher tells us what we have to learn. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| m) | The teacher tells me what I need to do to become better in mathematics. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST80** | | | | | |
| **Q53** | **Thinking about the mathematics teacher that taught your last mathematics class: how often does each of the following happen?** | | | | | |
|  | *(Please darken only one circle in each row.)* | | | | | |
|  |  | | *Always or almost always* | *Often* | *Sometimes* | *Never or rarely* |
| a) | The teacher asks questions that make us reflect on the problem. | | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | The teacher gives problems that require us to think for an extended time. | | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | The teacher asks us to decide on our own procedures for solving complex problems. | | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | The teacher presents problems for which there is no immediately obvious method of solution. | | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | The teacher presents problems in different contexts so that students know whether they have understood the concepts. | | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | The teacher helps us to learn from mistakes we have made. | | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | The teacher asks us to explain how we have solved a problem. | | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | | The teacher presents problems that require students to apply what they have learned to new contexts. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| i) | | The teacher gives problems that can be solved in several different ways. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST81** | | | | |
| **Q54** | **How often do these things happen in your mathematics lessons?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Every class* | *Most classes* | *Some classes* | *Never or hardly ever* |
| a) | Students don’t listen to what the teacher says. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | There is noise and disorder. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | The teacher has to wait a long time for students to quiet down. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | Students cannot work well. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Students don’t start working for a long time after the lesson begins. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST82** | | | | |
| **Q55** | **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 darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| 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.** | **◼**1 | **◼**2 | **◼**3 | **◼**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.** | **◼**1 | **◼**2 | **◼**3 | **◼**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.** | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST83** | | | | |
| **Q56** | **Thinking about the mathematics teacher who taught your last mathematics class: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | My teacher lets us know we need to work hard. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | My teacher provides extra help when needed. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | My teacher helps students learn. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | My teacher gives students the opportunity to express opinions. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST84** | | | | |
| **Q57** | **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 darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| 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.** | **◼**1 | **◼**2 | **◼**3 | **◼**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.** | **◼**1 | **◼**2 | **◼**3 | **◼**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.** | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST85** | | | | |
| **Q58** | **Thinking about the mathematics teacher who taught your last mathematics class: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | My teacher gets students to listen to him or her. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | My teacher keeps the class orderly. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | My teacher starts the class period on time. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | The teacher has to wait a long time for students to quiet down. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

**SECTION E: abOUT YOUR SCHOOL**

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|  | **ST86** | | | | |
| **Q59** | **Thinking about the teachers at your school: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | Students get along well with most teachers. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | Most teachers are interested in students’ well-being. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | Most of my teachers really listen to what I have to say. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | If I need extra help, I will receive it from my teachers. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Most of my teachers treat me fairly. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST87** | | | | |
| **Q60** | **Thinking about your school: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | I feel like an outsider (or left out of things) at school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | I make friends easily at school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I feel like I belong at school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I feel awkward and out of place in my school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| e) | Other students seem to like me. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| f) | I feel lonely at school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| g) | I feel happy at school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| h) | Things are ideal in my school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| i) | I am satisfied with my school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST88** | | | | |
| **Q61** | **Thinking about what you have learned at school*:* to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | School has done little to prepare me for adult life when I leave school. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | School has been a waste of time. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | School has helped give me confidence to make decisions. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | School has taught me things which could be useful in a job. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST89** | | | | |
| **Q62** | **Thinking about your school: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | Trying hard at school will help me get a good job. | ◼1 | ◼2 | ◼3 | ◼4 |
| b) | Trying hard at school will help me get into a good college. | ◼1 | ◼2 | ◼3 | ◼4 |
| c) | I enjoy receiving good grades. | ◼1 | ◼2 | ◼3 | ◼4 |
| d) | Trying hard at school is important. | ◼1 | ◼2 | ◼3 | ◼4 |

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|  | **ST91** | | | | |
| **Q63** | **Thinking about your school: to what extent do you agree with the following statements?** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* |
| a) | If I put in enough effort I can succeed in school. | ◼1 | ◼2 | ◼3 | ◼4 |
| b) | It is completely my choice whether or not I do well at school. | ◼1 | ◼2 | ◼3 | ◼4 |
| c) | Family demands or other problems prevent me from putting a lot of time into my school work. | ◼1 | ◼2 | ◼3 | ◼4 |
| d) | If I had different teachers I would try harder in school. | ◼1 | ◼2 | ◼3 | ◼4 |
| e) | If I wanted to I could do well in school. | ◼1 | ◼2 | ◼3 | ◼4 |
| f) | I do badly in school whether or not I study for my exams. | ◼1 | ◼2 | ◼3 | ◼4 |

**SECTION F: ABOUT YOUR PROBLEM SOLVING EXPERIENCES**

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|  | **ST93** | | | | | |
| **Q64** | **How well does each of the following statements describe you?** | | | | | |
|  | *(Please darken only one circle in each row.)* | | | | | |
|  |  | *Very much like me* | *Mostly like me* | *Somewhat like me* | *Not much like me* | *Not at all like me* |
| a) | When confronted with a problem I give up easily. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| b) | I put off difficult problems. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| c) | I remain interested in the tasks that I start. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| d) | I continue working on tasks until everything is perfect. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| e) | When confronted with a problem I do more than what is expected of me. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |

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|  | **ST94** | | | | | |
| **Q65** | **How well does each of the following statements describe you?** | | | | | |
|  | *(Please darken only one circle in each row.)* | | | | | |
|  |  | *Very much like me* | *Mostly like me* | *Somewhat like me* | *Not much like me* | *Not at all like me* |
| a) | I can handle a lot of information. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| b) | I am quick to understand things. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| c) | I seek explanations for things. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| d) | I can easily link facts together. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |
| e) | I like to solve complex problems. | ◼1 | ◼2 | ◼3 | ◼4 | ◼5 |

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|  | **ST96** | | | | |
| **Q66** | *Suppose that you have been sending text messages from your cell 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, darken the option that best applies to you.** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *I would  definitely do this* | *I would  probably do this* | *I would  probably not do this* | *I would definitely not do this* |
| a) | I press every button possible to find out what is wrong. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | I think about what might have caused the problem and what I can do to solve it. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I read the manual. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I ask a friend for help. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST101** | | | | |
| **Q67** | *Suppose that 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, darken the option that best applies to you.** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *I would  definitely do this* | *I would  probably do this* | *I would  probably not do this* | *I would definitely not do this* |
| a) | I read the zoo brochure to see if it says how to get there. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | I study a map and figure out the best route. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I leave it to my brother to worry about how to get there. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I know roughly where it is, so I suggest we just start driving. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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|  | **ST104** | | | | |
| **Q68** | *Suppose that 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, darken the option that best applies to you.** | | | | |
|  | *(Please darken only one circle in each row.)* | | | | |
|  |  | *I would  definitely do this* | *I would  probably do this* | *I would  probably not do this* | *I would definitely not do this* |
| a) | I check how similar it is to other ticket machines I have used. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | I try out all the buttons to see what happens. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| c) | I ask someone for help. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| d) | I try to find a ticket office at the station to buy a ticket. | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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

**Financial Literacy Background Questions Set 1:** **Questions about your experience with Money Matters**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q1** | **Have you ever learned how to manage your money in a class?** | | | ***FQ001Q01*** |
|  | *(Please check one box in each row.)* |  | *Yes* | *No* |
| a) | At school, in a subject or class specifically about managing your money |  | **◼**1 | **◼**2 |
| b) | At school as part of another subject or class |  | **◼**1 | **◼**2 |
| c) | In an activity outside school |  | **◼**1 | **◼**2 |

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| --- | --- | --- | --- | --- | --- |
| **Q2** | **How often do you discuss money matters (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 adults | **◼**1 | **◼**2 | **◼**3 | **◼**4 |
| b) | Friends | **◼**1 | **◼**2 | **◼**3 | **◼**4 |

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| --- | --- | --- |
| **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 | **◼**1 |
| b) | Try to borrow money from a family member | **◼**2 |
| c) | Try to borrow money from a friend | **◼**3 |
| d) | Save up to buy it | **◼**4 |
| e) | Not buy it | **◼**5 |

**Financial Literacy Background Questions Set 2: Questions about your experience with Money Matters**

|  |  |  |  |
| --- | --- | --- | --- |
| **Q1** | **Do you get money from any of these sources?** | | ***FQ001Q04*** |
|  | *(Please check one box in each row.)* | *Yes* | *No* |
| a) | An allowance or spending money for regularly doing chores at home | **◼**1 | **◼**2 |
| b) | An allowance or spending money without having to do any chores | **◼**1 | **◼**2 |
| c) | Working outside school hours (e.g., a seasonal job, part-time work) | **◼**1 | **◼**2 |
| d) | Working in a family business | **◼**1 | **◼**2 |
| e) | Occasional informal jobs (e.g., babysitting or gardening) | **◼**1 | **◼**2 |
| f) | Gifts of money from friends or relatives | **◼**1 | **◼**2 |
| g) | Selling things (e.g., at local markets or on eBay) | **◼**1 | **◼**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 | **◼**1 |
| b) | I save some money each week or month, but the amount varies | **◼**2 |
| c) | I save money only when I have some to spare | **◼**3 |
| d) | I save money only when I want to buy something | **◼**4 |
| e) | I do not save any money | **◼**5 |
| f) | I have no money so I do not save | **◼**6 |

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| --- | --- | --- | --- | --- | --- |
| **Q3** | **Do you have either of the following?** | | | | ***FQ001Q06*** |
|  | *(Please check one box in each row.)* |  | *Yes* | *No* | *I don’t know what it is* |
| a) | Bank account |  | **◼**1 | **◼**2 | **◼**3 |
| b) | Pre-paid debit card |  | **◼**1 | **◼**2 | **◼**3 |