

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

USA

Date of Test (Main Survey PISA 2012)		
_____	_____	2012
Month	Day	

School ID

English 313

School Questionnaire



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)



ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

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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

SC01

Q1 Is your school a public or a private school?

(Please check only one box.)

A public school

₁

A private school

₂

SC02

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

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

%

a) Government (includes 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%

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

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

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

(Please check only one box.)

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

₁

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

₂

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

₃

Q5 What is the average size of English classes in the 10th grade in your school?

(Please check only one box.)

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

SECTION B: THE STUDENT BODY AND TEACHERS

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: _____

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 _____ %

USA_SC54A01

Q8 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

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.)

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

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.)

	<i>Full time</i>	<i>Part time</i>
a) Teachers of mathematics in TOTAL	_____	_____
b) Teachers of mathematics with a bachelor's or master's degree	_____	_____
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 10th grade at your school.

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?

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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Assignments or projects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q13 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please check one box in each row.)

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

SECTION D: SCHOOL INSTRUCTION, CURRICULUM, AND ASSESSMENT

SC15

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.)

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

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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Volunteering or community service activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Mathematics club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Mathematics competitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Chess club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Club with a focus on computers/ Information and Communication Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Sports team or sports activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) To compare the school to district, state, or national performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) To make judgments about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

b) Achievement data are tracked over time by an administrative authority, such as a district, state, or national education agency

₁ ₂

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*

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

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.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Student truancy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Students skipping classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Students arriving late for school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Students not attending compulsory school events (e.g., school assemblies) or excursions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Students lacking respect for teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Disruption of classes by students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Student use of alcohol or illegal drugs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Students intimidating or bullying other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Students not being encouraged to achieve their full potential	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Poor student-teacher relations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Teachers having to teach students of heterogeneous ability levels within the same class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Teachers having to teach students of diverse ethnic backgrounds (i.e., language, culture) within the same class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Teachers' low expectations of students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
n) Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Teachers being late for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Teachers not being well prepared for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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.

_____ %

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

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. _____

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.)

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
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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

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

(Please check one box in each row.)

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

c) There is consensus among mathematics teachers that academic achievement must be kept as high as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There is consensus among mathematics teachers that it is best to adapt academic standards to the students' levels and needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

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.)

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

Q27 To what extent have appraisals of and/or feedback to teachers directly led to the following?

(Please check one box in each row.)

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

SECTION F: SCHOOL POLICIES AND PRACTICES

SC32

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)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Whether the student requires or is interested in a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q29 Regarding your school, who has a considerable responsibility for the following tasks?

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

	<i>Principal</i>	<i>Teachers</i>	<i>School-level governing board</i>	<i>Local education agency</i>	<i>State education agency</i>	<i>U.S. Dept. of Education</i>
a) Selecting teachers for hire	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b) Firing teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c) Establishing teachers' starting salaries	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
d) Determining teachers' salary increases	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
e) Formulating the school budget	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
f) Deciding on budget allocations within the school	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
g) Establishing student disciplinary policies	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
h) Establishing student assessment policies	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
i) Approving students for admission to the school	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
j) Choosing which textbooks are used	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
k) Determining course content	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
l) Deciding which courses are offered	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1

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.						
	<i>(Please check only one box in each row.)</i>						
		<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
a)	I work to enhance the school's reputation in the community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b)	I use student performance results to develop the school's educational goals.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c)	I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d)	I ensure that teachers work according to the school's educational goals.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e)	I promote teaching practices based on recent educational research.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f)	I praise teachers whose students are actively participating in learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g)	When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h)	I draw teachers' attention to the importance of students' development of critical and social capacities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

		<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
i)	I pay attention to disruptive behavior in classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
j)	I provide staff with opportunities to participate in school decision-making.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
k)	I engage teachers to help build a school culture of continuous improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
l)	I ask teachers to participate in reviewing management practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
m)	When a teacher brings up a classroom problem, we solve the problem together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
n)	I discuss the school's academic goals with teachers at faculty meetings.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
o)	I refer to the school's academic goals when making curricular decisions with teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
p)	I discuss academic performance results with the faculty to identify curricular strengths and weaknesses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
q)	I lead or attend in-service activities concerned with instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
r)	I set aside time at faculty meetings for teachers to share ideas or information from in-service activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

		<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
s)	I conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
t)	I review work produced by students when evaluating classroom instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
u)	I evaluate the performance of staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

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 _____ %

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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Written specification of student performance standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Systematic recording of data including teacher and student attendance and graduation rates, test results and professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Internal evaluation/self-evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) External evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Seeking written feedback from students (e.g., regarding classes, teachers or resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Teacher mentoring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Implementation of a standardized policy for mathematics (e.g., school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

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.)

	<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
a) Low academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) High academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Behavioral problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents' or guardians' request	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

SECTION G: FINANCIAL EDUCATION AT SCHOOL

The following 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

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.)

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

Q38 Who provides financial education in your school?*(Please check one box in each row.)*

	Yes	No
a) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) People from private sector, for-profit institutions (e.g., commercial bank, insurance company)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) People from non-profit or not-for-profit organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) People from public sector institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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!

OECD Program for International Student Assessment 2012



USA

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

Student Questionnaire - Form -

Place Label Here

Student ID

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Participation Status

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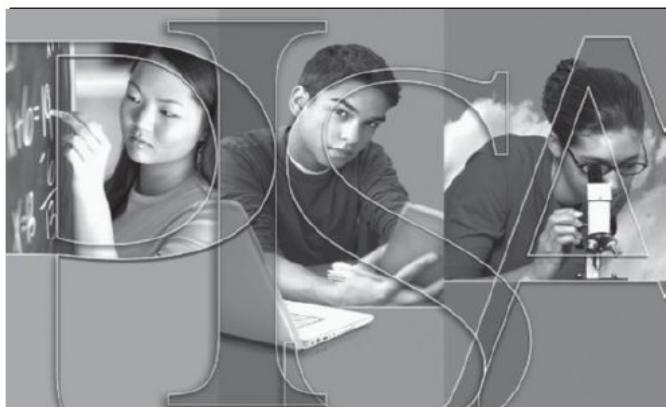
English 313

Multiple coding: Last coder ID
(office use only)

MCI

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

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



Project Consortium

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

In this booklet you will find questions about:

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

Please read each question carefully and answer as accurately as you can. In the test, you usually circled your answers. For this questionnaire, you will normally answer by 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 Which best describes you?

(Please darken only one circle.)

I am Hispanic or Latino. ₁

I am not Hispanic or Latino. ₂

Q5 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

Q6 Did you attend pre-school?

No ₁

Yes, for one year or less ₂

Yes, for more than one year ₃

Q7 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.)

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

Q10 In the last two full weeks 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

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

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

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Q13 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.

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)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Father (including stepfather or foster father)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Brother(s) (including stepbrothers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Sister(s) (including stepsisters)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Grandparent(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Others (e.g., cousin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

**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.*

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

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

- 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

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

**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.*

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

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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Bachelor's degree (4-year college degree)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Associate's degree (2-year degree from a community college)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Q23 In what country were you and your parents born?*(Please darken one circle in each column.)*

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

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

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*

Q25 What language do you speak at home most of the time?*(Please darken only one circle.)*

English

 313

Spanish

 156

Other language

 859

Q26 Which of the following are in your home?

(Please darken one circle in each row.)

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

Q27 How many of these are there at your home?

(Please darken only one circle in each row.)

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

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

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.)

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

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.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Most of my friends do well in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Most of my friends work hard at mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My friends enjoy taking mathematics tests.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My parents believe it's important for me to study mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) My parents believe that mathematics is important for my career.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) My parents like mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q31 How confident do you feel about having to do the following mathematics tasks?

(Please darken only one circle in each row.)

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

Q32 Thinking about studying mathematics: to what extent do you agree with the following statements?

(Please darken only one circle in each row.)

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

Q33 Thinking about your mathematics lessons: to what extent do you agree with the following statements?

(Please darken only one circle in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) If I put in enough effort I can succeed in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Whether or not I do well in mathematics is completely up to me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Family demands or other problems prevent me from putting a lot of time into my mathematics work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) If I had different teachers I would try harder in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) If I wanted to, I could do well in mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I do badly in mathematics whether or not I study for my exams.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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.)

	<i>Very likely</i>	<i>Likely</i>	<i>Slightly likely</i>	<i>Not at all likely</i>
a) I'm not very good at solving mathematics problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) My teacher did not explain the concepts well this week.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) This week I guessed badly on the quiz.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Sometimes the course material is too hard.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The teacher did not get students interested in the material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Sometimes I am just unlucky.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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.)

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

Q36 For each pair of statements, please choose the item that best describes you.

a) 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.

b) 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.

c) 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.

d) 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.

e) 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.

Q37 How often do you do the following things at school and outside of school?

(Please darken only one circle in each row.)

	<i>Always or almost always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never or rarely</i>
a) I talk about mathematics problems with my friends.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I help my friends with mathematics.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I do mathematics as an extracurricular activity.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I take part in mathematics competitions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I do mathematics more than 2 hours a day outside of school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I play chess.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I program computers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I participate in a mathematics club.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q38 For each group of three items, please choose the item that best describes your approach to mathematics.

a) 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.

b) 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.

c) 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.

d) 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.

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

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

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 $6x^2 + 5 = 29$. 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

Q42 Thinking about mathematical concepts: how familiar are you with the following terms?

(Please darken only one circle in each row.)

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

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*

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*

Q45 In a normal, full week at school, how many class periods do you have in total?

Number of **ALL** class periods _____ *class periods*

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.

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

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

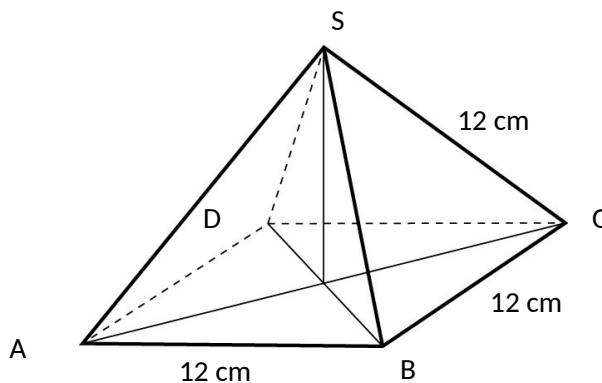
a) How often have you encountered this type of problem in your **mathematics lessons**? ₁ ₂ ₃ ₄

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

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:



Determine the height of the pyramid.

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.)

<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
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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

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:

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

Example 2:

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

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

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

We want to know about your experience with 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

ST77

Q51 How often do these things happen in your mathematics classes?

(Please darken only one circle in each row.)

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

Q52 How often do these things happen in your mathematics classes?

(Please darken only one circle in each row.)

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

	<i>Every Lesson</i>	<i>Most Lessons</i>	<i>Some Lessons</i>	<i>Never or Hardly Ever</i>
i) The teacher asks us to help plan classroom activities or topics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The teacher gives me feedback on my strengths and weaknesses in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) The teacher tells us what is expected of us when we get a test, quiz or assignment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) The teacher tells us what we have to learn.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) The teacher tells me what I need to do to become better in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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.)

	<i>Always or almost always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never or rarely</i>
a) The teacher asks questions that make us reflect on the problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The teacher gives problems that require us to think for an extended time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The teacher asks us to decide on our own procedures for solving complex problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The teacher presents problems for which there is no immediately obvious method of solution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The teacher presents problems in different contexts so that students know whether they have understood the concepts.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The teacher helps us to learn from mistakes we have made.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The teacher asks us to explain how we have solved a problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The teacher presents problems that require students to apply what they have learned to new contexts.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The teacher gives problems that can be solved in several different ways.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q54 How often do these things happen in your mathematics lessons?

(Please darken only one circle in each row.)

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

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

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.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) My teacher lets us know we need to work hard.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) My teacher provides extra help when needed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My teacher helps students learn.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My teacher gives students the opportunity to express opinions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

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.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) My teacher gets students to listen to him or her.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) My teacher keeps the class orderly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My teacher starts the class period on time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The teacher has to wait a long time for students to quiet down.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

SECTION E: ABOUT YOUR SCHOOL

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.)

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

Q60 Thinking about your school: to what extent do you agree with the following statements?

(Please darken only one circle in each row.)

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

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.)

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

Q62 Thinking about your school: to what extent do you agree with the following statements?

(Please darken only one circle in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Trying hard at school will help me get a good job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Trying hard at school will help me get into a good college.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I enjoy receiving good grades.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Trying hard at school is important.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q63 Thinking about your school: to what extent do you agree with the following statements?

(Please darken only one circle in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) If I put in enough effort I can succeed in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) It is completely my choice whether or not I do well at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Family demands or other problems prevent me from putting a lot of time into my school work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) If I had different teachers I would try harder in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) If I wanted to I could do well in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I do badly in school whether or not I study for my exams.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

SECTION F: ABOUT YOUR PROBLEM SOLVING EXPERIENCES

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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) I put off difficult problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) I remain interested in the tasks that I start.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) I continue working on tasks until everything is perfect.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) When confronted with a problem I do more than what is expected of me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q65 How well does each of the following statements describe you?*(Please darken only one circle in each row.)*

	<i>Very much like me</i>	<i>Mostly like me</i>	<i>Somewhat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
a) I can handle a lot of information.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) I am quick to understand things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) I seek explanations for things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) I can easily link facts together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) I like to solve complex problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

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>I would definitely do this</i>	<i>I would probably do this</i>	<i>I would probably not do this</i>	<i>I would definitely not do this</i>
a) I read the zoo brochure to see if it says how to get there.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I study a map and figure out the best route.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I leave it to my brother to worry about how to get there.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I know roughly where it is, so I suggest we just start driving.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

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

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

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	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b) An allowance or spending money without having to do any chores	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c) Working outside school hours (e.g., a seasonal job, part-time work)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d) Working in a family business	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e) Occasional informal jobs (e.g., babysitting or gardening)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f) Gifts of money from friends or relatives	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g) Selling things (e.g., at local markets or on eBay)	<input type="checkbox"/> 1	<input type="checkbox"/> 2

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

FQ001Q10

(Please check only one box.)

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

Q3 Do you have either of the following?

FQ001Q06

(Please check one box in each row.)

	Yes	No	I don't know what it is
a) Bank account	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b) Pre-paid debit card	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3