

**Memorandum**

**United States Department of Education  
Institute of Education Sciences  
National Center for Education Statistics**

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DATE: March 6, 2012

TO: Shelly Martinez, OMB

FROM: Dana Kelly, NCES

THROUGH: Kashka Kubzdela, NCES

RE: Program for International Student Assessments (PISA) 2012 Main Study Change Request  
(OMB# 1850-0755 v.13)

The PISA 2012 Main Study OMB clearance request was approved on July 30, 2011 (1850-0755 v.12). The purpose of this memo is to submit the final U.S. versions of the main study questionnaires, which have been approved by the PISA Governing Board and PISA international consortium. In addition, we have updated burden estimates to correct an error in the previous table and to reflect that three states will participate in PISA to receive state-level estimates. Additionally, we describe two minor changes to how the study is being carried out, per the international consortium. These changes are summarized below and they do not affect burden estimates. We attach revised Parts A and B and Appendices C and D, which reflect these changes.

**Burden**

- o We have revised the burden table (see below and in Section A.12 of the revised Part A). The burden estimates for the national sample have not changed. However, we have updated the burden estimates for the state samples to reflect that three states (Connecticut, Florida, and Massachusetts) will participate in PISA 2012 to receive state-level results. We have also corrected an error in the previous table; this correction reduces the burden estimate for the state benchmarking part of the study. We have updated the combined burden estimates accordingly. Our original overall burden estimate was based on a national and two state samples and totaled 8,888 hours. The revised overall estimate is based on a national and three state samples, corrects the error in the previous table, and totals 8,194 hours.

**Questionnaire Items**

- o The PISA 2012 Main Study OMB clearance request approved on July 30, 2011, included the final U.S. versions of the student and school questionnaires administered in the field test in the spring of 2011. We have updated Appendix C to include the final versions of the questionnaire items to be used in the main study. In this memo we indicate changes between the field test and main study questionnaire items, including revisions to the field test items, new items, and eliminated field test items (more items were field tested than will be used in the main study). There will be three student questionnaire forms in the main study and items will be rotated across forms. Each student will complete a 30 minute questionnaire although there is approximately 41 minutes of questionnaire material. Although three overlapping forms will be used, Appendix C presents each item only once. The student questionnaire forms also will be formatted so they can be scanned (so in some cases boxes will be replaced with circles for students to fill in). As discussed in the two briefings NCES provided to OMB in September and October 2011, the field trial evaluated whether the items and scales functioned properly to (a) measure the constructs they were intended to measure (validity), (b) to do so in cross-nationally valid manner, and (c) to measure constructs efficiently. In some cases,

the field trial was used to compare alternative measurement approaches for measuring constructs. Several new, innovative measurement methods were introduced in the PISA 2012 field trial. These appeared throughout the questionnaires, but primarily in the student questionnaire. Statistical analyses of the field test data focused on evaluating the psychometric functioning of (a) items within scales and (b) the scales themselves. Some of the new methods were deemed successful and the PISA Governing Board approved their use in the main study questionnaires. The selection of items for the main study also took into consideration research risk, policy implications, country priorities, implementation issues, and per-item and per-construct timing information.

- Appendix D presents the student locator items that will be asked of students to support a possible methodological study to validate PISA by relating student performance on PISA 2012 to other cognitive, education, and employment outcomes. In addition to the items that were cleared already, we would like to ask students for email addresses to facilitate follow up. All locator items, including the new item asking for an email addresses, are shown in Appendix D.

### **Procedural**

- In the PISA 2012 Main Study request approved on July 30, 2011, we indicated that we planned to subsample 18 students to return for a second assessment session to take the assessment on computer. We will now subsample 20 students to ensure we have the same number of students assessed as expected. This change is a result of feedback from the international consortium based on our field test. We have updated Part A and Part B to reflect this procedural change. This change does not affect the burden estimate.
- The international consortium has changed the financial literacy test booklet design to include four test booklets instead of two. Two booklets will include financial literacy and mathematics items and two booklets will include financial literacy and reading items. This change does not affect the number of students assessed but it will enable us to correlate performance in financial literacy with mathematics and reading, not just mathematics as originally planned. We have updated Part A to reflect this change.

## Updated Burden Table

	Sample	Expected response rate	Number of respondents	Number of responses	Per respondent (minutes)	Total burden (hours)
<b>MAIN STUDY—Based on core + international options</b>						
<b>Student</b>						
Directions	8,000	0.85	6,800	6,800	10	1,133
Paper-and-pencil test booklet	8,000	0.85	6,800	6,800	120	13,600
Core Questionnaire	8,000	0.85	6,800	6,800	30	3,400
Financial Literacy background items	1,412	0.85	1,200	1,200	5	100
Directions (computer-based assessment)	2,353	0.85	2,000	2,000	40	1,333
Computer-based assessment	2,353	0.85	2,000	2,000	40	1,333
<i>Total Student Burden Main Study</i>			<i>6,800</i>	<i>8,000</i>	<i>35</i>	<i>3,500</i>
<b>School Administrator</b>						
Questionnaire	211	0.80	168	168	30	84
<b>Recruitment and Pre-Assessment Activity</b>						
School Administrator	240	1.00	240	240	90	360
School Coordinator	211	0.80	168	168	240	672
Total School Burden Main Study			408	576		1,116
Total Burden Main Study			7,208	8,576	395	4,616
<b>State Benchmarking—Based on core + international options</b>						
<b>Student</b>						
Directions	6,300	0.85	5,355	5,355	10	893
Paper-and-pencil test booklet	6,300	0.85	5,355	5,355	120	10,710
Core Questionnaire	6,300	0.85	5,355	5,355	30	2,678
Financial Literacy background items	–	–	–	–	–	–
Directions (computer-based assessment)	–	–	–	–	–	–
Computer-based assessment	–	–	–	–	–	–
<i>Total Student Burden State Benchmarking</i>			<i>5,355</i>	<i>5,355</i>	<i>30</i>	<i>2,678</i>
<b>School Administrator</b>						
Questionnaire	150	1.00	150	150	30	75
<b>Recruitment and Pre-Assessment Activity</b>						
School Administrator	150	1.00	150	150	90	225
School Coordinator	150	1.00	150	150	240	600
Total School Burden - State Benchmarking			300	450	360	900
Total Burden Main Study-State Benchmarking			5,655	5,805	390	3,578
<b>MAIN STUDY &amp; STATE BENCHMARKING—Based on core + international options</b>						
<b>Student</b>						
Directions	14,300	0.85	12,155	12,155	10	2,026
Paper-and-pencil test booklet	14,300	0.85	12,155	12,155	120	24,310
Core Questionnaire	14,300	0.85	12,155	12,155	30	6,078
Financial Literacy background items	1,412	0.85	1,200	1,200	5	100
Directions (computer-based assessment)	2,353	0.85	2,000	2,000	30	1,000
Computer-based assessment	2,353	0.85	2,000	2,000	40	1,333
<i>Total Student Burden Main Study</i>			<i>12,155</i>	<i>13,355</i>	<i>35</i>	<i>6,178</i>
<b>School Administrator</b>						
Questionnaire	361	0.85	318	318	30	159
<b>Recruitment and Pre-Assessment Activity</b>						
School Administrator	390	1.00	390	390	90	585
School Coordinator	361	1.00	318	318	240	1,272
Total School Burden Main Study and State Benchmarking			1,025	1,026		2,016
Total Burden Main Study - Main and State Benchmarking			13,180	14,381	395	8,194

Summary of Changes

to Field Test School and Student Questionnaire Items

A. School Questionnaire Items

1. Items with revised wording or structure
2. New items
3. Deleted items

B. Student Questionnaire Items

*Note: There are 3 different forms of the student questionnaire for the Main Study. Each student will complete one questionnaire estimated at 30 minutes. Also, there are no additional items in the Student questionnaire for the Main Study.*

1. Items with revised wording or structure
2. Deleted items

## A. School Questionnaire Items

### 1. Items with revised wording or structure

2012 Main Study		2012 Field Test	
Item #	Item	Item #	Item
<b>General Direction</b>	<p><i>Note: This sentence has been added to the first page of general directions</i></p> <p>Your answers will be combined with answers from other principals to calculate totals and averages.</p>		
<b>SC02</b>	<p><i>Note: Item (a) has been reworded</i></p> <p>About what percentage of your total funding for a typical school year comes from the following sources?</p> <p>a) Government (includes local, regional, state, and federal)</p>	<b>SC02</b>	<p>About what percentage of your total funding for a typical school year comes from the following sources?</p> <p>a) Government (includes departments, local, state, and federal)</p>
<b>SC09</b>	<p><i>Note: Item (c) has been reworded</i></p> <p>How many of the following teachers are on the staff of your school?</p> <p>c) Teachers fully certified by the state in their main assignment field</p>	<b>SC09</b>	<p>How many of the following teachers are on the staff of your school?</p> <p>c) Teachers fully certified by the state in the main assignment field</p>
<b>SC10</b>	<p><i>Note: Items (b) and (c) have been reworded.</i></p> <p>How many of the following are on the mathematics staff of your school?</p> <p>b) Teachers of mathematics with a bachelor's or master's degree</p> <p>c) Teachers of mathematics with a bachelor's or master's degree with a major in mathematics, statistics, physics, or engineering</p>	<b>SC10</b>	<p>How many of the following are on the mathematics staff of your school?</p> <p>b) Teachers of mathematics with a bachelor's or master's degree with a major in mathematics, mathematics education, statistics, physics, or engineering</p> <p>c) Teachers of mathematics with a bachelor's or master's degree but not a major in mathematics, mathematics education, statistics, physics, or engineering</p>
<b>SC16</b>	<p><i>Note: Item (d) has been reworded</i></p> <p>In this academic year, which of the following activities does your school offer to students in the 10th grade?</p> <p>d) Volunteering or community service activities</p>	<b>SC16</b>	<p>In this academic year, which of the following activities does your school offer to students in the 10th grade?</p> <p>d) Volunteering or service activities</p>
<b>SC21</b>	<p><i>Note: The stimulus has been slightly reworded.</i></p> <p>What is the purpose of these additional mathematics lessons or classes?</p>	<b>SC21</b>	<p>What is the purpose of these additional mathematics lessons?</p>
<b>SC22</b>	<p><i>Note: Item (c) has been reworded.</i></p> <p>In your school, to what extent is the learning of</p>	<b>SC22</b>	<p>In your school, to what extent is the learning of students hindered by the following phenomena?</p>

	<p>students hindered by the following phenomena?</p> <p>c) Students arriving late for school</p>		<p>c) Students being late for classes during the school day</p>
SC25	<p><i>Note: Item (l) has been added to SC25</i></p> <p>During the last academic year, for what proportion of students did parents participate in the following school-related activities?</p> <p>l) Volunteered in the school cafeteria.</p>	SC25	
SC27, SC28, SC29	<p><i>Note: SC27, SC28, and SC29 have been merged into one item, SC27. In addition, c has been deleted.</i></p> <p><b>How much do you agree with these statements about teachers in your school?</b></p> <p><i>(Please check one box in each row.)</i></p> <p>a) Mathematics teachers are interested in trying new methods and teaching practices.</p> <p>b) There is a preference among mathematics teachers to stay with well-known methods and practices.</p> <p>c) There is consensus among mathematics teachers that academic achievement must be kept as high as possible.</p> <p>d) There is consensus among mathematics teachers that it is best to adapt academic standards to the students' levels and needs.</p> <p>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.</p> <p>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.</p>	SC27, SC28, SC29	<p>SC27</p> <p><b>How much do you agree with these statements about innovation in your school?</b></p> <p>c) There are frequent disagreements between 'innovative' and 'traditional' mathematics teachers.</p> <p>SC28</p> <p><b>How much do you agree with these statements about teachers' expectations in your school?</b></p> <p>c) There are frequent disagreements between mathematics teachers who consider each other to be 'too demanding' or 'too lax'.</p> <p>SC29</p> <p><b>How much do you agree with these statements about teaching goals in your school?</b></p> <p>c) There are frequent disagreements between mathematics teachers who consider each other as 'too focused on skill acquisition' or 'too focused on the affective development' of students.</p>
SC31	<p><i>Note: The stem has changed. Also, item (g) has been reworded</i></p> <p>To what extent have appraisals of and/or feedback to teachers directly led to the following?</p> <p>g) A role in school development initiatives (e.g., curriculum development group, development of school objectives)</p>		<p>Concerning appraisal of and/or feedback to teachers, to what extent have they directly led to any of the following?</p> <p>g) Role in school development initiatives (e.g., curriculum development group, development of school objectives). ..</p>
SC32	<p><i>Note: (b) has been deleted. (a) has been reworded.</i></p> <p>How often are the following factors considered when</p>	SC32	<p>How often are the following factors considered when</p>

	<p>students are admitted to your school?</p> <p>a) Student's record of academic performance (including placement tests)</p>		<p>students are admitted to your school?</p> <p>a) Student's record of academic performance in general (including placement tests)</p> <p>b) Student's record of performance specifically in mathematics (including placement test)</p>
<b>SC34</b>	<p><i>Note: (u) and (t) have been reworded.</i></p> <p>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.</p> <p>t) I review work produced by students when evaluating classroom instruction.</p> <p>u) I evaluate the performance of staff.</p>	<b>SC34</b>	<p>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.</p> <p>t) I review student work products when evaluating classroom instruction.</p> <p>u) I ensure that the classroom priorities of teachers are consistent with the goals and direction of the school.</p>
<b>SC35</b>	<p><i>Note: The italicized directions have been reworded.</i></p> <p>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?</p> <p><i>A program of professional development here is a formal program designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognized qualification. The total length of the program must last for at least one day and have a focus on the teaching and education of mathematics.</i></p>	<b>SC35</b>	<p>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?</p> <p><i>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.</i></p>
<b>SC44</b>	<p><i>Note: The Stem has been reworded. Also, italicized directions have been deleted</i></p> <p>In your school, how likely is it that a student in 10th grade would be transferred to another school for the following reasons?</p>	<b>SC44</b>	<p>In your school, how likely is it that a student in the 10th grade would be transferred to another school because of the following reasons?</p> <p><i>If students are never transferred, please finish here. Thank you.</i></p>
<b>SC46</b>	<p><i>Note: Item (g) is new. Items (g) and (h) have been reworded and moved to SC52. Also, (d) and (e) have switched order.</i></p> <p>Which of the statements below describe the teaching of financial education in your school?</p> <p><i>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.</i></p> <p><i>(Please check one box in each row.)</i></p> <p>a) It is taught as a separate subject.</p> <p>b) It is taught as a cross-curricular subject.</p>	<b>SC46</b>	<p>Which of the statements below describe the teaching of financial education at your school?</p> <p>For each statement, please indicate the number of hours of financial education of this type for students in the 10th grade during the last academic year?</p> <p><i>(Please check one box in each row.)</i></p> <p>a) It is taught as a separate subject.</p> <p>b) It is taught as a cross-curricular subject.</p> <p>c) It is taught as part of business or economics courses.</p> <p>d) It is taught as part of other social sciences and humanities subjects (e.g., history, geography,</p>



	<p>c) It is taught as part of business or economics courses.</p> <p>d) It is taught as part of mathematics.</p> <p>e) It is taught as part of other social sciences and humanities subjects and/or literature/language (e.g., history, geography, home economics, civics).</p> <p>f) It is available as an extracurricular activity.</p> <p>g) It is taught as part of homeroom.</p>		<p>home economics, civics).</p> <p>e) It is taught as part of mathematics.</p> <p>f) It is available as an extracurricular activity.</p> <p><i>For the following two statements please respond with yes or no.</i></p> <p>(Please check one box in each row.)</p> <p>g) It is provided by people from outside your school, from private sector finance institutions (e.g., commercial bank, insurance company).</p> <p>h) It is provided by people from outside your school, NOT from private sector finance institutions (e.g., Department of Commerce, Reserve Bank).</p>
<p><b>SC52</b></p>	<p><i>Note: SC52 incorporates reworded (g) and (h) from SC46, see above.</i></p> <p>Who provides financial education in your school?</p> <p><i>(Please check one box in each row.)</i></p> <p>Teachers</p> <p>People from private sector, for-profit institutions (e.g., commercial bank, insurance company)</p> <p>People from non-profit or not-for-profit organizations</p> <p>People from public sector institutions</p>		

2. New items

Item #	Stem
<p><b>USA_SC54A01</b></p>	<p><i>Note: This item is a national option and was administered in PISA 2009.</i></p> <p>About how many students in the 10th grade in your school have a first language that is not English?</p> <p><i>(Please check only one box.)</i></p> <p>60% or more</p> <p>40% or more but less than 60%</p> <p>20% or more but less than 40%</p> <p>10% or more but less than 20%</p> <p>More than 0% but less than 10%</p> <p>None</p>
<p><b>SC51</b></p>	<p>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?</p> <p><i>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.</i></p> <p>Staff who teach financial education in your school _____ %</p> <p>All other teaching staff in your school _____ %</p>

### 3. Deleted Items

Item #	Stem
SC06	<p>The following questions are about the amount of instructional time in your school.</p> <ul style="list-style-type: none"> <li>a) How many instructional weeks are in the school year?</li> <li>b) On the average, how many hours in total are there in the school week? (include lunch breaks, study hall time, and after school activities)</li> <li>c) How many hours for instruction in all subjects are there in the school week? (exclude lunch breaks and after school activities)</li> <li>d) How many hours for instruction in mathematics are there in the school week? (exclude lunch breaks and after-school activities)</li> </ul>
SC08	<p>About what percentage of students in your school repeated a grade, at these levels, last academic year?</p>
SC12	<p>Which of the following statements describe the 10th grade students' access to computers in your school?</p>
SC17	<p>Does your school offer any of the following options to students in the 10th grade whose first language is not English?</p>
SC36	<p>Who has the main responsibility for career guidance of students in the 10th grade at your school?</p>
SC37	<p>If career guidance is available at your school, which of the statements below best describes the situation for students in the 10th grade?</p>
SC38	<p>To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them in tertiary (post-secondary) education?</p>
SC39	<p>Which of the following measures aimed at quality assurance and improvement do you have in your school?</p> <ul style="list-style-type: none"> <li>d) Systematic recording of data, including teacher and student attendance and graduation rates, test results, professional development of teachers</li> <li>k) Implementation of a standardized policy for mathematics (e.g., school curriculum with shared instructional materials accompanied by staff development and training.)</li> <li>l) The school has written induction information for new teachers</li> </ul>
SC41	<p>How is the attendance of students at your school monitored?</p>
SC42	<p>At your school, how is student truancy followed-up?</p>
SC43	<p>Which of the following statements apply in your school?</p>
SC48	<p>Which of the statements below best describe the situation for teachers at your school regarding professional development in financial education?</p>

**B. Student Questionnaire**

**1. Items with revised wording or structure**

2012 Main Study		2012 Field Test	
Item #	Item	Item #	Item
<b>General Direction</b>	<p><i>Note: This sentence has been added to the first page of general directions.</i></p> <p>Your answers will be combined with answers from other students to calculate totals and averages.</p>		
<b>ST09</b>	<p><i>Note: the Stem has been reworded</i></p> <p>In the last two full weeks of school, how many times did you skip a whole school day?</p>	<b>ST09</b>	In the last two full weeks of school, how many times did you skip school?
<b>ST115</b>	<p><i>Note: ST10 from FT has been edited and renamed ST115</i></p> <p>In the last two full weeks of school, how many times did you skip some classes?</p>	<b>ST10</b>	In the last two full weeks of school, how many times did you miss school because of illness or other circumstances?
<p><b>(National option)</b></p> <p><b>USA_S T119A 01</b></p>	<p><i>Note: “(high school diploma or GED)” has been added to capture all students completing high school certification requirements.</i></p> <p>What is the highest grade or level of school you expect to complete?</p> <p>b) High school (high school diploma or GED)</p>	<b>Q13</b>	<p>What is the highest grade or level of school you expect to complete?</p> <p>b) High school</p>
<b>ST43</b>	<p><i>Note: option (a) has been reworded</i></p> <p>Thinking about your mathematics lessons: to what extent do you agree with the following statements?</p> <p><i>(Please darken only one circle in each row.)</i></p> <p>a) If I put in enough effort I can succeed in mathematics.</p>	<b>ST43</b>	<p>Thinking about your mathematics lessons: to what extent do you agree with the following statements?</p> <p><i>(Please darken only one circle in each row.)</i></p> <p>a) If I invest enough effort I can succeed in mathematics.</p>
<b>ST44</b>	<p><i>Note: The stimulus and (d) have been reworded and (b) and (f) have been deleted.</i></p> <p>Suppose that you are a student in the following situation:</p> <p><i>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.</i></p>	<b>ST44</b>	<p>Suppose that you are a student in the following situation:</p> <p><i>Each week, your mathematics teacher gives a short quiz. Recently you performed poorly on these quizzes. Today you are trying to figure out why.</i></p> <p>How likely are you to have these thoughts or feelings in this situation?</p>

	<p>How likely are you to have these thoughts or feelings in this situation?</p> <p><i>(Please darken only one circle in each row.)</i></p> <p>c) This week I guessed badly on the quiz.</p>		<p><i>(Please check only one box in each row.)</i></p> <p>b) I did not make a special effort to study this material in the mathematics textbook.</p> <p>d) This week I made bad guesses on the quiz.</p> <p>f) I have not been studying enough lately.</p>
<p><b>ST48</b></p>	<p><i>Note: The layout of this item has changed. Also, Items in the first question have been reworded.</i></p> <p><b>For each pair of statements, please choose the item that best describes you.</b></p> <p>a) <i>Please darken only one of the following two circles.</i></p> <ul style="list-style-type: none"> <li>• <i>I intend to take additional mathematics courses after I finish high school.</i></li> <li>• <i>I intend to take additional English courses after I finish high school.</i></li> </ul> <p>b) <i>Please darken only one of the following two circles.</i></p> <ul style="list-style-type: none"> <li>• <i>I plan on majoring in a subject in college that requires mathematics skills.</i></li> <li>• <i>I plan on majoring in a subject in college that requires science skills.</i></li> </ul> <p>c) <i>Please darken only one of the following two circles.</i></p> <ul style="list-style-type: none"> <li>• <i>I am willing to study harder in my mathematics classes than is required.</i></li> <li>• <i>I am willing to study harder in my English classes than is required.</i></li> </ul> <p>d) <i>Please darken only one of the following two circles.</i></p> <ul style="list-style-type: none"> <li>• <i>I plan on taking as many mathematics classes as I can during my education.</i></li> <li>• <i>I plan on taking as many science classes as I can during my education.</i></li> </ul> <p>e) <i>Please darken only one of the following two circles.</i></p> <ul style="list-style-type: none"> <li>• <i>I am planning on pursuing a career that involves a lot of mathematics</i></li> <li>• <i>I am planning on pursuing a career that involves a lot of science.</i></li> </ul>	<p><b>ST48</b></p>	<p style="text-align: right;">ST48</p> <p><b>Q20 For each pair of statements, please choose the item that best describes you.</b></p> <p><i>(Please check only one box in each row.)</i></p> <p>I intend to take additional mathematics courses after school finishes. <input type="checkbox"/><sub>1</sub> I intend to take additional English courses after school finishes. <input type="checkbox"/><sub>2</sub></p> <p>I plan on majoring in a subject in college that requires mathematics skills. <input type="checkbox"/><sub>1</sub> I plan on majoring in a subject in college that requires science skills. <input type="checkbox"/><sub>2</sub></p> <p>I am willing to study harder in my mathematics classes than is required. <input type="checkbox"/><sub>1</sub> I am willing to study harder in my English classes than is required. <input type="checkbox"/><sub>2</sub></p> <p>I plan on taking as many mathematics classes as I can during my education. <input type="checkbox"/><sub>1</sub> I plan on taking as many science classes as I can during my education. <input type="checkbox"/><sub>2</sub></p> <p>I am planning on pursuing a career that involves a lot of mathematics. <input type="checkbox"/><sub>1</sub> I am planning on pursuing a career that involves a lot of science. <input type="checkbox"/><sub>2</sub></p>
<p><b>ST55</b></p>	<p><i>Note: “(e.g., language arts, literature, writing)” has been added to (a)</i></p>	<p><b>ST55</b></p>	

	<p>How many hours do you typically spend per week attending out-of-school-time lessons in the following subjects?</p> <p>a) English (e.g., language arts, literature, writing)</p>		<p>How many hours do you typically spend per week attending out-of-school-time lessons in the following subjects?</p> <p>a) English</p>
<b>ST61</b>	<p><i>Note: Items (a) and (c) have been reworded</i></p> <p>How often have you encountered the following types of mathematics tasks during your time at school?</p> <p>a) Figuring out from a train schedule how long it would take to get from one place to another. c) Calculating how many square feet of tile you need to cover a floor.</p>	<b>ST61</b>	<p>Have you been taught to do the following types of mathematics tasks during your time in school?</p> <p>a) Using a train schedule, figuring out how long it would take to get from one place to another. c) Calculating how many square meters of tile you need to cover a floor.</p>
<b>ST72</b>	<p><i>Note: “(e.g., language arts, literature, writing)” has been added.</i></p> <p>On average, about how many students attend your English class (e.g., language arts, literature, writing)? _____ students</p>	<b>ST72</b>	<p>On average, about how many students attend your English class? _____ students</p>
<b>ST73</b> <b>ST74</b> <b>ST75</b>	<p><i>Note: Items (a) &amp; (b) have been reworded for grammatical reasons</i></p> <p>a) How often have you encountered this type of problem in your mathematics lessons? b) How often have you encountered this type of problem in the tests you have taken at school?</p>	<b>ST73</b> <b>ST74</b> <b>ST75</b>	<p>a) How often have you encountered these types of problems in your mathematics lessons? b) How often have you encountered these types of problems in the tests you have taken in school?</p>
<b>ST79</b>	<p><i>Note: Response categories have been reworded. Also, items (l), (m), (n), (p), and (r) have been deleted.</i></p> <p>How often do these things happen in your mathematics classes? (Please darken only one circle in each row.)</p> <p>Every class;    Most classes;    Some classes; Never or Hardly Ever</p> <p>l) The teacher tells us what is expected of us when we get a test, quiz, or assignment. m) The teacher checks our workbooks. n) The teacher has us argue about different approaches to solving a mathematics problem. p) The teacher gives a test or quiz to assess student learning. r) The teacher has us solve realistic problems from daily life.</p>	<b>ST79</b>	<p>Thinking about the mathematics teacher that taught your last mathematics class: How often do these things happen? (Please check only one box in each row.)</p> <p>Always or almost always;    Often;    Sometimes;    Never</p>

<p><b>ST83</b></p>	<p><i>Note: Items (a) &amp; (c) have been reworded</i></p> <p>Thinking about the mathematics teacher who taught your last mathematics class: to what extent do you agree with the following statements?</p> <p>a) My teacher lets us know we need to work hard. c) My teacher helps students learn.</p>	<p><b>ST83</b></p>	<p>Thinking about the mathematics teacher who taught your last mathematics class: To what extent do you agree with the following statements?</p> <p>a) My teacher lets students know they need to work hard. c) My teacher helps students with their learning.</p>
<p><b>ST91</b></p>	<p><i>Note: Item (a) has been reworded</i></p> <p>Thinking about your school: to what extent do you agree with the following statements?</p> <p>a) If I put in enough effort I can succeed in school.</p>	<p><b>ST91</b></p>	<p>Thinking about your school: To what extent do you agree with the following statements?</p> <p>a) If I invest enough effort I can succeed in school.</p>
<p><b>ST93</b></p>	<p><i>Note: The stem has changed. Also, items (b), (e), (h), (i), (j), (k) have been deleted</i></p> <p>How well does each of the following statements describe you?</p> <p>a) When confronted with a problem I give up easily. b) I put off difficult problems. c) I remain interested in the tasks that I start. d) I continue working on tasks until everything is perfect. e) When confronted with a problem I do more than what is expected of me.</p>	<p><b>ST93</b></p>	<p>Thinking about yourself: How much like you are each of the statements below?</p> <p>a) When confronted with a problem I give up easily. b) I put little time and effort into solving problems. c) I put off difficult problems. d) I remain interested in the tasks that I start. e) I stick with what I decide to do. f) I continue working on tasks until everything is perfect. g) When confronted with a problem I do more than what is expected of me. h) My interests change quickly. i) When confronted with a problem I am easily distracted. j) I remain calm under pressure. k) Before I act, I plan.</p>
<p><b>ST94</b></p>	<p><i>Note: The stem has changed. Also, items (a), (b), (c), (d), (g), (h), (k), (l), (m), and (o) have been deleted</i></p> <p>How well does each of the following statements describe you?</p> <p>a) I can handle a lot of information. b) I am quick to understand things. c) I seek explanations for things. d) I can easily link facts together. e) I like to solve complex problems.</p>	<p><b>ST94</b></p>	<p>Thinking about yourself: How much like you are each of the statements below?</p> <p>a) I am happy when I learn something new. b) I tend to analyze things. c) I dislike learning. d) I reason logically. e) I can handle a lot of information. f) I am quick to understand things. g) I never challenge things. h) I rarely look for a deeper meaning in things. i) I seek explanations for things. j) I can easily link facts together.</p>

			<ul style="list-style-type: none"> <li>k) I have difficulty imagining things.</li> <li>l) I look forward to the opportunity to learn and grow.</li> <li>m) I like to speculate about things.</li> <li>n) I like to solve complex problems.</li> <li>o) I come up with alternatives.</li> </ul>
<b>ST96</b>	<p><i>Note: The stimulus has changed (mobile to cell phone to be more familiar to U.S. students). Also, item (d) has been deleted.</i></p> <p><i>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.</i></p> <p>What would you do? For each suggestion, darken the option that best applies to you.</p> <ul style="list-style-type: none"> <li>a) I press every button possible to find out what is wrong.</li> <li>b) I think about what might have caused the problem and what I can do to solve it.</li> <li>c) I read the manual.</li> <li>d) I ask a friend for help.</li> </ul>	<b>ST96</b>	<p><i>Suppose that you have been sending text messages from your mobile phone for several weeks. Today, however, you can't send text messages. You want to try to solve the problem.</i></p> <p>What would you do? For each suggestion, check the option that best applies to you.</p> <ul style="list-style-type: none"> <li>a) I press every button possible to find out what is wrong.</li> <li>b) I think about what might have happened and what I can do to solve the problem.</li> <li>c) I read the manual.</li> <li>d) I search the Internet.</li> <li>e) I ask a friend for help.</li> </ul>
<b>ST104</b>	<p><i>Note: Items (b) &amp; (c) have been deleted. Also, the stem has changed.</i></p> <p><i>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.</i></p> <p>What would you do? For each suggestion, darken the option that best applies to you.</p> <ul style="list-style-type: none"> <li>a) I check how similar it is to other ticket machines I have used.</li> <li>b) I try out all the buttons to see what happens.</li> <li>c) I ask someone for help.</li> <li>d) I try to find a ticket office at the station to buy a ticket.</li> </ul>	<b>ST104</b>	<p><i>You arrive at the train station. There is a ticket machine that you have never used before. You want to buy a ticket.</i></p> <p>What would you do? For each suggestion, check the option that best applies to you.</p> <ul style="list-style-type: none"> <li>a) I check how similar it is to other ticket machines I have used.</li> <li>b) I watch how somebody else buys a ticket.</li> <li>c) I carefully read the instructions on the machine.</li> <li>d) I try out all the buttons to see what happens.</li> <li>e) I ask someone for help.</li> <li>f) I try to find a ticket office at the station to buy a ticket.</li> </ul>
<p>Note: The following questions are administered within the Financial Literacy assessment booklets.</p>			
<b>FQ001 Q04</b>	<p><i>Note: Items (a), (b), (c), and (h) have been reworded. Also, (c) &amp; (d) have been combined into (c).</i></p> <p>Do you get money from any of these sources?</p>	<b>FQ001 Q04</b>	<p>Do you get money from any of these sources?</p> <ul style="list-style-type: none"> <li>a) My parents/guardians, as a regular allowance or spending money</li> <li>b) My parents/guardians, from time to time</li> </ul>



	<ul style="list-style-type: none"> <li>a) An allowance or spending money for regularly doing chores at home</li> <li>b) An allowance or spending money without having to do any chores</li> <li>c) Working outside school hours (e.g., a seasonal job, part-time work)</li> <li>g) Selling things (e.g., at local markets or on eBay)</li> </ul>		<ul style="list-style-type: none"> <li>c) A regular part-time job outside school hours</li> <li>d) A job during school vacations or a summer job</li> <li>e) Working in a family business</li> <li>f) Occasional jobs outside home (e.g. babysitting or gardening)</li> <li>g) Gifts of money from friends or relatives</li> <li>h) Selling things (e.g. at local markets , on eBay, or Craig's List)</li> </ul>
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## 2. Deleted items

Item #	Stem
ST30	<p>Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.</p> <p><i>You have been studying for a mathematics quiz and you are getting tired. Your friends want you to stop studying and go to a movie with them. Although you think it would be fun, you decide to continue studying for the quiz instead of going with them.</i></p>
ST31	<p>Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.</p> <p><i>You have decided to read a book about the history of mathematics in your free time that was not assigned in school.</i></p>
ST32	<p>Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.</p> <p><i>Your school has a mathematics club. In this club, students compete to solve mathematics problems against other schools. You have decided to join the club.</i></p>
ST33	<p>Please read the sentence below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.</p> <p><i>You decide to pay closer attention in your mathematics class than in your other classes.</i></p>
ST34	<p>Please read the paragraph below. Then, indicate for each of the explanations that follow how likely it is to apply to you, given the situation.</p> <p><i>You have 25 hours a week to study for your classes. You usually study 12 hours a week for your mathematics class, almost the same as the total time spent studying science, English, foreign languages, and history combined.</i></p>
ST35	<p>Thinking about how people important to you view mathematics: How strongly do you agree with the following statements?</p> <ul style="list-style-type: none"> <li>g) My teachers believe it is important for me to study mathematics.</li> <li>h) My teachers think it is important for me to do well in mathematics.</li> <li>i) The people in my life whose opinions I value are good at mathematics.</li> <li>j) People whose opinions I value think that mathematics is an important subject.</li> </ul>
ST36	Thinking about your friends: To what extent do you agree with the following statements?
ST38	If you had to choose between the following options, which would you prefer?
ST39	To what extent do you agree with the following statements?
ST40	To what extent do you agree with the following statements?
ST41	Here we briefly describe some students. Please read each description and check the box on each line that shows how much each student is like you.
ST45	<p>You are a student in the following situation:</p> <p><i>Last week you were having difficulty understanding a new concept presented by the mathematics teacher. This week, however, you are beginning to catch on. Today you are trying to figure out why.</i></p>

	How likely are you to have these thoughts or feelings in this situation?
<b>ST47</b>	Thinking about your views on mathematics: To what extent do you agree with the following statements?
<b>ST49</b>	How often do you do the following things inside and outside school? h) I do mathematics even though I do not like it.
<b>ST50</b>	Thinking about your mathematics classes: To what extent do you agree with the following statements?
<b>ST51</b>	For each pair of items, please choose the one that best describes you.
<b>ST52</b>	There are different ways of studying mathematics: To what extent do you agree with the following statements?
<b>ST54</b>	Thinking about your views on mathematics: To what extent do you agree with the following statements?
<b>ST56</b>	For those subjects in which you attend out-of-school lessons, please indicate whether these lessons are either remedial or enriching in nature.
<b>ST58</b>	Thinking only about mathematics: On average, how many hours do you spend each week on the following?
<b>ST59</b>	What grade did you receive in the following subjects both on your last report card and the last school you attended?
<b>ST60</b>	On your last report card, how did your grade compare with the passing grade in each subject area?
<b>ST62</b>	Thinking about mathematical concepts: How familiar are you with the following terms? e) Pythagorean Theorem n) Prime Number r) Area of a Circle
<b>ST63</b>	Read the problem in the box below. Then, answer the questions that follow it.
<b>ST64</b>	Read the problem in the box below. Then, answer the questions that follow it.
<b>ST65</b>	Read the problem in the box below. Then, answer the questions that follow it.
<b>ST66</b>	Read the problem in the box below. Then, answer the questions that follow it.
<b>ST67</b>	Read the problem in the box below. Then, answer the questions that follow it.
<b>ST68</b>	Read the problem in the box below. Then, answer the questions that follow it.
<b>ST77</b>	How often do these things happen in your mathematics classes? c) Students work from books and other printed material.

<b>ST78</b>	How often do these things happen with your mathematics homework?
<b>ST80</b>	Thinking about the mathematics teacher that taught your last mathematics class: To what extent do you agree with the following statements? b) The teacher gives tasks that only involve calculations. c) The teacher gives problems with definite solutions.
<b>ST89</b>	Thinking about your school: To what extent do you agree with the following statements? a) It is good for me to pass my classes. f) Trying hard in school will not do any good.
<b>ST90</b>	Thinking about how others view your school: To what extent do you agree with the following statements?
<b>ST92</b>	Thinking about your school: To what extent do you agree with the following statements?
<b>ST95</b>	You have just bought a new cell phone. It works differently from your old one. You want to find out how to use it.
<b>ST97</b>	After 15 minutes, you haven't found a solution to the problem. What would you do next? What would you do? For each suggestion, check the option that best applies to you.
<b>ST98</b>	You want to buy a cable to connect your computer to your TV. You don't know which cable to buy. What would you do? For each suggestion, check the option that best applies to you.
<b>ST99</b>	Suppose you know the right cable to connect your computer to your TV. You want to find an electronics store that sells cheap cables. What would you do? For each suggestion, check the option that best applies to you.
<b>ST100</b>	You try three discount electronics stores but none of them has the cable in stock. What would you do? For each suggestion, check the option that best applies to you.
<b>ST101</b>	You are planning a trip to the zoo with your brother. You don't know which route to take to get there. What would you do? For each suggestion, check the option that best applies to you. d) I ask a friend who has been there before for advice. f) I search the Internet to get directions from home to the zoo. g) I use a GPS car navigation system to find the quickest route.
<b>ST102</b>	Suppose that your brother is driving and you are using a map to navigate to the zoo. When you think you are nearly there, you realize that you are lost. What would you do? For each suggestion, check the option that best applies to you.
<b>ST103</b>	After 15 minutes, you have worked out where you are. You are a long way from the zoo and there doesn't seem to be an easy way to get there. What would you do? For each suggestion, check the option that best applies to you.
<b>ST105</b>	Suppose that you have been buying train tickets from the ticket machine for several weeks. Today, however, the ticket machine doesn't seem to work. You need to buy a ticket. What would you do? For each suggestion, check the option that best applies to you.
<b>ST106</b>	After 15 minutes, you haven't been able to buy a ticket and the train is due to arrive soon. What would you do? For each suggestion, check the option that best applies to you.
<b>ST107</b>	You are given two choices to make money: Which do you prefer?
<b>ST108</b>	You are given two choices to make money: Which do you prefer?
<b>ST109</b>	You are given two choices to make money: Which do you prefer?
<b>ST110</b>	You are given two choices to make money: Which do you prefer?

<b>ST111</b>	You are given three choices to make money: Which do you prefer?
<b>ST112</b>	You are given three choices to make money: Which do you prefer?
<b>ST113</b>	You are given three choices to make money: Which do you prefer?
<b>ST114</b>	You are given three choices to make money: Which do you prefer?
<b>FQ001</b> <b>Q06</b>	Do you have any of the following? c) A way of saving money at home (e.g. a piggy bank)