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Student Survey

Instructions:

Please complete this brief survey to help us better understand how teachers can best support students in math class. Note that the information you provide here falls under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183), and the data collected will be securely protected. You may opt out of responding to a question or the entire instrument at any time without any consequences. None of your responses will be individually attributed to you or your school/district. Your responses will be used for statistical purposes only.

Think about your **current math class** while you answer the following questions.

	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
1a. How sure are you that you can complete all of the work that is assigned in your math class?					
1b. When complicated ideas are discussed in your math class, how sure are you that you can understand them?					
1c. How sure are you that you can learn all the topics taught in your math class?					
1d. How sure are you that you can do the hardest work that is assigned in your math class?					
1e. How sure are you that you will remember what you learned in your current math class, next year?					

	Totally Untrue	Mostly Untrue	Somewhat True	Mostly True	Totally True
2a. My math teacher checks to make sure we understand what he/she is teaching us.					
2b. When he/she is teaching us, my teacher asks us whether we					

understand.					
2c. My teacher knows when the class understands, and when we do not.					
2d. In this class, we learn to correct our mistakes.					
2e. My math teacher wants us to share our thoughts.					
2f. In this class, we get to make enough choices.					
2g. Students speak up and share their ideas about math work.					
2h. My teacher wants me to explain my answers – why I think what I think.					

Please complete this brief assessment to help us better understand how to best support students in math class.

Fraction Items

1. For each pair of fractions, write >, <, or = in the circle.

$$\frac{10}{9} \; \boxed{<} \; \frac{4}{3} \qquad \frac{3}{7} \; \boxed{<} \; \frac{5}{9} \qquad \frac{5}{10} \; \boxed{<} \; \frac{4}{5} \qquad \frac{3}{4} \; \boxed{>} \; \frac{3}{8}$$

2. This board is one whole unit. Each square in the board should have 1 letter. Some squares are empty! Complete the board by filling in the empty squares, so that:
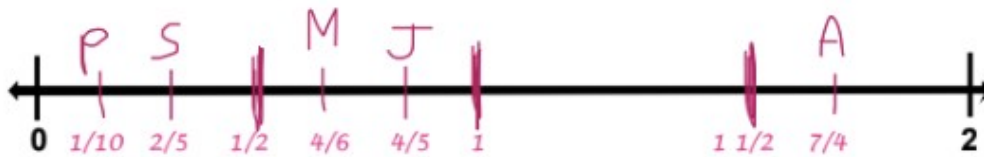
- Y is in $\frac{1}{2}$ of the squares.

- B is in $\frac{1}{4}$ of the squares.

- G is in $\frac{1}{4}$ of the squares.

Y	Y	G	G
Y	Y	B	B
Y	Y	B	B
Y	Y	G	G

3. Ms. Jackson wrote the distance that each child ran during recess.

Student	Distance in Miles
Andy	$\frac{7}{4}$
Sara	$\frac{2}{5}$
Pedro	$\frac{1}{10}$
Jay	$\frac{4}{5}$
Mia	$\frac{4}{6}$

Write each fraction where it goes on the number line.

Circle the names of children who ran less than $\frac{1}{2}$ mile.

Andy   (Sara)   (Pedro)   Jay   Mia
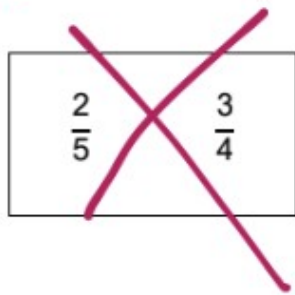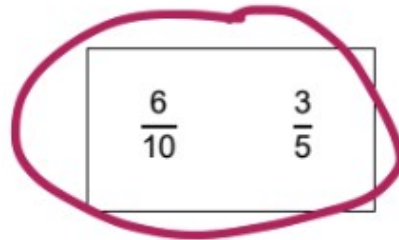
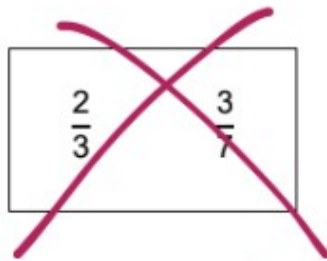Circle the name of the child who ran closest to 1 mile.

Andy   Sara   Pedro   (Jay)   Mia

4. Order the fractions from least to greatest.

				Least			Greatest

$\frac{4}{5}$ $\frac{6}{6}$ $\frac{1}{4}$ $\frac{2}{12}$ **2/12**   **1/4**   **4/5**   **6/6**

5. Look at the pair of fractions in each box. If the 2 fractions **are equivalent**, circle the box. If the 2 fractions **are not equivalent**, <u>cross out</u> the box.

$\frac{2}{3}$ $\frac{3}{7}$	$\frac{6}{10}$ $\frac{3}{5}$
$\frac{2}{5}$ $\frac{3}{4}$	$\frac{4}{9}$ $\frac{5}{8}$
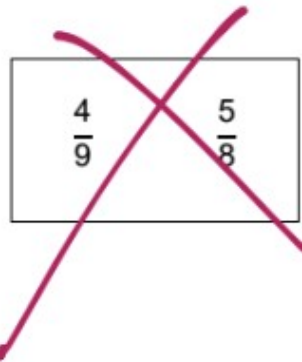
6. For each pair of fractions, write >, <, or = in the circle.

$\frac{3}{5}$ ⊙ **>** $\frac{4}{12}$ $\frac{13}{12}$ ⊙ **<** $\frac{6}{5}$ $\frac{2}{5}$ ⊙ **<** $\frac{2}{3}$ $\frac{4}{7}$ ⊙ **>** $\frac{5}{12}$

7. Jessica had $1\frac{3}{4}$ bags of rice. She used $\frac{2}{8}$ of a bag to make dinner. How many bags of rice does she have left?

1 4/8 bags
_(1 1/2)_

8. Sara and Brandon have 20 pencils in all. $\frac{1}{4}$ of the pencils are Sara's. Brandon likes to count his pencils. How many pencils does Brandon have?

15 pencils

9. Solve these problems.

$\frac{6}{4} + \frac{3}{2} =$ _12/4_ _(3)_	$\frac{9}{12} - \frac{1}{6} =$ _7/12_
$\frac{3}{7} \div \frac{1}{2} =$ _6/7_	$\frac{4}{5} \times \frac{5}{2} =$ _20/10_ _(2)_
$1\frac{1}{2} + \frac{2}{8} =$ _1 6/8_ _(1 3/4)_	$\frac{2}{10} \div \frac{6}{10} =$ _20/60_ _(1/3)_

10. Diego needs $2\frac{1}{3}$ pounds of apples to make a pie. He only has $\frac{2}{9}$ pound.

How many more pounds of apples does he need?

2 1/9 pounds

11. Write each fraction where it goes on the number line.

$$\frac{2}{5} \qquad \frac{3}{3} \qquad \frac{14}{12} \qquad \frac{1}{2} \qquad \frac{4}{7} \qquad \frac{2}{7}$$

2/7 2/5 1/2 4/7   1 14/12   1 1/2
                    3/3