

AM-ME Survey Items

The Adapted Measure of Math Engagement (AM-ME) is a culturally responsive student survey tool designed to assess math engagement across eight domains. It is intended for use by practitioners and researchers to improve equitable math teaching practices.

Scale = Strongly Agree to Strongly Disagree

Personalized Math Teaching refers to instructional practices that reflect students' identities, backgrounds, and interests by connecting math content to their lives and experiences.

- My math teacher takes time to understand me.
- My math teacher takes time to understand my culture.
- My teacher uses examples related to my interests to teach math.

Math Enthusiasm refers to students' positive emotional and motivational attitude toward math, reflected in enjoyment of learning new skills, interest in challenging problems, and anticipation for math class.

- I enjoy learning new math skills.
- I like to solve hard math problems.
- I look forward to math class.

Math Identity refers to a student's confidence in their mathematical abilities, shaped by their self-perception and the validation they receive from peers and teachers.

- I can do well in harder math classes.
- I think I am good at math.
- My classmates think I am good at math.
- My math teacher thinks I am good at math.

Belonging in Math Class describes a student's sense of safety, respect, and ability to be themselves in the math classroom, including feeling comfortable seeking help from peers.

- My classmates keep me motivated in math.
- I can be myself in math class.
- I feel comfortable asking my classmates for help in my math class.
- I feel safe in my math class.
- My classmates respect me.

Math Usefulness captures a student's recognition of math as a practical and valuable skill that is relevant to their daily life and future opportunities.

- I use math in my life.
- Math is useful in my life.
- Math will help me in the future.

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Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.

Supportive Math Teaching refers to student-centered instructional practices that foster respect, fairness, and understanding by connecting content to students' lives, offering learning choices, using diverse instructional methods, and responding to student needs.

- My math teacher connects math to everyday life.
- My math teacher lets me decide how I want to learn math.
- My math teacher respects me.
- My math teacher treats the students in my class fairly.
- My math teacher uses different types of classroom activities.
- My math teacher answers my questions.

Math Learning Behaviors refer to the actions students take to build and apply mathematical understanding, including practicing new skills, using multiple strategies and tools, working independently, assisting peers, and explaining their thinking in different ways.

- I can explain my math answers in different ways.
- I help my classmates with math problems when they struggle.
- I practice the new math skills my teacher shows us.
- I try to solve math problems on my own before asking for help.
- I use different strategies to solve math problems.

Community Resources for Learning Math refers to support from adults outside of school that helps students learn math through resources, problem-solving help, and alternative strategies.

- Adults outside school give me math resources like afterschool programs or tutors.
- Adults outside school teach me different ways to learn math.
- I get help outside of school to learn new math skills.
- Adults outside school help me with math problems.