

## Factor 1: Good Feelings in Math Class\*

Key	Item
var1	I have other students I can turn to for help in my math class.
var9	I can be myself.
var10	I am treated fairly.
var11	I am treated with the same amount of respect as others.
var47	I feel safe.
var61	I am treated as if I am able to do math.

*\*Just a note that this is not the final name, we will rename them all today!*

### Purpose

To help strengthen the survey for next year, we need to develop survey questions that capture higher levels of engagement for students. For some of the factors, we don't have enough survey questions and therefore need to create more. Our goal for today is to explore focus group responses to questions about each factor and create survey questions that capture higher levels of engagement and additional aspects of each factor.

### Renaming the Factor (5 minutes)

Review the items in this factor in the table above. Do you think "Good Feelings in Math Class" is a good name for it? If not, what would you change it to?

### Improving the Factor: Adding More "Difficult" Items (15 minutes)

Take five minutes to review the focus group responses on the left side of the table. Highlight, underline, or star the responses that you think should be reflected in the survey and that few students experience/would agree to. For the rest of the time, discuss your ideas with the group and draft new questions you would like to add to the survey.

Focus Group Responses	New Items
<ul style="list-style-type: none"> <li>● Having fun people/friends in the class</li> <li>● Getting rewarded</li> <li>● Math grades go up/getting a good grade</li> <li>● Getting something right, sense of accomplishment</li> <li>● Math/test feels easy/easy A</li> <li>● Can finish work early</li> <li>● Take time to understand, asks questions</li> <li>● Not stressed or worried about understanding the content</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

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

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<ul style="list-style-type: none"> <li>• The work is fun/entertaining/energizing</li> <li>• Organized</li> <li>• People’s perceptions of what you’re capable is based on your race</li> </ul>	
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**Improving the Factor: Rephrasing Overlapping Items (5 minutes)**

When we review item placement (see last page of handout), these two items have the same location along the factor. This means that we are not capturing any new information about student responses. To improve the survey, we can rephrase one of them to be more “difficult” or remove one in favor of a new one (from the previous conversation). If we feel strongly about both, we can keep both.

No.	Item	Keep, rephrase, remove?
var10	I am treated fairly.	
var11	I am treated with the same amount of respect as others.	

**Addressing Survey Questions that “Worked Differently” (5 minutes)**

During our last meeting we discussed items that functioned differently based on students’ race/ethnicity. Review and discuss focus group responses about the possible reasons for this difference. To improve the survey, we can rephrase the item or remove it in favor of a new one (from the previous conversation).

Key	Item	Difference
Var9	I can be myself.	For students who are equally engaged, <b>Hispanic</b> and <b>Other</b> students are less likely to say “I can be myself” than <b>Black</b> students.

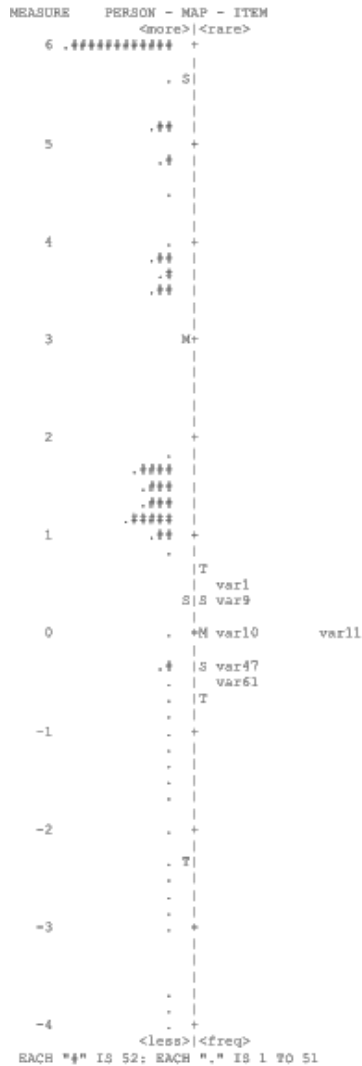
<b>Keep or rephrase?</b>

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**Review: How Well Did Survey Questions Target Levels of Student Engagement?**

Review the survey questions in the graph below. Notice how the students are grouped on the left and how the survey questions are grouped on the right. Think about what information we need to create survey questions that are more difficult for students to agree to.

Students who are more likely to agree



Questions with less agreement

Students who are less likely to agree

Questions with more agreement