

Math Engagement Survey

Last Updated: March 14, 2023

Page 1: Introduction

In partnership with your school leaders and teachers, we are trying to understand your experiences with engaging in your math classes. This survey is part of a research study. **The purpose of this survey is to learn more about your experiences, and get feedback on how to improve your math classes. Your ideas and opinions are important to us.**

Before you take the survey, there are a few things you should know:

- This survey will take about **5–10 minutes**.
- This survey is **NOT A TEST**. There are no right or wrong answers, just your experiences.
- Your responses will be kept **CONFIDENTIAL**—that means we will not share your individual responses with people outside the research team.
- Your name will **NEVER** be connected to the information you provide. Anonymous student survey responses will be shared with other researchers so they can use them in other research studies.
- You can skip any questions you do not want to answer. We hope the questions are interesting to you, and that you choose to answer all of the questions **HONESTLY**.
- Participation in this research study is **VOLUNTARY**; you may stop taking the survey at any time. Choosing not to participate will in no way impact your experiences in your school. Your decision to participate will not have an impact on your grade.
- You will not benefit from taking the survey. Survey responses will be used to better support your engagement in math. One possible risk from taking the survey is that you may feel uncomfortable answering certain questions.
- You will receive a **\$10 electronic gift card** within a month of completing the survey. The gift card will be delivered from your school district.
- If you have any questions about this study, please contact **Dr. Samantha Holquist**.
- If you have questions about your rights as a research participant, or concerns or complaints about the research, you can also contact the Child Trends Institutional Review Board by phone (855-288-3506), by email (irbparticipant@childtrends.org), or by mail (7315 Wisconsin Ave Suite 1200W, Bethesda, MD 20814).

Contact Information for Questions:

Dr. Samantha E. Holquist

Call: (239) 770-4715

Email: sholquist@childtrends.org

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

Are you willing to participate?

Yes [If selected, participant will be advanced to the beginning of the survey.]

No [If selected, participant will be advanced to a page that exists them from the survey. This should read: “Thank you for considering participating in this survey. If you changed your mind or accidentally indicated you did not want to participate, click **here** and you will be returned to the survey. Otherwise, you may close this page.]

Page 2: Demographics

To start, we want to get to know a little bit about you. In this section, we have a few questions about your background.

[The following items will be in a random order on one page.]

Item	Response Options
What grade are you in?	1 = Grade 6 2 = Grade 7 3 = Grade 8 4 = Grade 9 5 = Grade 10 6 = Grade 11 7 = Grade 12
Which of these best describes how you identify in terms of race/ethnicity? [Check all that apply]	1 = American Indian or Alaska Native 2 = Asian 3 = Black or African American 4 = Hispanic, Latino/a, or Spanish origin 5 = Native Hawaiian or Other Pacific Islander 6 = White 7 = Prefer to self-describe: (OPEN) -88 = Choose not to answer
Which of these best describes you?	1 = Female 2 = Male 3 = Other: (OPEN) -88 = Choose not to answer
What grade did you get last year in math?	1 = A 2 = B 3 = C 4 = D 5 = F 6 = I don't remember
Which of these best describes your family's financial situation?	1 = We cannot buy the things we need sometimes. 2 = We have just enough money for the things we need. 3 = We have no problem buying the things we need. -88 = Choose not to answer

Which of these options <i>best</i> describes your educational plans? [Check all that apply]	1 = Dropout of or unenroll from school 2 = Finish high school 3 = Earn a GED 4 = Join the armed forces 5 = Attend trade or vocational school 6 = Attend college 7 = Attend college and then graduate school 8 = I do not know 9 = Other (OPEN) -88 = Choose not to answer
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Page 3-6: Engagement

These sets of questions ask about your engagement in math.

Response Options: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

[The following items will be in a random order across four pages. They will not be grouped by type of engagement.]

Behavioral Engagement

1. I stay focused.
2. I answer questions in class.
3. I put effort into learning.
4. I keep trying even if something is hard.
5. I ask questions in class.
6. I complete my homework on time.
7. I talk about math outside of class.
8. I try to learn more about the topics we cover in class.
9. I don't participate in class (Reverse coded).
10. I do other things when I am supposed to be paying attention (Reverse coded).
11. If I don't understand, I give up right away (Reverse coded).

Emotional Engagement

1. I often like to be challenged in math class.
2. I look forward to math class.
3. I enjoy learning new things in math class.
4. I want to understand what we are learning in class.
5. I feel good when I am in math class.
6. I often feel frustrated in math class (Reverse coded).
7. I think that math class is boring (Reverse coded).
8. I don't want to be in math class (Reverse coded).
9. I don't care about learning math (Reverse coded).
10. I often feel discouraged when I am in math class (Reverse coded).
11. I often get worried when I learn new things about math (Reverse coded).

Cognitive Engagement

1. I go through work that I do for class to try to make sure it is right.
2. I think about different ways to solve a problem.
3. I try to connect what I am learning to things I have learned before.
4. I try to understand my mistakes when I get something wrong.
5. When I am studying, I only review problems I have solved before (Reverse coded).
6. I would rather be told the answer than have to figure it out myself (Reverse coded).
7. I don't think that hard when I am doing work for class (Reverse coded).
8. When work is hard, I only study the easy parts (Reverse coded).
9. I do just enough to get by (Reverse coded).

Social Engagement

1. I build on others' ideas.
2. I try to understand other peoples' ideas in math class.
3. I try to work with others who can help me in math.
4. I try to help others who are struggling in math.
5. I don't care about other peoples' ideas in math class (Reverse coded).
6. When working with others, I don't share my ideas in math class (Reverse coded).
7. I don't like working with my classmates in math class (Reverse coded).

Page 7: Conclusion

Thanks for sharing your experiences with us! Your responses have been recorded. If you have follow-up questions about this survey, please contact us:

Dr. Samantha E. Holquist

Call: (239) 770-4715

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