

# AM-MΣ

Current Survey Item	RG Notes	RG More Notes	RG Color	R Color	R Notes	Color Key
<p><b>These sets of questions ask about your experiences in your math class.</b>  <b>In my math class,</b></p>						
I try to learn the new math skills being taught. I complete work that is assigned.			Good to Go Good to Go	Good to Go Good to Go	potentially change "your engagement in math" to something like "your experiences in your math class"	Good to Go
I try to understand how other students solve math problems. I try to help other students who are struggling. I have other students I can turn to for help in my math class. I stay focused when new math skills are being taught. I stay focused during group work time. I stay focused during individual work time. coded).	This might be too similar to row 16. Also, we like row 16 better. This one is unclear.	Delete?	Priority	Secondary	can we explicitly ask in interviews what would be a better way to get at "shows interest in other students approaches to math"	Secondary
I ask questions. I listen to what the teacher says. If I don't understand, I give up right away. (Reverse coded) I check my work to make sure it is right.	Determine where these need to be separate or can all fall under "I stay focused"		Good to Go Good to Go Good to Go Good to Go Good to Go	Good to Go Good to Go Good to Go Good to Go Good to Go		
	We think it's similar to rows 8-10	Delete?	Secondary	Good to Go	it is pretty clear as is	
	This might need to be more clear.		Good to Go Good to Go Good to Go Good to Go	Good to Go Good to Go Good to Go Good to Go		
I think about different ways to solve a problem. I try to understand my mistakes when I get something wrong. I answer questions that my teacher asks.	This might be too similar to row 5		Priority	Good to Go Good to Go	maybe we ask what comes to mind when students see the word "problem". Do they think math problems? Hard math problems or easy ones?	
I feel frustrated. (Reverse coded) I don't care about learning math. (Reverse coded) I want to understand what we are learning in class.	Needs to be more clear. Do you feel frustrated with your teacher, other people in your class, what you're learning?		Priority	Priority	great Q to flag for cognitive interview, we can ask students what comes to mind when they think back on a time that they feel frustrated.	
I do just enough to pass. (Reverse coded)	Unclear, might not be easily understood or as important to middle school students		Priority	Priority	is "to pass" the problem here? might this be "to get the grade I want"	
I feel safe. I can be myself. I am treated fairly. I am treated with the same amount of respect as others.	Might be unclear, might not be important	Delete?	Priority	Priority	go thru cog interview imo.	
I am treated as if I am capable.	Unsure if students will understand this series of questions and/or see them as too similar. 26 covers the same things as 25, 27, and 28	Delete?	Priority	Priority	important to ask if students think "capable" in general, or "capable in math". important to ask if students think "better" in general, or "better in math".	
No one thinks that they are better than me.		Delete?	Priority	Priority	agree that maybe we should ask if we should replace disruptive with something more specific	
It is too disruptive for me to learn. (Reverse coded)	Unsure if the word disruptive is clear.		Priority	Priority		
<p><b>These sets of questions ask about your experiences in your math class.</b></p>						
I have study sheets and notes to help me learn math.	Make sure these questions are clear and cover the supplies students need. We think these are similar. Might say "I have all the supplies I need to help me learn in May be similar to row 35. We prefer this one.	Delete?	Secondary	Secondary	could ask "what supplies comes to mind" during cog interview could ask "what supplies comes to mind" during cog interview	
I have the supplies that I need to learn in math class.			Secondary	Secondary		
I feel a sense of accomplishment when I solve hard math problems. Understanding math gives me a sense of accomplishment. I look forward to math class.	May be similar to row 34.	Delete?	Priority	Secondary		
I understand what I am learning in math. I feel tired when I get to math class. (Reverse coded) I feel hungry when I get to math class. (Reverse coded) My math teacher shows me that I matter to them. My math teacher encourages me to be my best.			Good to Go Good to Go Good to Go Good to Go Good to Go	Good to Go Good to Go Good to Go Good to Go Good to Go		

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[Learn more about the Adapted Measure of Math Engagement at https://www.childtrends.org/project/adapted-measure-of-math-engagement.](https://www.childtrends.org/project/adapted-measure-of-math-engagement)

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<b>These sets of questions ask about your experiences in your math class.</b>						
				<b>This is priority to probe for understanding</b>		Good to Go
My math teacher helps me complete my work.	Complete is a struggle (done vs. guides)	complete as in giving out answer or guiding them to solve it?! Maybe just "helps me with my work"?	Secondary	can ask what comes to mind when they see the word "complete my work", what kind of work? what kind of math content?	Good to Go	Secondary
My math teacher listens to my ideas and takes them seriously.			Good to Go	do students often have a chance to share ideas with teachers/	Priority	Priority
My math teacher talks to me about my future.	Important for relationships; flagging future being scary...next steps/goals/importance		Secondary		Good to Go	
My teacher talks through most of the math class. (Reverse coded)	talks through is muddled/ words provides is muddled. Possibly substitute with gives/models	the word "through" needs attention	Priority	maybe ask how we can rephrase to make it easier to understand	Good to Go	
My math teacher provides clear instructions on how to complete work.		"provides" might be too hard, how about "gives" or "explains"	Priority	maybe ask how we can rephrase to make it easier to understand	Good to Go	
My math teacher shows examples of how to complete work.	May be similar to row 44. Complete is muddled. Step by step. Complete a problem.		Priority	can ask what comes to mind when they see the word "complete my work", what kind of work? what kind of math content?	Good to Go	
My math teacher lets me decide how I want to learn.	Unsure if this happens in math classrooms		Secondary	what examples come to mind?	Secondary	
My math teacher is patient.	What does fun mean? Pretty broad. Sometimes peers make it fun.	follow up on the word "fun"	Priority		Good to Go	
My math teacher is fun.			Good to Go		Good to Go	
My math teacher is nice.			Good to Go		Good to Go	
My math teacher is strict. (Reverse coded)			Good to Go		Good to Go	
My math teacher yells. (Reverse coded)	Not sure this is comfortable to ask		Priority		Good to Go	
My math teacher helps me understand how I can get better at math.	What are we getting better at? A test?	get better at math can be grade or understanding, not clear	Secondary		Good to Go	
My math teacher answers my questions.			Good to Go		Good to Go	
My math teacher uses a variety of activities to help me learn.			Good to Go	what examples come to mind?	Good to Go	
I think about how I will use the math I learn.	May be super dependent on age/younger. Younger grades may have more applicable lessons. Maybe provide examples within the question? Percents, proportions		Secondary	what examples come to mind?	Good to Go	
The math I learn is relevant to my everyday life.	May be super course specific (ie. algebra 2)		Secondary		Good to Go	
I think about how learning math can help me get a good job.	May be similar to row 58		Priority		Good to Go	
I think about how learning math can help me after I finish high school.	May be similar to row 57		Priority		Good to Go	
There are multiple adults in my math classroom to help me learn.	For a specific group of students/ school dependent		Secondary		Secondary	
I attend an afterschool program where I get help with math.	This feels pretty district wide, maybe follow up on Kennedy		Good to Go		Good to Go	
I use online tools (for example, YouTube, Khan Academy, photomath) to help me learn math.	May be unclear and similar to row 25		Priority		Good to Go	
I use artificial intelligence tools (for example, ChatGPT) to help me learn math.	May be unclear and similar to row 24		Priority		Good to Go	
I have too much math homework to complete in a week. (Reverse coded)	We like it!		Good to Go		Good to Go	
When I'm given time to complete work in class, I use it.	This feels clear and also teacher dependent who gives space . Is it in my math class?		Good to Go		Good to Go	
My after-school commitments make it hard to find time to work on math. (Reverse coded)			Good to Go		Good to Go	
I see myself as someone who can be successful at math.	Want to make sure students understand this series of questions		Priority		Good to Go	
Others see me as someone who can be successful at math.			Priority		Good to Go	
People like me can be successful at math.			Priority		Good to Go	
<b>These sets of questions ask about your experiences in your math class.</b>						
<b>People in my life...</b>						
Support me in math.			Good to Go		Good to Go	
Tell me that I can do math.			Good to Go		Good to Go	
Talk to me about how things are going in my math class.			Good to Go		Good to Go	
Motivate me to do well in math.	Unsure about the word motivate		Priority	ask for ways to simply the word "motivate", if possible	Good to Go	
Tell me how important doing well in math will be for my future.			Good to Go		Good to Go	
Praise me for my math grades.			Good to Go		Good to Go	
Help me with math.			Good to Go		Good to Go	
Where do you get this type of support? (i.e., family members, friends, peers, teachers, other school staff, people in my community)	Make sure all major categories are accounted for.		Priority		Priority	

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