

**A Longitudinal/Cross-Sectional Study of the Impact of *Mathematics in Context*
on Student Mathematical Performance**

Student Questionnaire: Transition into High School
(Technical Report #55)

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**STUDENT QUESTIONNAIRE:
TRANSITION INTO HIGH SCHOOL**

Please clearly write your response to each question.

1. Your Name (Please Print)

Last name	First name	Middle Initial
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2. Date of birth:

Month - Day - Year

3. What grade are you in now? _____

4. What mathematics course are you taking now?

5. What textbook are you using in mathematics class now?

6. What class period do you have mathematics? _____

7. What is the name of your high school mathematics teacher?

8. What are three things that you enjoy the most about your high school mathematics class?

9. What are three things that you enjoy the least about your high school mathematics class?

10. What class or subject do you enjoy studying the most in high school? (Circle *only* one)

Social Studies	1	Art	6
Science	2	Music	7
Math	3	Physical Education	8
English	4	Band	9
Other (specify) _____			10

14. If you had to explain the way you did mathematics in middle school to another student, what would you say?

15. What new topics or ways of doing mathematics have you learned recently in class?

16. What mathematics can you do now that you could not do in middle school?

17. When you do mathematics in high school, what are you likely to be doing?

Select the answer that tells best how you feel about each statement with respect to your **high school** mathematics class. Circle only one answer for each statement.

		very true	sort of true	not very true	not true at all
18.	If I try hard, I can do well in math.	1	2	3	4
19.	I feel sure that I am able to learn new ideas in math class.	1	2	3	4
20.	In mathematics, you can discover new ways of solving problems that the teacher or your classmates may not have thought of.	1	2	3	4
21.	When I finish school, mathematics will not be important in my life.	1	2	3	4
22.	I usually do not know the answers to the questions my teachers asks in mathematics class.	1	2	3	4
23.	My classmates contribute important ideas which help me understand mathematics.	1	2	3	4
24.	Mathematics helps me make sense of things in the world.	1	2	3	4
25.	Mathematics is important only because it is a subject I have to take in school.	1	2	3	4
26.	I have many chances during math class to answer questions and explain my ideas to my teacher and classmates.	1	2	3	4
27.	I don't get worried if my first plan to solve a problem doesn't work, since I know many ways to try to figure problems out.	1	2	3	4
28.	Understanding why an answer is right is not as important as getting the right answer.	1	2	3	4
29.	I don't take part in discussions during math class very often.	1	2	3	4

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|-----|---|---|---|---|---|
| 30. | Even if I don't understand a math problem right away, I know I will be able to figure it out if I work at it. | 1 | 2 | 3 | 4 |
| 31. | Mathematics is mostly learned by memorizing facts and rules. | 1 | 2 | 3 | 4 |
| 32. | Knowing mathematics is not necessary to get a good job. | 1 | 2 | 3 | 4 |
| 33. | I am certain that I can do well in math classes that I will take later on in school. | 1 | 2 | 3 | 4 |
| 34. | When my teacher asks a question I will get it right if I have memorized the correct rule or fact. | 1 | 2 | 3 | 4 |
| 35. | If I have trouble figuring out a problem right away, I don't like to stop working on it until I get an answer that makes sense. | 1 | 2 | 3 | 4 |
| 36. | I like to share my ideas during class discussions in math. | 1 | 2 | 3 | 4 |
| 37. | It really doesn't matter if you understand a math problem or how you get an answer as long as the answer you get is right. | 1 | 2 | 3 | 4 |
| 38. | I would like a job that uses mathematics often. | 1 | 2 | 3 | 4 |
| 39. | I work hard at mathematics because I know that it will be useful for me. | 1 | 2 | 3 | 4 |
| 40. | Knowing how to solve a problem is as important as getting the answer. | 1 | 2 | 3 | 4 |
| 41. | If I don't understand a math problem, I give up without trying very hard to figure it out. | 1 | 2 | 3 | 4 |
| 42. | My teacher thinks my ideas about math are important. | 1 | 2 | 3 | 4 |

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43. How important is it for you to be good at mathematics? (Circle one)
- | | | | |
|----|----------------------|----|-----------------|
| A. | Not important at all | C. | Quite important |
| B. | Fairly important | D. | Very important |
- Why?

44. To what grade level do you intend to study mathematics? (Circle one)
- | | | | |
|----|----------|----|-----------------|
| a. | Grade 10 | C. | Grade 12 |
| b. | Grade 11 | D. | Beyond Grade 12 |
- Why?

45. List the mathematics courses you intend to take in high school.

46. What are your ambitions? What do you want to do in the future?