MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Spring 2015

STUDENT QUESTIONNAIRE
Grade 10

DIRECTIONS

Mark your answers to the following questions in the box labeled Student Questionnaire on the inside back cover of your Student Answer Booklet. If you do not see one best answer for a question, leave that question blank in your answer booklet and go to the next question. Please ask your test administrator for help if you are not sure how to answer any of these questions.

1. What are your plans after high school?
   A. attend a four-year college
   B. attend a two-year college
   C. join the military
   D. work full-time
   E. other
   F. I don't know.

2. If you are **not** planning to attend a two- or four-year college, which of the following best describes your plans for future job training? (If you are planning to attend a two- or four-year college, skip this question.)
   A. attend college sometime in the future for vocational training or credentialing
   B. attend a post-secondary vocational school for more advanced training
   C. on-the-job training
   D. I do not plan to seek future job training.
   E. I don't know.

3. How likely is it that you will go into a science-related career or college major after high school?
   A. very likely
   B. likely
   C. neither likely nor unlikely
   D. unlikely
   E. very unlikely

4. How likely is it that you will go into a math-related career or college major after high school?
   A. very likely
   B. likely
   C. neither likely nor unlikely
   D. unlikely
   E. very unlikely

5. How likely is it that you will go into an engineering- or technology-related career or college major after high school?
   A. very likely
   B. likely
   C. neither likely nor unlikely
   D. unlikely
   E. very unlikely

6. In your school, how much information is available to help you understand what type of jobs and careers are available in mathematics-related areas?
   A. a lot of information
   B. some information
   C. a little information
   D. no information
   E. I don't know.

PLEASE PROCEED TO THE NEXT PAGE

The next set of questions asks about how confident you are in your ability to perform different tasks and use different skills in your MATHEMATICS class work. There are no right or wrong answers on this survey. Your individual responses will remain confidential.

PLEASE MARK YOUR RESPONSE TO EACH QUESTION IN YOUR STUDENT ANSWER BOOKLET.

	In my MATHEMATICS CLASS, I am confident that I am able to:	True	Almost Always True	Mostly True	Only a Little True	Not at All True
7.	question other students' ideas in class using effective reasoning.	A	B	C	D	E
8.	represent the relationship between two sets of quantities (e.g., by applying a linear equation or building a two-way table).	A	B	C	D	E
9.	use online resources (e.g., math blogs, websites) to help create a math problem for other students to solve.	A	B	C	D	E
10.	clearly explain my logic (thought process) on how I solved a problem so my classmates can understand.	A	B	C	D	E
11.	choose a mathematical model (e.g., equation, function, graph) to represent a word problem.	A	B	C	D	E
	In my MATHEMATICS CLASS, I am confident that I am able to:	True	Almost Always True	Mostly True	Only a Little True	Not at All True
12.	use the appropriate units when performing calculations for a problem.	A	B	C	D	E
13.	clearly explain what each mathematical symbol, unit of measure, and quantity means when used in a solution.	A	B	C	D	E
14.	label and express numbers accurately when I measure something or graph a solution.	A	B	C	D	E
15.	check my answers using a different method.	A	B	C	D	E

PLEASE MARK YOUR RESPONSE TO EACH QUESTION IN YOUR STUDENT ANSWER BOOKLET.

	In my MATHEMATICS CLASS, I am confident that I am able to:	True	Almost Always True	Mostly True	Only a Little True	Not at All True
16.	recognize when a theorem (principle) can be applied to answer a new type of problem.	A	B	C	D	E
17.	judge whether my solution to a problem is still feasible (possible) as I work through it.	A	B	C	D	E
18.	develop a mathematical model to represent a real-life problem (e.g., estimating the total cost of labor and materials in a building project; maximizing the number of structures in a playground with limited space).	A	B	C	D	E
19.	break down a model (e.g., a function, a graphic, or an equation) into its parts to make sense of a problem.	A	B	C	D	E
20.	evaluate (judge) whether my mathematical representation used to solve a word problem is still appropriate when I re-read the word problem.	A	B	C	D	E
	In my MATHEMATICS CLASS, I am confident that I am able to:	True	Almost Always True	Mostly True	Only a Little True	Not at All True
21.	compare my approach to a problem to a classmate's and explain why my solution works better.	A	B	C	D	E
22.	select the best tools to use when solving different types of math problems (e.g., a calculator, paper and pencil, a model, a compass, digital technology, etc.).	A	B	C	D	E
23.	determine the key elements needed to solve a problem.	A	B	C	D	E
24.	stick with a problem until I can solve it.	A	B	C	D	E
25.	check to see if my solution to a problem is answering the question being asked.	A	B	C	D	E