



Spring 2015

STUDENT QUESTIONNAIRE

Grade 8

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. How likely is it that you will take advanced-level (Honors, Advanced Placement) mathematics courses in high school?
 - A. very likely
 - B. likely
 - C. neither likely nor unlikely
 - D. unlikely
 - E. very unlikely

PLEASE PROCEED TO THE NEXT PAGE

Grade 8 Student Questionnaire

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. | support my solution to a math problem in class using objects, drawings, or diagrams. | 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. | express my answers at the level of precision called for by the question. | A | B | C | D | E |
| 10. | apply a mathematical model (e.g., equation, function, graph) to represent a word problem. | A | B | C | D | E |
| 11. | solve a complex (intricate) problem by first solving a series of simpler problems. | 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. | try out solutions to a problem to determine if the mathematical representation (e.g., equation) I developed works for the question asked. | A | B | C | D | E |
| 13. | change the way I solve a problem when my first strategy (plan) does not work. | 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. | create a word problem for a mathematical expression or equation. | A | B | C | D | E |

Grade 8 Student Questionnaire

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. | interpret the relationships shown in a model (e.g., a graph showing how one quantity varies as a result of change in another quantity). | 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. | use mathematical tools (e.g., manipulatives such as algebraic tiles; measurement instruments) to explore different solutions to a problem. | A | B | C | D | E |
| 19. | select the essential information from graphs and/or tables that is needed to solve a problem. | A | B | C | D | E |
| 20. | decide when it is practical to use technology (e.g., graphing calculator, math software) to help me answer a 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 another classmate's and explain why my solution works better. | A | B | C | D | E |
| 22. | interpret the quantities in a problem and their relationships to predict a solution. | A | B | C | D | E |
| 23. | ask questions of my classmates that help them clarify (make clear) their thinking. | A | B | C | D | E |
| 24. | stick with a problem until I can solve it. | A | B | C | D | E |
| 25. | recognize if certain calculations are repeated and apply them to help solve a problem. | A | B | C | D | E |