

Math Mindsets and Attitudes Student Survey

Section 1

Free association: When you hear the word *math*, what words pop into your head?
(2 minutes)

Section 2

Freewrite: What kinds of things do you do in your math classes? (2 minutes)

Section 3

Freewrite: What would you like to do more of in math class? What would you like to do less of in math class? (2 minutes each; 4 minutes total)

More of:

Less of:

Section 4

Prompt: Do you think you are smart in math? Why or why not? (2 minutes)

Section 5

Freewrite: In your best estimation, what do mathematicians do? (2 minutes)

Section 6

Agree/Disagree statements (3 minutes for all)

Statement	Agree	Disagree	Neutral/Not Sure
I get to share my ideas in math.			
I value the input of my peers when I'm working on a math problem.			
Math is about using the right formula.			
I think I am good at math.			
My peers think I am good at math.			
Math is about discovering new ideas.			
In math, it's okay if I get an answer wrong.			
I am allowed to learn at my own pace and do not feel ashamed if I'm slower than my peers.			
I see mathematics as a subject I will use often throughout life.			
Math is fun.			

Math Mindsets and Attitudes

Student Survey Facilitation Guide

The survey is split into six sections. The first five are freewriting exercises. The final section is a series of ten *agree/disagree/neutral or not sure* questions, followed by a question about grade level. The survey is provided in Appendix L, but I recommend creating an online, digital version using a platform such as Google Forms or SurveyMonkey.

The survey requires some light facilitation: when giving the freewriting exercises (Sections 1–5) please ensure that you give students two full minutes per question. Even if they stop typing/writing for a period of time, please wait the full two minutes so that they have time to respond to the prompt completely. Also, single-word answers are acceptable. Students may choose how to separate their responses, whether by commas, spaces, or new lines.

Overall, the survey should take about fifteen minutes of class time.

Here are the questions/sections to read aloud.

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Prompt: Do you think you are smart in math? Why or why not? (2 minutes)

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Freewrite: In your best estimation, what do mathematicians do? (2 minutes)

Section 6

Agree/Disagree statements (3 minutes for all, estimated)

- ▲ I get to share my ideas in math.
- ▲ I value the input of my peers when I'm working on a math problem.
- ▲ Math is about using the right formula.
- ▲ I think I am good at math.
- ▲ My peers think I am good at math.
- ▲ Math is about discovering new ideas.
- ▲ In math, it's okay if I get an answer wrong.
- ▲ I am allowed to learn at my own pace and do not feel ashamed if I'm slower than my peers.
- ▲ I see mathematics as a subject I will use often throughout life.
- ▲ Math is fun.