

TRANSITIONS IN SCHOOL LIFE

TCEM - WAVE 1

School: _____

Teacher: _____

Case ID: _____ 1:01-1:04

Classroom LID: _____ 1:05-1:07

Teacher LID: _____ 1:08-1:10

School LID: _____ 1:11-1:13

District LID: _____ 1:14-1:15

Dataset LID: _____ 1:16-1:17

CARD: 1 1:18

Grade Level: _____ 1:19

Section: _____ 1:20

Total number of students

in this class: _____ 1:21-1:22

Please fill out all the information on this page with the exception of "section" and "ID".

Please circle A-Always, O-Often, S-Sometimes, R-Rarely, or N-Never to tell how often each statement is true in your class.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
Students get letter grades in math on their report cards.	A	O	S	R	N	1:23
Most students in this class use the same math textbooks and materials.	A	O	S	R	N	1:24
Students are allowed to talk to other students while they work on their math.	A	O	S	R	N	1:25
For most math lessons and assignments there is a definite time for students to begin work and to complete the assignment.	A	O	S	R	N	1:26
I mark down math work that is turned in late.	A	O	S	R	N	1:27
Students are given several alternative math assignments from which they can choose the ones to work on for that period.	A	O	S	R	N	1:28
Students are given the opportunity to work on their own in math for several days before checking with me.	A	O	S	R	N	1:29
Students are allowed to ask other students to help them with their math work.	A	O	S	R	N	1:30
When math papers are handed back, some students tell each other what they got.	A	O	S	R	N	1:31
I give grades on math homework assignments.	A	O	S	R	N	1:32
I group students with others of similar ability for math work.	A	O	S	R	N	1:33

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
Students work on a variety of different math activities and assignments at the same time in this class.	A	O	S	R	N	1:34
Students can work on math projects they think up completely on their own.	A	O	S	R	N	1:35
I stress the importance of getting good grades in math.	A	O	S	R	N	1:36
I ask students what they want to learn about in math.	A	O	S	R	N	1:37
I give special privileges to students who do the best math work.	A	O	S	R	N	1:38
Students in this class compete with each other for the best grades in math.	A	O	S	R	N	1:39
I give timed tests in math.	A	O	S	R	N	1:40
I encourage students to contribute quiz or test questions in math.	A	O	S	R	N	1:41
Students ask me how they are doing in math compared to other students in the class.	A	O	S	R	N	1:42
I give grades on math classwork.	A	O	S	R	N	1:43
I encourage students to try to do a problem before asking me for help.	A	O	S	R	N	1:44
It is easy for students to figure out who does the best math work and who does the worst math work in this class.	A	O	S	R	N	1:45
Students are asked to show low grades or unsatisfactory work to their parents.	A	O	S	R	N	1:46

The following items ask you what is currently practiced in your classroom and also your opinion of what should be.

	<u>1</u>	<u>2</u>
Can students in your class get up and walk around the classroom when they want to?	NO	YES 1:47
Do you think a student <u>should</u> be allowed to do this?	NO	YES 1:48
Do your students have a say about where they sit in class?	NO	YES 1:49
Do you think they <u>should</u> have a say in this?	NO	YES 1:50
Do your students have a say about how much math homework is assigned?	NO	YES 1:51
Do you think your students <u>should</u> have a say about this?	NO	YES 1:52
Do your students have a say about what math they work on during class time?	NO	YES 1:53
Do you think students <u>should</u> have a say in this?	NO	YES 1:54
Do your students participate in making the classroom rules?	NO	YES 1:55
Do you think students <u>should</u> have a voice in this?	NO	YES 1:56
When a student has completed his/her math work can s/he decide what to do next, without asking your permission?	NO	YES 1:57
Do you think s/he <u>should</u> have a say about this?	NO	YES 1:58

Have students been assigned to this class on the basis of their math ability?

_____ 1) Yes

1:59

_____ 2) No

If yes, what ability level best describes this class? (check one)

_____ 1) Below average math ability

1:60

_____ 2) Average math ability

_____ 3) Above average math ability

Within this classroom, do you group your students by ability for math instruction?

_____ 1) Yes

1:61

_____ 2) No

If yes, how often do students change from one math ability group to another?

_____ 1) Never

1:62

_____ 2) Rarely

_____ 3) Sometimes

_____ 4) Often

Do you use ability grouping within your classroom for any subject(s) other than math?

_____ 1) Yes

1:63

_____ 2) No

If yes, please list the subjects:

1:64

1:65

1:66

Over

On the average, how much math work do you assign for students to take home?
9(Check one.)

- 1) An hour or more a day
- 2) 30 minutes to an hour a day
- 3) 15-30 minutes a day
- 4) Less than 15 minutes a day

1:67