



School ID						Teacher ID #		Link #	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Class ID #		Grade		Eligible Students		Participation Status			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

IEA Third International Mathematics and Science Study - Repeat

Mathematics Teacher Questionnaire

Main Survey

Name of Class: _____

Your school has agreed to participate in the Third International Mathematics and Science Study - Repeat (TIMSS-R), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS-R is investigating mathematics and science achievement in about forty countries around the world. It is designed to measure and interpret differences in national education systems in order to help improve the teaching and learning of mathematics and science worldwide.

This questionnaire is addressed to teachers of mathematics, who are asked to supply information about their academic and professional backgrounds, instructional practices, and attitudes towards teaching mathematics. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe mathematics classes in the United States.

Some of the questions in this questionnaire ask about **your mathematics class**. This is the class which is identified at the top of this page, and which will be tested as part of TIMSS-R in your school.

It is important that you answer each question carefully so that the information provided reflects your situation as accurately as possible. It is estimated that it will require approximately 60 minutes to complete this questionnaire.

Your cooperation in completing this questionnaire is greatly appreciated.

TIMSS Study Center
Boston College
Chestnut Hill, MA 02467
USA

TIMSS-R Ref.No. 98-0037
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National Center for Education Statistics
U.S. Department of Education
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Washington, D.C. 20208

O.M.B. No. 1850-0695, Approval Expires 12/31/99

GENERAL DIRECTIONS:

1. Identify a place and a time when you will be able to complete this questionnaire without being interrupted. This questionnaire has been designed to be completed within 60 minutes by most teachers. However, the amount of time you will need may vary. To make it as easy as possible for you to respond, most items may be completed simply by checking the appropriate box.
2. There are no “right” or “wrong” answers to any of these items. The questionnaire is designed to provide information about teachers’ professional experiences, opinions, and classroom activities. **Remember, “your mathematics class” is the class which is identified on the cover of this questionnaire, and which will be tested as part of TIMSS-R in your school.**
3. More specific instructions to assist you in responding are found in *italics* for each item. Once you have completed the questionnaire, please return it to the TIMSS-R Coordinator in your school.

Again, thank you for your time, effort, and thought in completing this questionnaire!

THERE ARE NO QUESTIONS ON THIS PAGE.

Section A

1. How old are you?

Check one box only.

- under 25
- 25-29
- 30-39
- 40-49
- 50-59
- 60 or more

2a. Are you female or male?

Check one box only.

- female
- male

2b. Which best describes you?

Check one box only.

- White (not Hispanic)
- Black (not Hispanic).....
- Hispanic(“Hispanic” means someone who is Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or from some other Spanish or Hispanic background.)
- Asian or Pacific Islander (“Asian or Pacific Islander” means someone who is Chinese, Japanese, Korean, Filipino, Vietnamese, Asian American, or from some other Asian or Pacific Island background.)
- American Indian or Alaskan Native (“American Indian or Alaskan Native” means someone who is from one of the American Indian tribes, or one of the original people of Alaska.).....
- Other (specify) _____

3. **By the end of this school year, how many years will you have been teaching altogether?**

Please **round** to the nearest whole number. _____

4. **In one typical calendar week from Monday to Sunday, for how many single periods are you formally scheduled in one school week altogether?**

Write in number _____ periods

5. **In one typical calendar week from Monday to Sunday, for how many single periods are you formally scheduled to teach each of the following subjects?**

Count a double period as two single periods.
Write zero if none.

*Number of
single periods*

- a) mathematics _____
- b) general science _____
- c) other subjects _____

6. **In one typical calendar week from Monday to Sunday, for how many single periods are you formally scheduled to perform each of the following tasks?**

Count a double period as two single periods.
Write zero if none.

*Number of
single periods*

- a) student supervision (other than teaching) _____
- b) student counseling/appraisal _____
- c) administrative duties _____
- d) individual curriculum planning _____
- e) cooperative curriculum planning _____
- f) other non-student contact time (i.e., use not specified) _____
- g) other _____

7. **APPROXIMATELY** how many hours per week do you normally spend on each of the following activities outside the formal school day?
Do not include time already accounted for in Question # 6.

Check *one* box in each row.

	<i>None</i>	<i>Less than 1 hour</i>	<i>1 - 2 hours</i>	<i>3 - 4 hours</i>	<i>More than 4 hours</i>
a) preparing or grading student tests or exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) reading and grading other student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) planning lessons by yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) meeting with students outside of classroom time (e.g., tutoring, guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) meeting with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) professional reading and development activity (e.g., seminars, conferences, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) keeping students' records up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) administrative tasks including staff meetings (e.g., photocopying, displaying students' work)...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. **APPROXIMATELY** how many hours per week do you normally spend on your teaching activities altogether (include time spent in and out of school)?

Please **round** to the nearest whole hour.

9. About how often do you have meetings with other teachers in your subject area to discuss and plan curriculum or teaching approaches?

Check one box only.

- never
- once or twice a year
- every other month
- once a month
- once a week
- two or three times a week
- almost every day

10. How much influence do you have on each of the following...

Check one box in each row.

- | | <i>None</i> | <i>Little</i> | <i>Some</i> | <i>A lot</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) subject matter to be taught | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) specific textbooks to be used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) the amount of money to be spent on supplies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) what supplies are purchased..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. To be good at mathematics at school, how important do you think it is for students to...

Check one box in each row.

- | | <i>Not important</i> | <i>Somewhat important</i> | <i>Very important</i> |
|---|--------------------------|---------------------------|--------------------------|
| a) remember formulas and procedures..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) think in a sequential and procedural manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) understand mathematical concepts, principles, and strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) be able to think creatively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) understand how mathematics is used in the real world .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) be able to provide reasons to support their solutions..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. To what extent do you agree or disagree with each of the following statements?

Check one box in each row.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) Mathematics is primarily an abstract subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mathematics is primarily a formal way of representing the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mathematics is primarily a practical and structured guide for addressing real situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) If students are having difficulty, an effective approach is to give them more practice by themselves during the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Some students have a natural talent for mathematics and others do not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) More than one representation (picture, concrete material, symbol set, etc.) should be used in teaching a mathematics topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Mathematics should be learned as sets of algorithms or rules that cover all possibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Basic computational skills on the part of the teacher are sufficient for teaching elementary school mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) A liking for and understanding of students are essential for teaching mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Indicate your familiarity with each of the following documents:*Check one box in each row.*

	<i>No such document</i>	<i>Not familiar</i>	<i>Fairly familiar</i>	<i>Very familiar</i>
--	-------------------------	---------------------	------------------------	----------------------

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) National Council of Teachers of Mathematics (NCTM) Professional Standards for Teaching Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) State Education Department Curriculum Guide .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) School District Curriculum Guide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) School Curriculum Guide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) The National Assessment for Educational Progress (NAEP) Assessment Frameworks/ Specifications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) State Education Department Assessment Specifications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. How well prepared do you feel you are to teach...*Check one box in each row.*

	<i>I do not teach these topics</i>	<i>Not well prepared</i>	<i>Somewhat prepared</i>	<i>Very well prepared</i>
--	------------------------------------	--------------------------	--------------------------	---------------------------

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) fractions, decimals, and percentages? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ratios and proportions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) measurement – units, instruments, and accuracy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) perimeter, area, and volume? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) geometric figures – definitions and properties? ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) geometric figures – symmetry, motions and transformations, congruence and similarity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) coordinate geometry? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) algebraic representation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) evaluate and perform operations on algebraic expressions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) solving linear equations and inequalities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) representation and interpretation of data in graphs, charts, and tables? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) simple probabilities – understanding and calculations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. What is the highest level of formal education you have completed?

Check one box only.

- Did not complete secondary school
- Secondary school only
- Bachelor's degree or equivalent.....
- Master's degree or PhD

16a. Do you have a teacher training certificate?

Check one box only. Yes No

16b. How many years of pre-service teacher training have you had?

Please round to the nearest whole number. _____
(Write in 0 (zero), if you have not had any teacher training.)

16c. If you have had pre-service teacher training, did you begin this training in secondary school?

Check one box only. Yes No

17. While studying to obtain your bachelor's degree or equivalent, what was your major or main area of study?

I do not have a bachelor's degree or equivalent
(Check the box and skip to the next question.)

Check one box in each row.

	<i>Yes</i>	<i>No</i>
a) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
b) Biology	<input type="checkbox"/>	<input type="checkbox"/>
c) Physics	<input type="checkbox"/>	<input type="checkbox"/>
d) Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
e) Education	<input type="checkbox"/>	<input type="checkbox"/>
f) Mathematics Education	<input type="checkbox"/>	<input type="checkbox"/>
g) Science Education	<input type="checkbox"/>	<input type="checkbox"/>
h) Other	<input type="checkbox"/>	<input type="checkbox"/>

18. If you have a master's degree, what was your major or main area of study?

I do not have a master's degree.
(Check the box and skip to the next question.)

Check one box in each row.

	<i>Yes</i>	<i>No</i>
a) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
b) Biology	<input type="checkbox"/>	<input type="checkbox"/>
c) Physics	<input type="checkbox"/>	<input type="checkbox"/>
d) Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
e) Education	<input type="checkbox"/>	<input type="checkbox"/>
f) Mathematics Education	<input type="checkbox"/>	<input type="checkbox"/>
g) Science Education	<input type="checkbox"/>	<input type="checkbox"/>
h) Other	<input type="checkbox"/>	<input type="checkbox"/>

Section B

In this section, many of the questions refer to **your mathematics class**. Please remember that this is the class which is identified on the cover of this questionnaire, and which will be tested as part of TIMSS-R in your school.

1. How many students are in your mathematics class?*Write in a number for each. Write 0 (zero) if there are none.*

boys _____ girls _____

2. What subject matter do you emphasize most in your mathematics class?*Check one box only.*

- general mathematics (e.g., whole numbers,
fractions, decimals, percentages, etc.)
- geometry
- algebra
- combined algebra and geometry
- combined algebra, geometry, numbers, etc.
- other, please specify _____

3. How many minutes per week do you teach mathematics to your mathematics class?*in the number of minutes.**Write*

Minutes: _____

4a. Do you use a textbook in teaching mathematics to your class?*Check one box.*Yes No **4b. If yes, approximately what percentage of your weekly mathematics teaching time is based on your mathematics textbook?***Check one box.*

- 0-25%
- 26-50%
- 51-75%
- 76-100%

5. Do the students in your mathematics class have calculators available to use during mathematics lessons?

Check *one* box only.

Yes No

6. To what extent are the students in your mathematics class permitted to use calculators during mathematics lessons?

Check *one* box only.

- unrestricted use
- restricted use
- calculators are not permitted

7. How often do students in your mathematics class use calculators for the following activities?

Check *one* box in each row.

	<i>Almost every class</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Never, or hardly ever</i>
a) Checking answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Routine computation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Solving complex problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Exploring number concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do the students in your mathematics class have computers available to use during mathematics lessons?

Check *one* box in each row.

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Most lessons</i>	<i>Every lesson</i>
a) in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) in other instructional rooms (computer labs, science lab, reading lab, library, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If computers are available,

	<i>Yes</i>	<i>No</i>
c) do any of the computers have access to the Internet?	<input type="checkbox"/>	<input type="checkbox"/>
d) do you use the Internet for instructional/educational purposes?	<input type="checkbox"/>	<input type="checkbox"/>

9. In planning mathematics lessons, what is your main source of written information when...

Check one box in each row.

	<i>State or District Examination Specifications</i>					
	<i>State or School District Curriculum Guide</i>					
	<i>School Curriculum Guide</i>					
	<i>Teacher Edition of Textbook</i>					
	<i>Student Edition of Textbook</i>					
	<i>Other Resource Books</i>					
a) deciding which topics to teach (goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) deciding how to present a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) selecting problems and exercises for work in class and homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) selecting problems and applications for assessment and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In your mathematics lessons, how often do you usually ask students to do the following?

Check one box in each row.

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Most lessons</i>	<i>Every lesson</i>
a) explain the reasoning behind an idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) represent and analyze relationships using tables, charts, or graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) work on problems for which there is no immediately obvious method of solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) use computers to solve exercises or problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) write equations to represent relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) practice computational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) use graphing calculators to solve exercises or problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. In mathematics lessons, how often do students...*Check one box in each row.*

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Most lessons</i>	<i>Every lesson</i>
a) work individually without assistance from the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) work individually with assistance from the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) work together as a class with the teacher teaching the whole class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) work together as a class with students responding to one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) work in pairs or small groups without assistance from the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) work in pairs or small groups with assistance from the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. In a typical month of lessons for your mathematics class, what percentage of time is spent on each of the following activities?*Write in a percentage for each activity**The total should add to 100%*

a) administrative tasks (not related to lesson's content/purpose)	_____ %
b) homework review	_____ %
c) lecture-style presentation by teacher	_____ %
d) teacher-guided student practice	_____ %
e) re-teaching and clarification of content/procedures	_____ %
f) student independent practice	_____ %
g) tests and quizzes	_____ %
h) other	_____ %

13. The following list includes the main topics addressed by the TIMSS-R mathematics test. Check the response that describes when students in your mathematics class have been taught each topic.

If a topic has been taught before this year and also in the current year, check the two boxes that apply. Otherwise, check one box in each row.

	<i>Taught before this year</i>	<i>Taught 1-5 periods this year</i>	<i>Taught more than 5 periods this year</i>	<i>Not yet taught</i>	<i>I do not know</i>
a) Fractions and Number Sense					
1) Whole numbers – including place values, factoring and operations (+, −, ×, ÷)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Understanding and representing common fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Computations with common fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Understanding and representing decimal fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Computations with decimal fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Relationships between common and decimal fractions, ordering of fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Rounding whole numbers and decimal fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Estimating the results of computations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Number lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Computations with percentages and problems involving percentages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Simple computations with negative numbers ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Square roots (of perfect squares less than 144), small integer exponents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Measurement					
13) Units of measurement; standard metric units...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) Reading measurement instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) Estimates of measurement; accuracy of measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16) Perimeter and area of simple shapes – triangle, rectangles, and circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17) Perimeter and area of combined shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18) Volume of rectangular solids – i.e., Volume = length × width × height	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If a topic has been taught before this year and also in the current year, check the two boxes that apply. Otherwise, check **one** box in **each** row.

	<i>Taught before this year</i>	<i>Taught 1-5 periods this year</i>	<i>Taught more than 5 periods this year</i>	<i>Not yet taught</i>	<i>I do not know</i>
c) Geometry					
19) Cartesian coordinates of points in a plane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20) Coordinates of points on a given straight line .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21) Simple two dimensional geometry – angles on a straight line, parallel lines, triangles and quadrilaterals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22) Congruence and similarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23) Symmetry and transformations (reflection and rotation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24) Visualization of three-dimensional shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Proportionality					
25) Scales applied to maps and models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26) Concepts of ratio and proportion; ratio and proportion problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Algebra					
27) Number patterns and simple relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28) Simple algebraic expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29) Representing situations algebraically; formulas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30) Solving simple equations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31) Solving simple inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Data Representation, Analysis, and Probability					
32) Representation and interpretation of data in graphs, charts, and tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33) Arithmetic mean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34) Simple probabilities – understanding and calculations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. In your view to what extent do the following limit how you teach your mathematics class?

Check one box in each row.

	<i>Not at all</i>	<i>A little</i>	<i>Quite a lot</i>	<i>A great deal</i>
a) students with different academic abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) students who come from a wide range of backgrounds, (e.g., economic, language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) students with special needs, (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) uninterested students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) disruptive students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) parents interested in their children's learning and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) parents uninterested in their children's learning and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) shortage of computer hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) shortage of computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) shortage of other instructional equipment for students' use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) shortage of equipment for your use in demonstrations and other exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) inadequate physical facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) high student/teacher ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) low morale among fellow teachers/administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) low morale among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) threat(s) to personal safety or the safety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How often do you usually assign mathematics homework?

Check one box.

- never
- less than once a week
- once or twice a week
- 3 or 4 times a week
- every day

If “never,” please skip ahead to Question 19.

16. If you assign mathematics homework, how many minutes of mathematics homework do you usually assign your students?

(Consider the time it would take an average student in your class.)

Check one box.

- less than 15 minutes
- 15-30 minutes
- 31-60 minutes
- 61-90 minutes
- more than 90 minutes

17. If you assign mathematics homework, how often do you assign each of the following kinds of tasks?

Check one box in each row.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>
a) worksheets or workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) problem/question sets in textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) reading in a textbook or supplementary materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) writing definitions or other short writing assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) small investigation(s) or gathering data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) working individually on long term projects or experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) working as a small group on long term projects or experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) finding one or more uses of the content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) preparing oral reports either individually or as a small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) keeping a journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. If students are assigned written mathematics homework, how often do you do the following?

I do not assign written homework.

(Check the box and skip to the next question.)

Check *one* box in *each* row.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>
a) record whether or not the homework was completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) collect, correct and keep assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) collect, correct assignments and then return to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) give feedback on homework to whole class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) have students correct their own assignments in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) have students exchange assignments and correct them in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) use it as a basis for class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) use it to contribute towards students' grades or marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. In assessing the work of the students in your mathematics class, how much weight do you give each of the following types of assessment?

Check *one* box in *each* row.

	<i>None</i>	<i>Little</i>	<i>Quite a lot</i>	<i>A great deal</i>
a) standardized tests produced outside the school ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) teacher-made short answer or essay tests that require students to describe or explain their reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) teacher-made multiple choice, true-false and matching tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) how well students do on homework assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) how well students do on projects or practical/laboratory exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) observations of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) responses of students in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How often do you use the assessment information you gather from students to...

Check one box in each row.

	<i>None</i>	<i>Little</i>	<i>Quite a lot</i>	<i>A great deal</i>
a) provide students' grades or marks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) provide feedback to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) diagnose students' learning problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) report to parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) assign students to different programs or tracks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) plan for future lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C

Professional Development Activities

The following questions ask about **professional development** you have participated in **related to your mathematics teaching**.

THERE ARE NO QUESTIONS ON THIS PAGE.

1. **Since the beginning of the school year 1998, how many complete class periods *did you* observe other teachers in your school teach mathematics?**

Write in number _____ class periods
(Write zero if none)

-
2. **Since the beginning of the school year 1998, how many complete class periods *did other classroom teachers* in your school observe you teach mathematics?**

Write in number _____ class periods
(Write zero if none)

3. Since June 1998, how many hours did you spend in each of the following types of professional development related to your mathematics teaching? Do not report professional development in subjects other than mathematics, but *do report professional development on general teaching methods applicable to all subjects* (e.g., cooperative learning, diversity, or the use of technology.) Treat the types of professional development as *mutually exclusive*. For example, if you attended a workshop conference, please report the hours either as a workshop or as a conference, but not both.

*Write in
Number of hours*

*Write 0
(zero) if none.*

- a) *Within-district workshops or institutes*, focused on a specific topic, provided by or within the district (For private schools, include workshops offered by the school.) _____
- b) *Courses for college credit* _____
- c) *Out-of-district workshops and institutes*, focused on a specific topic, provided outside of the district (For private schools, include workshops offered outside the school.) _____
- d) *Teacher collaboratives or networks*, connecting teachers regionally, state-wide, nationally, or internationally (do not include activities described in questions a through c.) _____
- e) *Out-of-district conferences*, provided by professional organizations, regional centers, the state department of education, etc. _____
- f) *Immersion or internship activities*, in which a teacher spends a concentrated period of time working in a lab or industrial setting with professionals in his subject area. _____
- g) *Receiving mentoring, coaching, lead teaching, or observation*, in a one-on-one situation, usually in the classroom. _____
- h) *Teacher resource center*, which provides professional development materials and is staffed by a lead or resource teacher. _____
- i) *Committees or task forces* focusing on curriculum, instruction, or student assessment. _____
- j) *Teacher study groups* that meet regularly, in face-to-face meetings, to further your knowledge in your discipline or of pedagogical approaches. _____
- k) Other forms of *organized* professional development related to your mathematics teaching. (Do not include reading or other work you have done on your own.) Specify _____

4. Since June 1998 through the present, how many hours did you spend in each of the following types of *individual* professional development related to your mathematics teaching? Again, do not report on professional development specific to other subjects.

Write in
Number of hours

Write 0
(zero) if none.

- a) *Individual research project*, in which you examine your own teaching and your students' learning. _____
- b) *Individual learning*, in which you read journals or other professional publications, browse the internet, etc. _____
- c) Other forms of *individual* professional development related to your mathematics teaching (specify) _____

5. Overall, to what extent did the professional development you have participated in since June 1998, emphasize each of the following topics?

Check one box in each row.

	<i>None</i>	<i>Little</i>	<i>Quite a lot</i>	<i>A great deal</i>
a) Curriculum (e.g., units, texts, standards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Subject-specific teaching methods in mathematics (e.g., methods of teaching fractions or equations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) General teaching methods (e.g., cooperative learning or classroom management techniques) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Approaches to assessment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Use of technology in instruction (e.g., computers, graphing calculators).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Strategies for teaching diverse student populations (e.g., students with disabilities, from underrepresented populations, economically disadvantaged, range of abilities) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Information on how students learn mathematics .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Deepening your knowledge of mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Leadership development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Other: (please specify)_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Did the professional development you participated in since June 1998, focus on developing your capacity to teach any of the following curriculum content areas?

Check one box in each row.

	<i>Yes</i>	<i>No</i>
a) Fractions and Number Sense		
1) Whole numbers - including place values, factoring, and operations (+,-,x,./.)	<input type="checkbox"/>	<input type="checkbox"/>
2) Understanding and representing common fractions	<input type="checkbox"/>	<input type="checkbox"/>
3) Computations with common fractions	<input type="checkbox"/>	<input type="checkbox"/>
4) Understanding and representing decimal fractions.....	<input type="checkbox"/>	<input type="checkbox"/>
5) Computations with decimal fractions	<input type="checkbox"/>	<input type="checkbox"/>
6) Relationship between common and decimal fractions; ordering of fractions	<input type="checkbox"/>	<input type="checkbox"/>
7) Rounding whole numbers and decimal fractions.....	<input type="checkbox"/>	<input type="checkbox"/>
8) Estimating the results of computations	<input type="checkbox"/>	<input type="checkbox"/>
9) Number lines.....	<input type="checkbox"/>	<input type="checkbox"/>
10) Computations with percentages and problems involving percentages	<input type="checkbox"/>	<input type="checkbox"/>
11) Simple computations with negative numbers	<input type="checkbox"/>	<input type="checkbox"/>
12) Square roots (of perfect squares less than 144), small integer exponents	<input type="checkbox"/>	<input type="checkbox"/>
b) Measurement		
13) Units of measurement; standard metric units	<input type="checkbox"/>	<input type="checkbox"/>
14) Reading measurement instruments	<input type="checkbox"/>	<input type="checkbox"/>
15) Estimates of measurement; accuracy of measurement	<input type="checkbox"/>	<input type="checkbox"/>
16) Perimeter and area of simple shapes - triangles, rectangles, and circles	<input type="checkbox"/>	<input type="checkbox"/>
17) Perimeter and area of combined shapes.....	<input type="checkbox"/>	<input type="checkbox"/>
18) Volume of rectangular solids - i.e., volume = length x width x height	<input type="checkbox"/>	<input type="checkbox"/>

Check **one** box in **each** row.

	<i>Yes</i>	<i>No</i>
c) Geometry		
19) Cartesian coordinates of points in a plane	<input type="checkbox"/>	<input type="checkbox"/>
20) Coordinates of points on a given straight line	<input type="checkbox"/>	<input type="checkbox"/>
21) Simple two-dimensional geometry - angles on a straight line, parallel lines, triangles, and quadrilaterals	<input type="checkbox"/>	<input type="checkbox"/>
22) Congruence and similarity	<input type="checkbox"/>	<input type="checkbox"/>
23) Symmetry and transformations (reflection and location)	<input type="checkbox"/>	<input type="checkbox"/>
24) Visualization of three-dimensional shapes	<input type="checkbox"/>	<input type="checkbox"/>
d) Proportionality		
25) Scales applied to maps and models	<input type="checkbox"/>	<input type="checkbox"/>
26) Concepts of ratio and proportion; ratio and proportion problems ...	<input type="checkbox"/>	<input type="checkbox"/>
e) Algebra		
27) Number patterns and simple relations	<input type="checkbox"/>	<input type="checkbox"/>
28) Simple algebraic expressions	<input type="checkbox"/>	<input type="checkbox"/>
29) Representing situations algebraically; formulas	<input type="checkbox"/>	<input type="checkbox"/>
30) Solving simple equations	<input type="checkbox"/>	<input type="checkbox"/>
31) Solving simple inequalities	<input type="checkbox"/>	<input type="checkbox"/>
f) Data Representation, Analysis, and Probability		
32) Representation and interpretation of data in graphs, charts, and tables	<input type="checkbox"/>	<input type="checkbox"/>
33) Arithmetic mean	<input type="checkbox"/>	<input type="checkbox"/>
34) Simple probabilities - understanding and calculations	<input type="checkbox"/>	<input type="checkbox"/>

The final two questions refer to **your mathematics class**. Please remember that this is the class which is identified on the cover of this questionnaire, and which will be tested as part of TIMSS-R in your school.

7. Overall, to what extent have student learning and engagement in your mathematics class improved as a result of changes you introduced based on participation in mathematics-related professional development you participated in since June 1998?

Check one box only.

- None
- Little
- Quite a lot
- A great deal

If “none”, please skip to end of survey.

8. To what extent has student learning and engagement in your mathematics class improved in the following areas as a result of the professional development you participated in since June 1998?

Check one box in each row.

- | | <i>None</i> | <i>Little</i> | <i>Quite a lot</i> | <i>A great deal</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Memorizing facts, definitions and formulas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Understanding concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Performing procedures (e.g., calculating, executing algorithms, replicating experiments) ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Collecting, analyzing, and interpreting data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Applying knowledge to solve real-world problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Deepening interest in mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

THANK YOU for the thought, time, and effort you have put into completing this questionnaire.