

Math Identity Survey

Name:

Part I - About You

Part II - About Students Home and Community

Place each of the words in the space below according to how well you think the word describes someone who is good at math (5 being very, very good and 0 being not good) (Leatham & Hill, 2010).

- Arrogant
Creative
Humble
Lighthearted
Passionate
Teachable
- Brave
Curious
Imaginative
Motivated
Patient
Verbal
- Brilliant
Diligent
Independent
Obedient
Persistent
- Careful
Focused
Interested
Open-minded
Resourceful
- Confident
Gifted
Introverted
Organized
Social

5	
4	
3	
2	
1	
0	

Part III - About You and Math

Place yourself on these continua according to how you feel about math. Use an “X” to indicate your position (Leatham & Hill,2010).

Enjoyment

Pain

Not Confident

Confident

Not Good at Math

Good at Math

Anxiety

Peace (No Anxiety)

Part IV - About You and Learning Math

What type of math learner are you? Circle the type of student that best describes you (Silver, Thomas, & Perini, 2000).

Mastery Math Student

- Want to learn practical information and set procedures
- Like math problems that are like problems they have solved before and that use algorithms to produce a single solution
- Approach problem solving in a step-by-step manner
- Experience difficulty when math becomes too abstract or when faced with non-routine problems
- Want a math teacher who models new skills, allows time for practice, and builds in feedback and coaching sessions

Interpersonal Math Student

- Want to learn math through dialogue, collaboration, and cooperative learning
- Like math problems that focus on real-world applications and on how math helps people
- Approach problem solving as an open discussion among a community of problem solvers
- Experience difficulty when instruction focuses on independent seatwork or when what they are learning seems to lack real world application
- Want a math teacher who pays attentions to their successes and struggles in math

Understanding Math Student

- Want to understand why the math they learn works
- Like math problems that ask them to explain, provide, or take a position
- Approach problem solving by looking for patterns and identifying hidden questions
- Experience difficulty when there is a focus on the social environment of the classroom (e.g. collaboration and cooperative problem solving)
- Want a math teacher who challenges them to think and who lets them explain their thinking

Self-Expressive Math Student

- Want to use their imagination to explore mathematical ideas
- Like math problems that are non-routine, project-like nature, and that allows them to think “outside the box”
- Approach problem solving by visualizing the problem, generating possible solutions, and exploring among alternatives
- Want a math teacher who invites imagination and creative problem solving into the math classroom.

Part V - Your Math Identity

Tell about yourself as a learner and doer of math. Include things that are important to you about math and/or doing math, things that are important for others to know about you, what math you like to do, what you value about math, etc. Consider experiences in your past have influenced your math identity.

Complete each sentence.

1. One of my best memories of learning math in grades K-12 was...

2. One of my worst memories of learning math in elementary school was...

3. A math topic or concept that really made sense to me was...

4. A math topic that was hard for me to understand was...