

1. How many children do you have? numberofchildren
2. Tell us about your child who is between the ages of 3 to 8 years old. If you have more than one child between the ages of 3 and 8, please pick one of your children in this age range as the focus for your answers throughout this entire survey. All answers should be about the same child

a. Date of Birth (dd/mm/yyyy)  <sup>1</sup> boy  <sup>2</sup> girl childgender

DOB was removed from data and converted to "age\_yr" by taking difference of DOB from September 1, 2015

(for parents of younger age range) Compared to 100 people this child's age, he/she would be better than \_\_\_\_\_ of them with numbers, such as counting or know number names compare\_child\_numbers

Compared to 100 people this child's age, he/she would be better than \_\_\_\_\_ of them with math compare\_child\_math

Compared to 100 people this child's age, he/she would be better than \_\_\_\_\_ of them with science compare\_child\_science

Compared to 100 people this child's age, he/she would be better than \_\_\_\_\_ of them with writing compare\_child\_writing

Compared to 100 people this child's age, he/she would be better than \_\_\_\_\_ of them with reading compare\_child\_reading

Compared to 100 people this child's age, he/she would be better than \_\_\_\_\_ of them with spatial skills, such as doing a puzzle compare\_child\_spatial

Colorado Learning Difficulties Questionnaire

Willcutt, E. G., Boada, R., Riddle, M. W., Chhabildas, N., Defries, C., & Pennington, B. F. (2011). Colorado Learning Difficulties Questionnaire: Validation of a parent-report screening measure. *Psychological Assessment, 22*, 778-791.

Please read each statement and decide how well it describes your child. Mark your answer by circling the appropriate number. Please do not leave any statement unmarked.

	Never/ not at all	Rarely/ a little	Sometimes	Frequently/ quite a lot	Always/ a great deal
ncldq_1	1	2	3	4	5
ncldq_2	1	2	3	4	5
ncldq_3	1	2	3	4	5
ncldq_4	1	2	3	4	5
ncldq_5	1	2	3	4	5
ncldq_6	1	2	3	4	5
ncldq_7	1	2	3	4	5
ncldq_8	1	2	3	4	5
ncldq_9	1	2	3	4	5
ncldq_10	1	2	3	4	5
ncldq_11	1	2	3	4	5
ncldq_12	1	2	3	4	5





11. What was your overall (unweighted) high school GPA? 6 = I have not attended high school

<sup>1</sup>  0-1.0   <sup>2</sup>  1.1-2.0   <sup>3</sup>  2.1-3.0   <sup>4</sup>  3.1-3.5   <sup>5</sup>  3.6-4.0   highschoolGPAblocks

b) If you remember, what was your exact overall GPA ? highschoolGPAexact

12. If you are attending or have attended college, what is/was your overall GPA? 7 = I have not attended college

<sup>1</sup>  0-1.0   <sup>2</sup>  1.1-2.0   <sup>3</sup>  2.1-3.0   <sup>4</sup>  3.1-3.5   <sup>5</sup>  3.6-4.0   <sup>6</sup>  4.1-4.5   collegeGPAblocks

b) If you remember, what was your exact overall GPA? collegeGPAexact

13. What was your overall unweighted college GPA maximum possible score?

<sup>1</sup> a. 4.0

<sup>2</sup> b. 4.5

collegeGPAmx

<sup>3</sup> c. Other \_\_\_\_\_

<sup>4</sup> = NA

14. Compared to 100 people my age, I would be better than \_\_\_\_\_ of them with

**computers** compare\_parent\_computers

compare\_parent\_math

15. Compared to 100 people my age, I would be better than \_\_\_\_\_ of them with **math**

compare\_parent\_science

16. Compared to 100 people my age, I would be better than \_\_\_\_\_ of them with **science**

compare\_parent\_writing

17. Compared to 100 people my age, I would be better than \_\_\_\_\_ of them with **writing**

compare\_parent\_reading

18. Compared to 100 people my age, I would be better than \_\_\_\_\_ of them with **reading**

19. Compared to 100 people my age, I would be better than \_\_\_\_\_ of them with **spatial**

skills, like reading maps or doing puzzles compare\_parent\_spatial

20. The SAT (also previously known as the Standard Aptitude Test and Scholastic Achievement Test) and the ACT are standardized tests commonly taken by high school students for admission to colleges and universities in the United States.

Did you take either the SAT or ACT (if you took both, please select the one below that best remember your scores for?)

<sup>1</sup>     \_\_\_ SAT

SATorACT

<sup>2</sup>     \_\_\_ ACT

<sup>3</sup>     \_\_\_ Neither

(if selected SAT)

21. What was your overall SAT score? SAT \_\_\_\_\_

22. What was the maximum possible score for the SAT when you took it?

- 1 a. 1600 highestSAT  
2 b. 2400  
3 = 3200 c. Other \_\_\_\_\_

23. What was your score on the Critical Reading portion of the SAT (also known as the Verbal section)? If you are not certain, please make your best guess. If you do not remember at all or did not take this portion of the test, please leave this field blank.

SAT\_reading \_\_\_\_\_ of 800 (leave blank if unknown or not applicable)

a. How confident are you that your Critical Reading score estimate is accurate?  
\_\_\_\_\_ (not at all 0 to very 100) SAT\_reading\_confidence

24. What was your score on the Mathematics portion of the SAT (also known as the Quantitative or Calculation section)? If you are not certain, please make your best guess. If you do not remember at all or did not take this portion of the test, please leave this field blank.

SAT\_math \_\_\_\_\_ of 800 (leave blank if unknown or not applicable)

a. How confident are you that your Mathematics score estimate is accurate?  
\_\_\_\_\_ (not at all 0 to very 100) SAT\_math\_confidence

25. What was your score on the Writing portion of the SAT?\*

*\*Please note this section was not officially added to the SAT until March 2005 and those who took the test before March 2005 likely do not have scores for this test.*

If you took this portion of the test, but are not certain of your scores, please make your best guess. If you do not remember your scores at all or did not take this portion of the test, please leave this field blank.

SAT\_writing \_\_\_\_\_ of 800 (leave blank if unknown or not applicable)

a. How confident are you that your Writing score estimate is accurate?  
\_\_\_\_\_ (not at all 0 to very 100) SAT\_writing\_confidence

(if selected ACT)

26. What was your ACT Composite score?

If you are not certain, please make your best guess. If you do not remember at all, please leave this field blank.

\_\_\_\_\_ of 36 (leave blank if unknown or not applicable) ACT\_composite

a) How confident are you that your Composite score estimate is accurate?

\_\_\_\_\_ (not at all 0 to very 100)    **ACT\_composite\_confidence**

27. What was your score on the English portion of the ACT?

If you are not certain, please make your best guess. If you do not remember at all or did not take this portion of the test, please leave this field blank.

\_\_\_\_\_ of 36 (leave blank if unknown or not applicable)    **ACT\_english**

a) How confident are you that your English score estimate is accurate?

\_\_\_\_\_ (not at all 0 to very 100)    **ACT\_english\_confidence**

28. What was your score on the Mathematics portion of the ACT?

If you are not certain, please make your best guess. If you do not remember at all or did not take this portion of the test, please leave this field blank.

\_\_\_\_\_ of 36 (leave blank if unknown or not applicable)    **ACT\_math**

a. How confident are you that your Mathematics score estimate is accurate?

\_\_\_\_\_ (not at all 0 to very 100)    **ACT\_math\_confidence**

29. What was your score on the Reading portion of the ACT?

If you are not certain, please make your best guess. If you do not remember at all or did not take this portion of the test, please leave this field blank.

\_\_\_\_\_ of 36 (leave blank if unknown or not applicable)    **ACT\_reading**

a. How confident are you that your Reading score estimate is accurate?

\_\_\_\_\_ (not at all 0 to very 100)    **ACT\_reading\_confidence**

30. What was your score on the Science portion of the ACT?

If you are not certain, please make your best guess. If you do not remember at all or did not take this portion of the test, please leave this field blank.

\_\_\_\_\_ of 36 (leave blank if unknown or not applicable)    **ACT\_science**

a. How confident are you that your Science score estimate is accurate?

\_\_\_\_\_ (not at all 0 to very 100)    **ACT\_science\_confidence**

31. What was your score on the Writing portion of the ACT?

114 If you are not certain, please make your best guess. If you do not remember at all or did not take this portion of the test, please leave this field blank.

\_\_\_\_\_ of 36 (leave blank if unknown or not applicable)     ACT\_writing

32. How confident are you that your Writing score estimate is accurate?

\_\_\_\_\_ (not at all 0 to very 100)     ACT\_writing\_confidence

Gulick ME. Anxiety in Action: a Study on Math Anxiety Among College Students. M.Sc. Thesis, State University of New York at Fredonia. 2012.

Some individuals feel anxiety when in certain situations involving mathematics. Please rate your level of anxiety when considering the following situations:

	Low anxiety	Some anxiety	Moderate anxiety	Quite a bit of anxiety	High anxiety
anx1 1) Looking through pages in a math book.	1	2	3	4	5
anx2 2) Being asked to add up 976 and 777 in your head	1	2	3	4	5
anx3 3) Determining the amount of change you should get back from a purchase involving several items.	1	2	3	4	5
anx4 4) Calculating a tip at a restaurant without using a calculator	1	2	3	4	5
anx5 5) Having someone explain bank interest rates as you decide on a savings account.	1	2	3	4	5
anx6 6) Being asked by a friend to answer the question: How long will it take to get to New York City if I drive 70 miles per hour?	1	2	3	4	5



The following questions ask for your opinion about the role of the family and the school in educating children. Please circle the number that indicates the extent to which you generally agree with each statement

	Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree
famrole1 a) Once a child is in school, the school has the main responsibility for his/her education.	1	2	3	4	5
famrole2 b) Parents have the most influence on the development of the child's attitudes and beliefs.	1	2	3	4	5
famrole3 c) Teachers at school should play a bigger part in the child's development than the parents.	1	2	3	4	5
famrole4 d) Parents should continue to teach their child, even after the child enters school.	1	2	3	4	5
famrole5 e) A child's success at school depends on how much his/her parents teach him/her at home	1	2	3	4	5

In your opinion, how important is it for children to reach the following benchmarks prior to entering kindergarten?

	Not Important				Very Important
Count to 10 benchmarks1	0	1	2	3	4
Count to 100 benchmarks2	0	1	2	3	4
Identify/recognize written numbers benchmarks3	0	1	2	3	4
Simple sums benchmarks4	0	1	2	3	4
Solve basic word problems (e.g., Two cats are on a porch and two more joined them. How many cats are on the porch now?) for sums less than 8 benchmarks5	0	1	2	3	4
Use the terms "more than" and "less than" benchmarks6	0	1	2	3	4

Accurately count 1 to 15 objects in a row <b>benchmarks7</b>	0	1	2	3	4
Count or put out 1, 2, 3, 4, or 5 objects from a larger group of objects <b>benchmarks8</b>	0	1	2	3	4
Rehearse the alphabet <b>benchmarks9</b>	0	1	2	3	4
Identify/recognize alphabet letters <b>benchmarks10</b>	0	1	2	3	4
Print name <b>benchmarks11</b>	0	1	2	3	4
Print alphabet letters <b>benchmarks12</b>	0	1	2	3	4
Sound out three letter words <b>benchmarks13</b>					

**About how many children’s books do you have in your home?** **booksinhome**

None	1 - 5	6 - 10	11 - 20	21 - 30	31 - 50	51 - 75	65 - 100	101 - 150	More than 150
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**About how many children’s books *that involve math in some way* do you have in your home?** **mathbooksinhome**

None	1 - 5	6 - 10	11 - 20	21 - 30	31 - 50	51 - 75	65 - 100	101 - 150	More than 150
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**About how many adult’s books do you have in your home?** **adultbooksinhome**

None	1 - 5	6 - 10	11 - 20	21 - 30	31 - 50	51 - 75	65 - 100	101 - 150	More than 150
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Please list the names of any children’s books you read with your child(ren), that you feel are related to number or math learning.

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Please list any toys and/or games you think are good for number or math learning

ON AVERAGE, how often do you do each of the following with your child outside of school? We are trying to determine what children and their parents do inside the home that might be related to children’s math achievement in school. If you do something in your home that you believe may be related to math learning, but it is not listed, please list it in the “Other” fields below.

For each activity below, please select the option that indicates how often you did each.

	Never	Monthly or less	Less than once a week, but a few times a month (1-3 times)	About once a week	A few times a week (2-4 times)	Almost daily
<b>mathathomeuse1 - mathathomeuse52</b>						
Use number or arithmetic flashcards	0	1	2	3	4	5
Identify names of written numbers	0	1	2	3	4	5
Play with numerical magnets	0	1	2	3	4	5
Counting objects	0	1	2	3	4	5
Sort things by color, shape, or size	0	1	2	3	4	5
Count down (10, 9, 8, 7...)	0	1	2	3	4	5
Learning simple sums (i.e., $2+2 = 4$ )	0	1	2	3	4	5
Printing numbers	0	1	2	3	4	5
Talk about money when shopping (e.g., “which costs more?”)	0	1	2	3	4	5
Measure ingredients when cooking	0	1	2	3	4	5
Bring timed	0	1	2	3	4	5
Playing with calculators	0	1	2	3	4	5
Making collections	0	1	2	3	4	5
“Connect-the-dots” activities	0	1	2	3	4	5
Using calendars and dates	0	1	2	3	4	5
Have your child wear a watch	0	1	2	3	4	5
Use number activity books	0	1	2	3	4	5
Read number storybooks	0	1	2	3	4	5
Play board games with a die or spinner	0	1	2	3	4	5
Play card games	0	1	2	3	4	5
Identifying sounds of alphabet letters						
Printing letters						
Use computer or video games to do	0	1	2	3	4	5

drawing or painting or matching and playing with shapes						
Uses a computer or video games to do addition, subtraction, or other math activities	0	1	2	3	4	5
Uses a computer or video games to do spatial tasks (such as the game Tetris)	0	1	2	3	4	5
Interact with clocks (such as pointing out to your child where the big hand and the little hand on the clock are and discussing what time it must be)	0	1	2	3	4	5
Count out money	0	1	2	3	4	5
Play with puzzles (such as picture puzzles, tangrams, slide puzzles, 3D puzzles)	0	1	2	3	4	5
Draw maps (such as treasure hunt maps)	0	1	2	3	4	5
Draw plans for houses, forts, castles, or other buildings or layouts	0	1	2	3	4	5
Measure the length and width of things	0	1	2	3	4	5
Use kits to build models (such as airplanes, animals, dinosaurs, doll houses)	0	1	2	3	4	5
Guess the number of things (such as candies in a jar)	0	1	2	3	4	5
Add or subtract numbers in your head with your child	0	1	2	3	4	5
Compare the sizes of numbers (such as 5 is more than 4)	0	1	2	3	4	5
Play with Legos or other building blocks	0	1	2	3	4	5
Play with an abacus	0	1	2	3	4	5
Keeping track of money with a Pig-E-Bank	0	1	2	3	4	5
Play with dominos	0	1	2	3	4	5
Fold or cut paper to make 3D objects (such as origami, paper planes)	0	1	2	3	4	5
Use scales	0	1	2	3	4	5
Play with a math mat	0	1	2	3	4	5
Note numbers on signs when driving or walking with children	0	1	2	3	4	5
Use numbers when referring to temperatures, time, and dates	0	1	2	3	4	5
Learn and sing math songs (such as Schoolhouse Rock)	0	1	2	3	4	5
Do math word problems	0	1	2	3	4	5
Games in the car that involve counting and/or math	0	1	2	3	4	5
Helping with math homework	0	1	2	3	4	5
Doing math in reference to sports (calculating batting averages, etc)	0	1	2	3	4	5
Recite numbers in order						
Read any storybooks						
Identify names of written alphabet letters						

Recite numbers in order						
Other:	0	1	2	3	4	5
Other:	0	1	2	3	4	5
Other:	0	1	2	3	4	5
Other:	0	1	2	3	4	5
Other:	0	1	2	3	4	5

Dots Task  
(Instructions)

Below is a link that you can click that will bring you to a task that measures your approximate sense of numbers. This is on an external website. Please read these instructions before clicking on the link.

After you click the link you will get instructions and practice and then complete the assessment. When you are finished, it will take a moment to compile your results. Then click "View Your Results" and it will bring you to an online PDF file. Please copy and paste the link to the PDF file in the field below. You are welcome to also save this to your computer if you are interested in the results.

Click here to go to the task ([http://panamath.org/expt5\\_fsu/](http://panamath.org/expt5_fsu/))

Please paste the link of the pdf document that is created for you here:

Please write the test number here:

wscore

33. Which of the following best describes the area that you currently live in?

- 1 a. Urban or large city
  - 2 b. Suburban or small city
  - 3 c. Rural
- homelocation

34. What is your gender?

- 1 a. Female
  - 2 b. Male
  - 3 c. Prefer not to answer
- gender                      newgender  
1 = Male, 2 = Female, . = prefer not to answer

35. How old are you? \_\_\_\_\_

Age

36. What is your ethnicity? (check one):

- 1 a. \_\_\_ Not Hispanic or Latino
  - 2 b. \_\_\_ Hispanic or Latino
  - 3 c. \_\_\_ would prefer to not answer
- Ethnicity

37. What is your race? (check one):

- 1 \_\_\_ American Indian or Alaska Native
  - 2 \_\_\_ Asian
  - 3 \_\_\_ Native Hawaiian or Other Pacific Islander
  - 4 \_\_\_ Black or African American
  - 5 \_\_\_ White
  - 6 \_\_\_ Other (please specify: \_\_\_\_\_)
  - 7 \_\_\_ Mixed (more than one of the above)
  - 8 \_\_\_ would prefer to not answer
- race

38. What is your *current* household income? (check one)

- |                          |                          |  |
|--------------------------|--------------------------|--|
| 1 ___ less than \$10,000 | 8 ___ 130,000 – 149,000  |  |
| 2 ___ \$10,000 – 29,000  | 9 ___ 150,000 – 169,000  |  |
| 3 ___ \$30,000 – 49,000  | 10 ___ 170,000 – 189,000 |  |
| 4 ___ \$50,000 – 69,000  | 11 ___ 190,000 – 209,000 |  |
- income

- 5    \_\_\_ \$70,000 – 89,000    12    \_\_\_ 210,000 or more  
 6    \_\_\_ \$90,000 – 109,000    .    \_\_\_ Don't know  
 7    \_\_\_ 110,000 – 129,000    .    \_\_\_ would prefer to not answer

39. What is your level of school completed? (check one)

- 1    \_\_\_ Grade 6 or less  
 2    \_\_\_ Grade 7 – 12 (without graduating high school or equivalent)  
 3    \_\_\_ Graduated high school or high school equivalent  
 4    \_\_\_ Some college  
 5    \_\_\_ Graduated from 2-year college  
 6    \_\_\_ Graduated from 4-year college  
 7    \_\_\_ Attended graduate or professional school without graduating  
 8    \_\_\_ Completed graduate or professional school  
 9    \_\_\_ Would prefer to not answer

education

40. Which of the following categories best describes your primary occupation?

- 1    a. Homemaker  
 2    b. Student  
 3    c. Unemployed  
 4    d. Retired  
 6    e. Day laborer; janitor; house cleaner; farm worker; food counter sales; food preparation worker; busboy  
 7    f. Garbage collector; short-order cook; cab driver; shoe sales; assembly line workers; masons; baggage porter  
 8    g. Painter; skilled construction trade; sales clerk; truck driver; cook; sales counter or general office clerk  
 9    h. Automobile mechanic; typist; locksmith; farmer; carpenter; receptionist; construction laborer; hairdresser  
 10    i. Machinist; musician; bookkeeper; secretary; insurance sales; cabinet maker; personnel specialist; welder  
 11    j. Supervisor; librarian; aircraft mechanic; artist or artisan; electrician; administrator; military enlister personnel; buyer  
 12    k. Nurse; skilled technician; medical technician; counselor; manager; police or fire personnel; financial manager; physical, occupational, speech therapist  
 13    l. Mechanical, nuclear, or electrical engineer; educational administrator; veterinarian; military officer; elementary, high school, or special education teacher  
 14    m. Physician; attorney; professor; chemical or aerospace engineer; judge; CEO; senior manager; public official; psychologist; pharmacist; accountant

occupation

- 14 n. Other (please specify): \_\_\_\_\_
- 15 o. would prefer to not answer

41. Please describe your job or occupation (if any) in more detail (e.g., what field is the job in, what is your job title) occupation\_coded (variable coded using coding scheme below)

~~Please write down any questions, comments, or issues that you may have had with this questionnaire.~~

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### Extra subscale coding

Colorado Learning Disabilities Questionnaire (note only calculated if at least 10% of the data is not missing):

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P_cldq_total= sum (of cldq_1-cldq_20);
P_cldq_read= sum (of cldq_1 cldq_2 cldq_3 cldq_4 cldq_5 cldq_6);
P_cldq_social =sum (of cldq_7 cldq_8 cldq_9 cldq_10);
P_cldq_anxiety= sum (of cldq_11 cldq_12 cldq_13);
P_cldq_spatial= sum (of cldq_14 cldq_15 cldq_16 cldq_17);
P_cldq_math= sum (of cldq_18 cldq_19 cldq_20);
label
P_cldq_total = 'CLDQ Total Problems sum score'
P_cldq_read = 'CLDQ Reading Problems subscale sum score'
P_cldq_social = 'CLDQ Social Cognition Problems subscale sum score'
P_cldq_anxiety = 'CLDQ Social Anxiety Problems subscale sum score'
P_cldq_spatial = 'CLDQ Spatial Problems subscale sum score'
P_cldq_math = 'CLDQ Math Problems subscale sum score';
run;
```

### Career coding scheme

- 1: Arts (artist, musician, graphic designer, actor/actress, architect)
- 2: Physical Sciences (physicist, scientist, mathematician, engineer)
- 3: Business (businessman, CEO, accountant, finance)
- 4: Law (lawyer, paralegal, judge, police officer)
- 5: Education/Psychology (teacher, professor, therapist, psychologist, counselor)
- 6: Biological Sciences (biologist, zoologist)
- 7: Medicine (doctor, nurse, dentist)
- 8: Humanities (writer, journalist, historian)
- 9: Athlete (hockey player, swimmer)
10. Stay-at-home parent
11. Unemployed/Underemployed (include the people who state MTurker only)
- 12: Other (not captured in any of the above categories)
- 13: Not sure