

PMQ ITEM LEVEL Release Codebook

(Parent Math Questionnaire for wave 4)

[P] = Parent Indicator (m=mom d=dad)

[T] = Twin Number (1 or 2)

Sections:

Part I: About Parent (NAEP)

Part II: About Child (Homework Problem Checklist)

NOTE: If errors were discovered in item-level values for variables that were not to be included in general Release datasets, the item-level corrections were not made. In such cases, only Released variables, such as the raw scores or scaled scores, were corrected.

Part I: About «Parent_1_First_Name»

1. Today's Date MPDATE [P]

2. In GRADE school, my math grade was generally: MPGGRD [P]

1 = A

2 = B

3 = C

4 = D

5 = F

6 = Outstanding

7 = Good

8 = Satisfactory

9 = Unsatisfactory

10 = Don't know

11 = Other (*Please describe*):

3. Did you have any difficulty with math in GRADE school? MPGSDF [P]

1 = None (did well)

2 = Not much

3 = Some

4 = Quite a lot

5 = A great deal (did poorly)

4. Did you get any extra help when learning math in GRADE school? MPGSHL [P]

1 = No help

2 = Yes, a teacher/aide/volunteer sometimes provided me extra help in the classroom or in a resource room at my school.

3 = Yes, I sometimes met with a private tutor (or other learning support program) outside of my school.

4 = Both 2 and 3.

5 = Other (*Please describe*):

5. In comparison to other children in your class at your GRADE school, please rate your math skills. MPGSCP [P]

1 = Above average

4 = Somewhat below average

2 = Somewhat above average

5 = Below average

3 = Average

6. In HIGH school, my math grade was generally: MPHS GR [P]

1 = A

2 = B

3 = C

4 = D

5 = F

6 = Outstanding

7 = Good

8 = Satisfactory

9 = Unsatisfactory

10 = Don't know

11 = Other (*Please describe*):

12 = Not Applicable → **Skip to Question 14 (Page 5)**

7. Did you have any difficulty with math in HIGH school? MPHS DF [P]

1 = None (did well)

2 = Not much

3 = Some

4 = Quite a lot

5 = A great deal (did poorly)

8. Did you get any extra help when learning math in HIGH school? MPHS LP [P]

1 = No help

2 = Yes, a teacher/aide/volunteer sometimes provided me extra help in the classroom or in a resource room at my school

3 = Yes, I sometimes met with a private tutor (or other learning support program) outside of my school.

4 = Yes, both 2 and 3.

5 = Other (*Please describe*):

9. In comparison to other children in your class at your HIGH school, please rate your math skills. MPHS CG [P]

1 = Above average

2 = Somewhat above average

3 = Average

4 = Somewhat below average

5 = Below average

10. In COLLEGE, my math grade was generally: MPCGRD [P]

1 = A 2 = B 3 = C 4 = D 5 = F

6 = Outstanding 7 = Good 8 = Satisfactory 9 = Unsatisfactory

10 = Don't know 11 = Other (*Please describe*):

12 = Not Applicable → **Skip to Question 14 (Page 5)**

11. Did you have any difficulty with math in COLLEGE? MPCDIF [P]

1 = None (did well)

2 = Not much

3 = Some

4 = Quite a lot

5 = A great deal (did poorly)

12. Did you get any extra help when learning math in COLLEGE? MPC HLP [P]

1 = No help

2 = Yes, I sometimes met with my instructor or teaching assistant for help (e.g. attended optional office hours or recitation sessions).

3 = Yes, I sometimes met with a private tutor (or other learning support program).

4 = Yes, both 2 and 3.

5 = Other (*Please describe*):

13. In comparison to other students in your class at your COLLEGE, please rate your math skills. MPCCGD [P]

1 = Above average

2 = Somewhat above average

3 = Average

4 = Somewhat below average

5 = Below average

14. What is the highest-level math course that you have completed? MPHGLV [P]

1 = General math (K to Grade 8)

7 = Trigonometry

2 = Algebra

8 = Pre-Calculus

3 = Geometry

9 = Statistics (college-level)

4 = General math (high school)

10 = Calculus

5 = Statistics (high school)

11 = Other (*Please describe*):

6 = Algebra II

15. How much math does your work involve? (If not working, how much math did your work involve?) MPWKM [P]

1 = A great deal

4 = Not much

2 = Quite a lot

5 = None

3 = Some

6 = Never worked

16. Do you help your children with their math homework? MPMHLP [P]

1 = A great deal

4 = Not much

2 = Quite a lot

5 = None

3 = Some

17. Did you enjoy math in GRADE school? MPEMGS [P]

1 = Loved it

4 = Did not like it

2 = Liked it a lot

5 = Hated it

3 = It was OK

18. Did you enjoy math in HIGH school? MPEMHS [P]

1 = Loved it

4 = Did not like it

2 = Liked it a lot

5 = Hated it

3 = It was OK

19. Did your brothers and/or sisters ever have problems with math? MP5IBM[P]

1 = Yes

2 = No

3 = Not sure

4 = I do not have any siblings

The following items are about your experience with reading:

20. Did you have any difficulty with learning to read in GRADE school? MPDRGS[P]

1 = None (did well)

2 = Not much

3 = Some

4 = Quite a lot

5 = A great deal (did poorly)

21. Did you have any difficulty with reading in HIGH school? MPDRHS[P]

1 = None (did well)

2 = Not much

3 = Some

4 = Quite a lot

5 = A great deal (did poorly)

22. How often do you read to yourself for pleasure? MPRDPL[P]

1 = Daily

2 = Several times a week

3 = Weekly or less

4 = I don't read to myself

23. How often does your partner/spouse read to him/herself for pleasure? MPSRDP[P]

1 = Daily

2 = Several times a week or less

3 = Weekly

4 = He/she doesn't read to him/herself.

5 = I currently do not have a partner.

24. How much reading does your work involve? (If not working, how much reading did your work involve?) MPWKRD [P]

1 = A great deal

2 = Quite a lot

3 = Some

4 = Not much

5 = None

6 = Never worked

National Assessment of Educational Progress (2003) Reading: Student Background
Questionnaire. Retrieved October 1, 2003 from
<http://nces.ed.gov/nationsreportcard/pdf/bgg/student/reading/y1br1.pdf>

[P] = Parent M = mother D = Father

[T] = Twin (1 or 2)

Part II: About «Child_1_Name»

The following are statements about children's homework organization skills. Please read each statement and **circle** the number that most closely reflects «Child_1_Name»'s experience.

Scaled Variable based on this table: M [P] PHT [P] [T]

<i>See citation/scaling on next page</i>	Never	At Times	Often	Very Often
25. «Child_1_Name» fails to bring home assignment(s) and necessary materials (textbooks, dittos)	0	1 <i>MPC [T] PP 1D</i>	2	3
26. «Child_1_Name» knows exactly what homework has been assigned	0	1	2	3
27. «Child_1_Name» denies having homework assignment(s)	0	1	2	3
28. «Child_1_Name» whines or complains about homework	0	1	2	3
29. «Child_1_Name» must be reminded to sit down and start his/her homework	0	1	2	3
30. «Child_1_Name» procrastinates or puts off doing his/her homework	0	1	2	3
31. «Child_1_Name» does homework satisfactorily without the help of someone else	0	1	2	3
32. «Child_1_Name» daydreams or plays with objects during homework sessions	0	1	2	3
33. «Child_1_Name» is not distracted by noises or activities of others	0	1	2	3
34. «Child_1_Name» does not get frustrated easily by homework assignments	0	1	2	3
35. «Child_1_Name» fails to complete his/her homework	0	1	2	3
36. «Child_1_Name» takes an unusually long time to do his/her homework	0	1	2	3
37. «Child_1_Name» produces neat or organized homework	0	1	2	3
38. «Child_1_Name» hurries through his/her homework and makes careless mistakes	0	1	2	3
39. «Child_1_Name» forgets to bring assignment(s) back to class	0	1 <i>MPC [T] PP 15 D</i>	2	3

40. Please **circle** the statement that best describes «Child_1_Name»'s performance in school.

1 = below grade level in most subjects

2 = on grade level in most subjects

3 = above grade level in most subjects

MCHPR [P] [T]

Part II: About Child

Based on Homework Problem Checklist.

Anesko, K.M., Schoiock, G., Ramirez, R., & Levine, F.M. (1987). The Homework Problem Checklist: Assessing children's homework difficulties. *Behavioral Assessment*, 9, 179-185.

Items 26 31 33 34 37 are reverse-coded, then the score is the sum of all items 25-39

M[P]PHT[P][T] PMQ: twin [T] score on homework problem checklist