

Measuring Math Engagement

This handout shows the responses of 2,727 students who responded to a survey about engagement in math conducted in Fall 2025.

Most students reported that they try to solve math problems on their own before asking for help, and report that their teachers respect them.



Percent Agreeing

My math teacher provides clear instructions.

92%

My math teacher answers my questions.

91%

Adults outside school encourage me to do well in math.

90%

I keep trying even if I don't understand a math problem.

90%

My math teacher shows me that I matter to them.

90%

Adults outside school say it's okay to make mistakes in math.

89%

I can see how different math ideas are connected.

89%

I try to finish all the math problems during class.

89%

My math teacher thinks I am good at math.

89%

I have a pencil every day in math class.

88%

I want to get really good at the math skills we are learning in class.

88%

My math teacher uses different types of classroom activities.

88%

I can be myself in math class.

87%

Percent Agreeing

I can explain how to solve a math question step by step.

87%

I help my classmates with math problems when they struggle.

87%

My math teacher gives harder math problems after I master easy ones.

87%

I practice the new math skills my teacher shows us.

86%

I use different strategies to solve math problems.

86%

Math will help me in the future.

86%

Adults outside school tell me math is important for my future.

85%

I feel comfortable asking my classmates for help in my math class.

85%

I see people who look like me doing well at math.

85%

I set high goals for myself in math class.

85%

I use my Chromebook to help me learn math.

85%

I work hard in math so I can help my family in the future.

85%

I feel comfortable asking questions in math class.

84%

Percent Agreeing

My math teacher takes time to understand me.



I double check my math problems to make sure they are correct.



My math class is a place where I can focus.



My math teacher makes learning math interesting.



I think I am good at math.



Math is useful in my life.



I can explain my math answers in different ways.



I can focus on math again after I get distracted.



My math teacher connects math to everyday life.



I use math in my life.



My classmates think I am good at math.



Adults outside school praise me for trying hard in math.



I enjoy learning new math skills.



Percent Agreeing

I feel confident asking questions in math class.



I have an adult at school like a counselor or a coach who encourages me to do my best in math.



I use online tools to help me solve math problems.



My math teacher lets me decide how I want to learn math.



My math teacher takes time to understand my culture.



I can do well in harder math classes.



My classmates keep me motivated in math.



I can focus on math even when the class is disruptive.



I am tired during math class.



My teacher uses examples related to my interests to teach math.



Adults outside school help me with math problems.



I look forward to math class.



Adults outside school teach me different ways to learn math.



Percent Agreeing

I am hungry during math class.



I like to solve hard math problems.



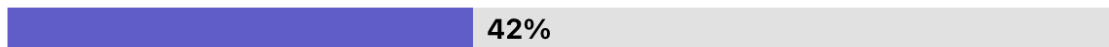
I get help outside of school to learn new math skills.



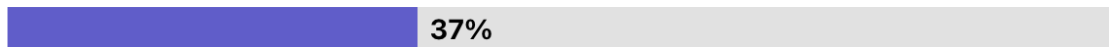
Adults outside school give me math resources like afterschool programs or tutors.



I make study aids like flashcards to help me learn math.



I ask for harder math problems after I master easy ones.

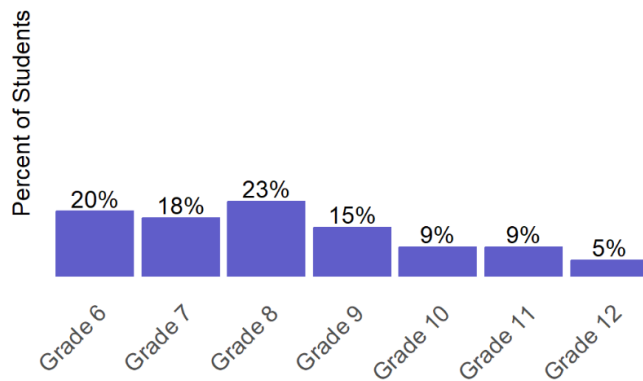


I often feel discouraged in math class.

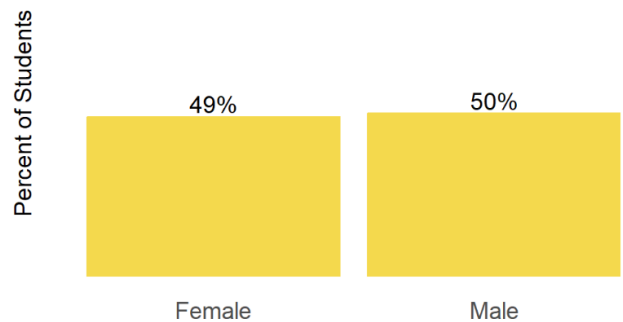


61% of respondents were middle school students

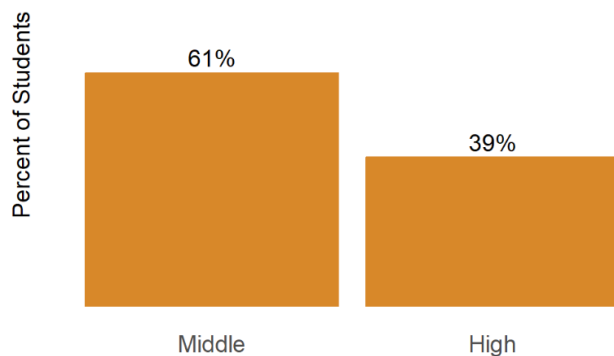
Grade



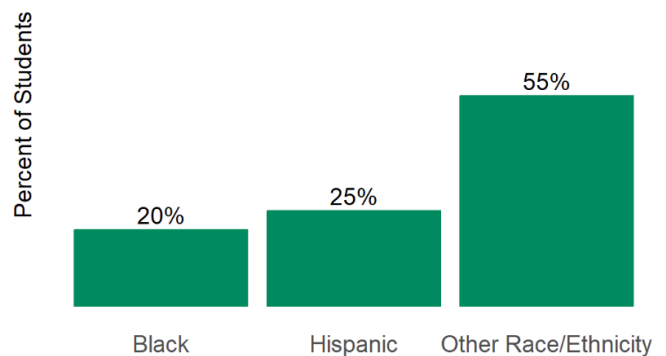
Gender



School Level



Race or Ethnicity



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