**Instructional Choice Student Social Validity Survey**

*Before we get started... What do you think?*

<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to have choices during math lessons.</td>
<td></td>
<td></td>
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<tr>
<td>Having choices would make math lessons more enjoyable.</td>
<td></td>
<td></td>
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<tr>
<td>I would get more of my work done if I had choices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other students in my class would enjoy having choices.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Percentage:** 

\[
\frac{\text{total number}}{\text{total number possible}} \times 100 =
\]

**Additional Comments:**

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

Adapted from Figure 8.3 (see page 198):

### Instructional Choice Student Social Validity Survey

**Now that you have tried it... What do you think?**

<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>No, not really</td>
<td>Sometimes</td>
<td>Yes, definitely</td>
</tr>
</tbody>
</table>

1. I liked having choices during math lessons.

2. Having choices made math lessons more enjoyable.

3. I got more of my work done because I had choices.

4. Other students in my class enjoyed having choices.

**Percentage:**

\[
\text{Percentage} = \left( \frac{\text{total number}}{\text{total number possible}} \right) \times 100
\]

**Additional Comments:**

_____________________________________________________________________________

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Adapted from Figure 8.3 (see page 198):