

NATIONAL INDIAN EDUCATION STUDY

STUDENT GRADE 4

OMB Information on Questionnaires

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0803. The time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences, sponsored by the Office of Indian Education, Undersecretary of Education. While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

OMB No. 1850-0803 Approval Expires:

1. How much do you know about your American Indian tribe or Alaska Native group?
For example, you may know about the history, traditions or arts and crafts of your tribe or group.
 - A. Nothing or not very much
 - B. A little
 - C. Some
 - D. A lot
- 2.a. How often do you go to American Indian or Alaska Native ceremonies and gatherings?
 - A. Never
 - B. Less than once a year
 - C. At least once a year
 - D. Several times a year
- 2.b. How often do you go to American Indian or Alaska Native cultural activities?
 - A. Never
 - B. Less than once a year
 - C. At least once a year
 - D. Several times a year
- 3.a. How often do members of your family talk to each other in your American Indian or Alaska Native language?
 - A. Never or hardly ever
 - B. Once or twice a month
 - C. Once or twice a week
 - D. Almost daily
- 3.b. How often do people in your school talk to each other in your American Indian or Alaska Native language?
 - A. Never or hardly ever
 - B. Once or twice a month
 - C. Once or twice a week
 - D. Almost daily
4. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about culture and traditions?
 - A. Yes
 - B. No
5. During 4th grade, has your class gone on field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people?
 - A. Yes
 - B. No

6. During 4th grade, have you checked out books or other materials about American Indian or Alaska Native people from the school library? Do not count things you checked out of the public library.

- A. Yes
- B. No

7a. How often do you read for fun on your own time?

- A Almost every day
- B Once or twice a week
- C Once or twice a month
- D Never or hardly ever

7b. How often do you do mathematics for fun on your own time (for example, play mathematics games, or solve mathematics puzzles)?

- A Almost every day
- B Once or twice a week
- C Once or twice a month
- D Never or hardly ever

The next few sentences are about reading. Fill in one oval to show the statement that describes a person like you.

8. When my teacher talks about something interesting, I want to read more about it.

- A. This is not like me.
- B. This is a little like me.
- C. This is a lot like me.

9a. I enjoy reading about American Indian or Alaska Native people.

- A. This is not like me.
- B. This is a little like me.
- C. This is a lot like me.

9b. I enjoy reading about people who are different from me.

- A. This is not like me.
- B. This is a little like me.
- C. This is a lot like me.

9c. I enjoy reading long stories.

- A. This is not like me.
- B. This is a little like me.
- C. This is a lot like me.

10a. How good do you think you are in **reading**?

- A. Poor
- B. Fair
- C. Good
- D. Excellent

10b. How well do you read?

- A. Poor
- B. Fair
- C. Good
- D. Excellent

10c. What kind of reader are you?

- A. Poor
- B. Fair
- C. Good
- D. Excellent

The next few sentences are about math. Fill in one oval to show the statement that describes a person like you.

11a. How good do you think you are in **math**?

- A. Poor
- B. Fair
- C. Good
- D. Excellent

11b. How well do you do math?

- A. Poor
- B. Fair
- C. Good
- D. Excellent

11c. What kind of math student are you?

- A. Poor
- B. Fair
- C. Good
- D. Excellent

12a. When my teacher talks about math, I want to learn more about it.

- A. This is not like me.
- B. This is a little like me.
- C. This is a lot like me.

12b. I enjoy learning about American Indian or Alaska Native systems of counting

- A. This is not like me.
- B. This is a little like me.
- C. This is a lot like me.

12c. I enjoy learning about using traditional American Indian or Alaska Native symbols and designs in math.

- A. This is not like me.
- B. This is a little like me.
- C. This is a lot like me.

13.. How much do you like school?

- A. Not at all
- B. A little
- C. Somewhat
- D. Very much

The next few questions ask about who helps you with your schoolwork before or after school. For example, they might help you study for a test, help you with a school project, or go over your homework with you.

14a. Does a teacher or another adult from your school help you with your schoolwork?

- A. Yes
- B. No

14b. Does another student from your school help you with your schoolwork?

- A. Yes
- B. No

14c. Does someone else who lives in your community or is a friend of your family help you with your schoolwork?

- A. Yes
- B. No

- 14d. Does a parent or someone else from your family help you with your schoolwork?
- A. Yes
 - B. No
15. Do you know the name of the American Indian tribe or Alaska Native group you belong to?
- A. Yes
 - B. No
 - C. I'm not sure
16. If you know the name of your American Indian tribe or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

17. What else would you like to say about yourself or about American Indian or Alaska Native people? Use these lines to write your ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT TO US.

**National Indian Education Study
Student Questionnaire: Grade 4
Cognitive Laboratory Protocol**

Student ID: _____ **Interviewer:** _____ **Date:** _____

I. INFORMATION FOR THE INTERVIEWER

Description of the Protocol

The protocol begins with an *Introduction and Practice* section that is intended to:

- Acquaint the student with the purpose of the questionnaire and interview
- Explain the reason for audio-taping the interview, and assure confidentiality
- Explain the consent form and elicit the student's consent to the interview
- Explain and demonstrate the think aloud technique
- Give the student opportunity to practice thinking aloud

The protocol continues with *The Questionnaire*, beginning with the directions and sample questions and then proceeding through each of the questions. For the benefit of the interviewer, a statement explaining its purpose precedes each question. **Since the intent of the interview is to determine how a question is interpreted, this statement should never be read aloud to the student.** Each question is followed by some space to record the student's think aloud comments and by suggested probes that can be used to elicit additional information about the student's reaction to the question.

Suggestions for Administration

You will need the following materials:

- The Student Questionnaire: Grade 4
- The Student Questionnaire: Grade 4 Cognitive Laboratory Protocol
- 2 student consent forms
- A tape recorder
- Paper and pencil

A script is provided for the *Introduction and Practice* section, which the interviewer should use as a model of how to proceed. **The interviewer should not read the script word for word, but rather become familiar enough with its contents to be able to conduct the interview in a natural and conversational manner, paraphrasing or giving further explanation as appropriate.**

After explaining the purpose of the interview, the reason for audio-taping the interview should be discussed and the student should be assured that his/her responses will be kept confidential. The student consent form should be read and explained, and the student should be encouraged to sign the form. Collect the signed form and give the student the second copy to keep. If the student is reluctant to sign the consent form, verbal consent is acceptable. **(Confirm that there is a signed parent consent form before meeting with the student)** After receiving the student's consent, the interviewer should explain and demonstrate the think aloud technique. As a model for the student, it will be helpful to use pencil and paper to take notes during this demonstration. The student should then be provided with pencil and paper and given the opportunity to practice thinking aloud. Allow as much practice time as necessary to make the student comfortable in using the think aloud technique. The *Introduction and Practice* section of the protocol does not need to be audio-taped.

Now proceed to *The Questionnaire*. Before turning on the tape recorder, remind the student that you will be taping the remainder of the interview. Each question and the question responses, including the sample questions, should be read aloud to the student and the student should then be directed to answer the question and to think aloud while doing so. In questions that have multiple parts (subquestions), each subquestion should be read separately, followed by the response choices. In most cases, words from the question stem should also be repeated with each subquestion to maintain context. **The protocol includes specific read-aloud instructions for each question of this type.**

Monitor and record the student's think aloud comments, paying attention to how the question is comprehended, information retrieved and synthesized, and a response produced. If the student is not volunteering comments, prompts may be used such as: *Could you tell me what you are thinking now? What's going on in your mind now? What else?* Do not, however, attempt in any way to help the student answer the question. If the student asks for help in choosing an answer, you might say: *Just put down the answer you think is best. Remember, there are no right or wrong answers.* The probes following each question may be asked to obtain more information. You may formulate and ask other probes as well, but remember that the purpose of the interview is not to lead the student to the "correct" answer, but to determine how the student has interpreted the question and chosen a response. **For questions with multiple parts, you should wait until all parts have been answered before probing.**

II. COGNITIVE LABORATORY PROTOCOL

Introduction and Practice

Use this script, or something similar, to explain the purpose of the interview, the reason for audio-taping it, and to obtain the student's consent to be interviewed:

I have some questions that students like you in many different schools will be asked to answer about themselves, their schools, and their families. The questions have no "right or wrong" answers, but some may not be easy to understand and answer. I would like your help in trying to make these questions easier to understand and answer. I'll be taking notes on what you tell me, but I would also like to use a tape recorder so I can check back and make sure I know exactly what you said. No one else will listen to this tape and I won't use your name or the name of your school.

Before continuing, ask the student if he/she has any questions. After answering questions and giving further explanation, continue:

Before we begin, I have a paper for us to read together so that I am sure you understand what we are doing today and so that you can give me your permission to ask you the questions and write down and tape your answers.

Give the student a copy of the consent form and read it aloud while she/he follows along. Ask the student if he/she has any questions. After answering questions and giving further explanation, ask the student to sign the consent form. Collect the signed consent form from the student and give him/her the second copy to keep. If a student is reluctant to sign, ask the student to give verbal assent. Be sure, however, that written consent has been received from the student's parent(s) before proceeding. Then continue with an explanation and demonstration of the think aloud process.

Now let's talk about how you will help me try out the questionnaire. The main thing that I need you to do is think aloud as you answer each question so that I will know what you are thinking. In other words, I would like you to say aloud everything you say to yourself silently when you are thinking. This is not what people usually do, so I'll give you an example. Suppose there was a question that asked: "How many different kinds of fruit have you eaten today and yesterday?"

*I would probably start by saying: I think I'll use paper and pencil to help me figure out my answer. **(Select a piece of paper and a pencil.)** Now let me see. Today, I had a banana for breakfast. That's one. **(Record the number.)** What kind of fruit did I eat yesterday? Well I had orange juice for breakfast. That was juice, but it comes from a fruit, so I guess I'll count that. **(Record the number.)** I had another banana but the question says how many different kinds so I won't count that again. I had some carrot*

*sticks for lunch, but carrots are vegetables not fruit, so I won't count that either. But I had an apple for a snack this afternoon and apples are fruit so I'll count that. **(Record the number.)** And I had watermelon for dinner. **(Record the number.)** So my answer is four different kinds of fruit.*

Now give the student opportunity to practice thinking aloud.

OK, how about you? How many different kinds of fruit have you eaten today and yesterday? Remember to tell me what you're thinking. Here's a pencil and a piece of paper you can use to help you figure out your answer.

Give the student pencil and paper and have him/her answer the same question. Alternate questions (which may also be used for additional practice) are: How many different kinds of vegetables have you eaten in the past three days? How many windows are in your house? How many television programs have you watched in the past three days? Model a response to these questions in a manner similar to the original question. When the student seems comfortable with the think aloud process, proceed to the questionnaire.

The Questionnaire

Before beginning, remind the student why you want to audio-tape the interview and be sure that she/he consents to your doing this. Then turn on the tape recorder and hand the student the questionnaire opened to the first page. Tell the student to follow along as you read the first paragraph Example 1, and the sentence that follows Example 1. Remind him/her to think aloud while answering Example 1.

National Indian Education Study
Student Questionnaire: Grade 4

While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of students, teachers, and schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

In this booklet you will be asked about yourself, your education, and your family. For some questions, the choices will be written down the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

A Watching television

B Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

Think Aloud Comments:

Probes:

Did you understand the directions for Example 1?

Other Probes:

Proceed in the following manner for each of the 17 questions that follow:

- **Read the purpose of the question to yourself.**
- **Direct the student to the question and tell him/her to follow along as you read the question aloud.**
- **Instruct the student to answer the question and to think aloud while doing so.**
- **Record the student's comments.**
- **Ask probes, as appropriate, before going on to the next question.**
- **Never probe a word or an idea until after the last time it appears in the questionnaire.**

The purpose of Question 1 is to determine how much the student knows about the tribe or village with which he/she identifies. This might include tribal or village history, traditions, dances, crafts, etc.

1. *How much do you know about your American Indian tribe or Alaska Native group?
For example, you may know about the history, traditions, or arts and crafts of your tribe or group.*
 - A *Nothing or not very much*
 - B *A little*
 - C *Some*
 - D *A lot*

Think Aloud Comments:

Probes:

Why did you choose this answer?

What are some things you know about your tribe or village?

Other Probes:

The purpose of Question 2 is to determine how often the student attends ceremonies and gatherings given by members of his/her tribe or village.

2a. How often do you go to American Indian or Alaska Native ceremonies and gatherings?

- A Never*
- B Less than once a year*
- C At least once a year*
- D Several times a year*

Think Aloud Comments:

Probes:

Why did you choose this answer?

Tell me about some of the ceremonies and gatherings you have gone to. What do you call these ceremonies and gatherings?

Are there special ceremonies that you do just with people in your family? Tell me about them.

What does “ceremonies and gatherings” mean?

2b. *How often do you go to American Indian or Alaska Native cultural activities?*

1. *Never*
2. *Less than once a year*
3. *At least once a year*
4. *Several times a year*

Think aloud comments:

Probes:

Why did you choose this answer?

Tell me about some of the cultural activities you have gone to.

What does “cultural activity” mean?

The purpose of Question 3 is to determine the frequency with which a traditional language is spoken by the student's family. The question asks only if the language is used, not if the student understands or speaks the language.

3a. How often do people in your family talk to each other in your American Indian or Alaska Native language?

- 1. Never or hardly ever*
- 2. Once or twice a month*
- 3. Once or twice a week*
- 4. Almost daily*

Think Aloud Comments:

Probes:

Why did you choose this answer?

What is the traditional language that people in your family speak?

How much of this language do you understand?

If the student does not understand the language:

How can you tell when members of your family are speaking this language?

Other Probes:

3b. How often do people in your school talk to each other in your American Indian or Alaska Native language?

- 5. Never or hardly ever*
- 6. Once or twice a month*
- 7. Once or twice a week*
- 8. Almost daily*

Think Aloud Comments:

Probes:

Does your teacher speak to students in your language?

Do students speak to the teacher in your language?

Do students speak to each other in your language?

When during the school day is this most likely to happen?

Other Probes:

The purpose of Question 4 is to determine whether or not members of the student's tribe or village have come to school during the current school year to teach about culture, traditions, and other matters of importance to the particular tribe or village.

4. During 4th grade have any American Indian or Alaska Native people come to your school to talk about culture and traditions?

A Yes

B No

Think Aloud Comments:

Probes:

Who were the people from your tribe or village that came to your school? When did they come? What did they teach you?

Did any people who were not from your tribe or village come to your school to teach you about American Indian or Alaska Native culture and traditions? Who were they? What did they teach you?

What does "culture" mean?

What does "traditions" mean?

What would be examples of other things that are important to your tribe or village?

Other Probes:

The purpose of Question 5 is to determine whether or not the student’s class has gone on field trips or attended off-campus special events during the current school year to learn about American Indian or Alaska Native history and traditions.

5. During 4th grade, has your class gone on field trips to museums, traditional villages or other places to learn about American Indians or Alaska Native people?

A Yes

B No

Think Aloud Comments:

Probes:

Tell me about a field trip you went on. When did you go on the trip? What did you learn about American Indians or Alaska Natives on this field trip?

Tell me about a special event you attended. When was the event? What did you learn about American Indians or Alaska Natives at this event?

What is a “field trip”?

What does “special event” mean?

Other Probes:

The purpose of Question 6 is to determine whether or not the student has checked out books, videos, or other materials about American Indians or Alaska Natives from the school library in during the current school year.

6. During 4th grade, have you checked out books, videos, or other materials about American Indians or Alaska Native people from the school library? Do not count things you checked out of the public library.

A Yes

B No

Think Aloud Comments:

Probes:

What are the names of some of the books or videos you checked out?

Have you checked out any other kinds of materials about American Indians or Alaska Natives from the school library? What were they?

When was the last time you checked out something about American Indians or Alaska Natives from the school library?

Did you ever use books or other materials or watch videos about American Indians or Alaska Natives in the library even if you didn't check them out?

What does "checked out" mean?

Other Probes:

The purpose of Question 7 is to determine the extent to which the student reads or does math activities for pleasure.

7a. How often do you read for fun on your own time?

- A Almost every day*
- B Once or twice a week*
- C Once or twice a month*
- D Never or hardly ever*

Think Aloud Comments:

Probes:

Why did you choose this answer?

When you answered this question, were you thinking about reading your teacher asked you to do as part of your schoolwork?

When you answered this question were you thinking about lots of different kinds of reading materials like books, magazines, and comic books?

What does “reading for fun” mean?

What does “on your own time” mean?

Other Probes:

7b. *How often do you do mathematics for fun on your own time (for example, play mathematics games, or solve mathematics puzzles)?*

- A Almost every day*
- B Once or twice a week*
- C Once or twice a month*
- D Never or hardly ever*

Think Aloud Comments:

Probes:

Why did you choose this answer?

When you answered this question, were you thinking about math that you do for your teacher as part of your homework?

What types of math activities were you thinking about?

What makes those math activities fun?

The purpose of Questions 8 and 9 is to determine the extent to which the student enjoys reading about cultures of American Indian or Alaska Native people or other people.

The next few sentences are about reading. Fill in one oval to show the statement that describes a person like you.

8. When my teacher talks about something interesting, I want to read more about it.

9. This is not like me.

10. This is a little like me.

11. This is a lot like me.

9a. I enjoy reading about American Indian or Alaska Native people.

12. This is not like me.

13. This is a little like me.

14. This is a lot like me.

9b. I enjoy reading about people who are different from me.

15. This is not like me.

16. This is a little like me.

17. This is a lot like me.

9c. I enjoy reading long stories.

18. This is not like me.

19. This is a little like me.

20. This is a lot like me.

Think Aloud Comments:

Probes:

Why did you choose these answers?

Tell me about something interesting you read? What made it interesting to you?

What do you like most about reading about American Indian or Alaska Native people?

What does “people who are different from me” mean?

How long do you think a “long story” is?

Other Probes:

The purpose of Question 10 is to determine the student's self-evaluation about how good they are in reading.

*10a. How good do you think you are in **reading**?*

- 21. Poor*
- 22. Fair*
- 23. Good*
- 24. Excellent*

10b. How well do you read?

- 25. Poor*
- 26. Fair*
- 27. Good*
- 28. Excellent*

10c. What kind of reader are you?

- 29. Poor*
- 30. Fair*
- 31. Good*
- 32. Excellent*

Think Aloud Comments:

Probes:

Why did you choose those answers?

What is a “good” reader?

What is a “poor” reader?

The purpose of Question 11 is to determine the student's self-evaluation about how good they are in math.

The next few sentences are about math. Fill in one oval to show the statement that describes a person like you.

11a. How good do you think you are in **math**?

33. Poor

34. Fair

35. Good

36. Excellent

11b. How well do you do math?

37. Poor

38. Fair

39. Good

40. Excellent

11c. What kind of math student are you?

41. Poor

42. Fair

43. Good

44. Excellent

Think Aloud Comments:

Probes:

Why did you choose those answers?

What does it mean to be “good” in math?

Other Probes:

The purpose of Question 12 is to determine the student's enjoyment in math in general and in American Indian or Alaska Native counting or symbols or math designs.

12a. When my teacher talks about math, I want to learn more about it.

45. This is not like me.

46. This is a little like me.

47. This is a lot like me.

12b. I enjoy learning about American Indian or Alaska Native systems of counting.

48. This is not like me.

49. This is a little like me.

50. This is a lot like me.

12c. I enjoy learning about using traditional American Indian or Alaska Native symbols and designs in math.

51. This is not like me.

52. This is a little like me.

53. This is a lot like me.

Think Aloud Comments:

Probes:

Why did you choose these answers?

Tell me about the American Indian or Alaska Native systems of counting.

What are some ways you have used American Indian or Alaska Native designs and symbols in math?

Other Probes:

The purpose of Question 13 is to determine the student's general feeling about the experience of attending school.

13. How much do you like school?

- A Not at all*
- B A little*
- C Somewhat*
- D Very much*

Think Aloud Comments:

Probes:

Why did you choose this answer?

Have you always felt this way about school?

What does the word "somewhat" mean?

Other Probes:

The purpose of Question 14 is to determine whether the student can get help with the schoolwork from a teacher, other adults from school, someone in the community, or someone other than the families.

The next few questions ask about who helps you with your schoolwork before or after school. For example, they might help you study for a test, help you with a school project, or go over your homework with you.

14a. Does a teacher or another adult from your school help you with your schoolwork?

54. Yes

55. No

14b. Does another student from your school help you with your schoolwork?

56. Yes

57. No

14c. Does someone else who lives in your community or is a friend of your family help you with your schoolwork?

58. Yes

59. No

14d. Does a parent or someone else from your family help you with your schoolwork?

60. Yes

61. No

Think Aloud Comments:

Probes:

Why did you choose this answer?

Do you ever get help with your schoolwork?

When was the last time you got help?

Who in your family helps you with schoolwork?

What kind of things do they help you with?

Who helps you most with schoolwork?

Other Probes:

The purpose of Questions 15 and 16 is to determine whether the student knows the name of their own tribe group.

15 *Do you know the name of the American Indian tribe or Alaska Native group you belong to?*

62. *Yes*

63. *No*

64. *I'm not sure.*

16. *If you know the name of your American Indian tribe or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.*

The purpose of Question 17 is to give the student the opportunity to make other comments. If the student does not wish to make comments, this item may be skipped.

17. What else you would like to say about yourself or about American Indian or Alaska Native people? Use these lines to write your ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT TO US.