

NATIONAL INDIAN EDUCATION STUDY

STUDENT GRADE 8

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 each of the following? Fill in **one** oval on each line.

		Nothing	A little	Some	A lot
a.	Your American Indian or Alaska Native history	A	B	C	D
b.	Your American Indian or Alaska Native traditions	A	B	C	D
c.	Issues today that are important to American Indians or Alaska Natives	A	B	C	D

2. How often have you participated in each of the following American Indian or Alaska Native activities? Fill in **one** oval on each line.

		Several times a year	At least once a year	Less than once a year	Never
a.	Ceremonies and gatherings for people from your American Indian or Alaska Native group	A	B	C	D
b.	Ceremonies and gatherings that bring together people from many different American Indian or Alaska Native groups	A	B	C	D
c.	Other American Indian or Alaska Native activities	A	B	C	D

- 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. Since you have been in 8th grade, how often have any of your teachers talked to your class about the culture, traditions, or history of American Indian or Alaska Native people?
- a. Never or hardly ever
 - b. Once or twice a month
 - c. Once or twice a week
 - d. Almost every day
5. Since you have been in 8th grade, has your school, or any of your teachers, provided you with the following resources? Fill in **one** oval on each line.

		<u>Yes</u>	No
a	American Indian or Alaska Native people who talk about	A	B
.	culture and traditions		
b	American Indian or Alaska Native art and craft demonstrations	A	B
.			
c	Traditional American Indian or Alaska Native music and	A	B
.	dance performances		
d	Field trips to museums, traditional villages, or other places that	A	B
.	tell about American Indian or Alaska Native people		
e	Books, videos, or computer software about American Indian or	A	B
.	Alaska Native history and traditions		
f.	Books, videos, or computer software about current issues that	A	B
	are important to American Indian or Alaska Native people		

6.a. 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

6.b. 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

7.a. Here are some sentences about reading. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	<u>This is not</u> <u>like me.</u>	<u>This is a little</u> <u>like me.</u>	<u>This is a lot</u> <u>like me.</u>
a. When my teacher talks about something interesting, I want to read more about it.	A	B	C
b. I enjoy reading about American Indian or Alaska Native people.	A	B	C
c. I enjoy reading about people who are different from me.	A	B	C
d. I enjoy reading long stories.	A	B	C

- 7.b. Here are some sentences about mathematics. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	<u>This is not like me.</u>	<u>This is a little like me.</u>	<u>This is a lot like me.</u>
a. When my teacher talks about mathematics, I want to learn more about it.	A	B	C
b. I enjoy learning about American Indian or Alaska Native systems of counting.	A	B	C
c. I enjoy learning about using traditional American Indian or Alaska Native symbols and designs in mathematics.	A	B	C

8. How do you rate yourself in each of the following areas? Fill in **one** oval on each line.

	Excellent	Good	Fair	Poor
a. Reading	A	B	C	D
b. Mathematics	A	B	C	D
.				

9. How much will the things you are learning in school prepare you for the life you want to lead?

- a. Very much
- b. A fair amount
- c. Only a little
- d. Not at all

10. Which of the following are you most likely to do in your first year after high school?
Fill in only **one** oval.

- | | | |
|----|------------------------------|---|
| a. | Go to college full time | A |
| b. | Go to college part time | B |
| c. | Go to trade school full time | C |
| d. | Go to trade school part time | D |
| e. | Join the military | E |
| f. | Work full time | F |
| g. | Work part time | G |
| h. | I don't know | H |

11. Do any of the following people help 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. Fill in **one** oval on each line.

- | | Yes | No |
|---|-----|----|
| a. A teacher or another adult from my school | A | B |
| b. Another student | A | B |
| c. Someone else who lives in my community or is a friend of my family | A | B |
| d. A parent or someone else from my family. | A | B |

12. Since you have been in 8th grade, how often have you talked with any of your teachers outside of regular class periods? This could be to get extra help with your assignments, to talk about personal issues, or just to visit.

- a. Almost every day
- b. Once or twice a week
- c. Once or twice a month
- d. Never or hardly ever

13. Since you have been in 8th grade, how many times have you talked to each of the following about the classes you should take in high school or about what you want to do after high school?

	Never	One time	Two or three times	Four or more times
a. A teacher	A	B	C	D
b. A school counselor	A	B	C	D
c. A family member	A	B	C	D
d. Someone outside of your family or school	A	B	C	D

14. Since you have been in 8th grade, have you played on a team or belonged to a drama, music, or other club at school?

- a. Yes
- b. No

15. Do you know the name of your American Indian tribe or Alaska Native group?

- 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.

**National Indian Education Study
Student Questionnaire: Grade 8
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 8
- The Student Questionnaire: Grade 8 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 by the student and the student should then be directed to answer the question and to think aloud while doing so. **If the student has difficulty reading the questions, they may be read to him/her. Switch to the Read-Aloud protocol, which contains specific guidance for reading the multiple-part questions.**

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 read the first paragraph, read and answer Example 1, and read the sentence that follows Example 1. Remind him/her to think aloud while answering Example 1.

National Indian Education Study
Student Questionnaire: Grade 8

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:

Ask the student to read the next paragraph and to read and answer Example 2.
Remind the student to think aloud as he/she answers Example 2.

The choices for some other questions will be written across the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in one oval on each line.

	<i>Never or hardly ever</i>	<i>Once or twice a month</i>	<i>Once or twice a week</i>	<i>Almost every day</i>
a. Watch television	A	B	C	D
b. Play a game with friends	A	B	C	D

Think Aloud Comments:

Probes:

Did you understand the directions for Example 2?

Do you think you will know how to answer other questions like those found in Examples 1 and 2?

Other Probes:

Tell the student to read the rest of the page.

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

Think Aloud Comments:

Probes:

Did you understand these directions?

Other Probes:

Direct the student to turn to the next page of the questionnaire and to read the paragraph at the top of the page.

This booklet begins with questions about your American Indian tribe or Alaska Native village. By tribe or village we mean your ancestors or the people from whom you are descended. You and your family may live together with other people from your tribe or village. Or you may live somewhere else.

Think Aloud Comments:

Probes:

Did you understand this paragraph?

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 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 the student rates himself/herself with respect to knowledge of the history, traditions, and current events of American Indian and Alaska Native people.

*1. How much do you know about each of the following? Fill in **one** oval on each line.*

		Nothing	A little	Some	A lot
a.	Your American Indian or Alaska Native history	A	B	C	D
b.	Your American Indian or Alaska Native traditions	A	B	C	D
c.	Issues today that are important to American Indians or Alaska Natives	A	B	C	D

Think Aloud Comments:

Probes:

Why did you choose these answers?

Tell me something about your history.

Tell me about one of your traditions

Tell me about a current event or issue that is important to you.

What is the difference between “a lot” and “some?”

What is the difference between “some” and “a little?”

Other Probes:

The purpose of Question 2 is to determine how often the student participates in various American Indian or Alaska Native ceremonies or gatherings that bring people from his/her group or many different groups together.

2. How often have you participated in each of the following American Indian or Alaska Native activities? Fill in **one** oval on each line.

		Several times a year	At least once a year	Less than once a year	Never
a.	Ceremonies and gatherings for people from your American Indian or Alaska Native group	A	B	C	D
b.	Ceremonies and gatherings that bring together people from many different American Indian or Alaska Native groups	A	B	C	D
c.	Other American Indian or Alaska Native activities	A	B	C	D

Think Aloud Comments:

Probes:

Why did you choose these answers?

Does your family have special ceremonies? Tell me about them.

Tell me about some of the ceremonies and gatherings you have attended..

Tell me about the different gatherings you have gone to with other people

Do you ever go to community meetings that talk about different issues? What are the issues that are discussed?

What are “ceremonies and gatherings?”

Other Probes:

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

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*

Think Aloud Comments:

Probes:

Why did you choose this answer?

What is the traditional language spoken in your family? In your school?

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? Members of your school?

Other Probes:

The purpose of Question 4 is to get the student's perspective on the frequency with which the culture, traditions, or history of American Indian or Alaska Native people has been incorporated into the classroom curriculum during the current school year.

4. Since you have been in 8th grade, how often have **any of your teachers** talked to your class about the culture, traditions, or history of American Indian or Alaska Native people?

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

Think Aloud Comments:

Probes:

Why did you choose this answer?

What are some things your teachers have said about American Indian or Alaska Native culture and traditions?

What have the teachers talked about that are important to you?

Do your teachers ever talk about different kinds of American Indian or Alaska Native tribes?

Other Probes:

The purpose of Question 5 is to determine whether or not the student's school or teachers provide resources such as American Indian or Alaska Native art and craft demonstrations or traditional music and dance performances.

5. Since you have been in 8th grade, has your school, or **any of your teachers**, provided you with the following resources? Fill in **one** oval on each line.

		Yes	No
a.	American Indian or Alaska Native people who talk about culture and traditions	A	B
b.	American Indian or Alaska Native art and craft demonstrations	A	B
c.	Traditional American Indian or Alaska Native music and dance performances	A	B
d.	Field trips to museums, traditional villages, or other places that tell about American Indian or Alaska Native people	A	B
e.	Books, videos, or computer software about American Indian or Alaska Native history and traditions	A	B
f.	Books, videos, or computer software about current issues that are important to American Indian or Alaska Native people	A	B

Other Probes:

The purpose of Question 6 is to determine the extent to which the student reads and does math for pleasure.

6.a. *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*

6.b. *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?

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

(For the mathematics question) When you answered this question, were you thinking about mathematics that your teacher asked you to do as part of your schoolwork?

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

(For the mathematics question) When you answered this question were you thinking about lots of different kinds of mathematics items such as calculators, money, computers, speedometers, and video games?

(For the reading question) What does “reading for fun” mean to you?

(For the mathematics question) What does “mathematics for fun” mean to you?

What does “on your own time” mean?

Other Probes:

The purpose of Question 7 is to determine the kinds of literature that the student reads and the extent to which the student enjoys mathematics, in general, as well as incorporating mathematical components specific to American Indian and Alaska Native culture.

7a. Here are some sentences about reading. For each line, circle **one** letter to show whether the sentence describes a person like you.

	This is <u>not</u> like me.	This is <u>a little</u> like me.	This is <u>a lot</u> like me.
a. When my teacher talks about something interesting, I want to read more about it.	A	B	C
b. I enjoy reading about American Indian or Alaska Native people.	A	B	C
c. I enjoy reading about people who are different from me.	A	B	C
d. I enjoy reading long stories.	A	B	C

7b. Here are some sentences about mathematics. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is <u>not</u> like me.	This is <u>a little</u> like me.	This is <u>a lot</u> like me.
a. When my teacher talks about mathematics, I want to learn more about it.	A	B	C
b. I enjoy learning about American Indian or Alaska Native systems of counting.	A	B	C
c. I enjoy learning about using traditional American Indian or Alaska Native symbols and designs in mathematics.	A	B	C

Think Aloud Comments:

Probes:

Why did you choose these answers?

Did you understand the directions about how to answer this question and the last question?

(For the reading question) Tell me about something you read because the teacher talked about it.

(For the mathematics question) Tell me about some mathematics you did because the teacher talked about it.

(For the reading question) What are some of your favorite subjects that you like to read about? What have you read about ?

(For the mathematics question) What are some of your favorite subjects where you can use math? What kinds of math have you done?

Other Probes:

The purpose of Question 8 is to determine how the student rates himself/herself in the academic areas of reading and mathematics.

8. How do you rate yourself in each of the following areas? Circle one per line.

		Excellent	Good	Fair	Poor
a.	Reading	A	B	C	D
b	Mathematics	A	B	C	D
.					

Think Aloud Comments:

Probes:

Why did you choose these answers?

How do you know if you are “very good,” “good,” “fair,” or “poor” at something?

Other Probes:

The purpose of Question 9 is to determine the relevance the student attaches to schoolwork as preparation for the future life he/she has envisioned.

9. How much will the things you are learning in school prepare you for the life you want to lead?

- A Very much*
- B A fair amount*
- C Only a little*
- D Not at all*

Think Aloud Comments:

Probes:

Why did you choose this answer?

If the answer was “Very much” or “A fair amount”:

What are some things you are learning that will prepare you for the life you want to lead?
How will they be useful?

If the answer was “Only a little” or “Not at all”:

Why do you think what you are learning in school will not be very useful?

What does “a fair amount” mean?

Other Probes:

The purpose of Question 10 is to ask the student to reflect on his/her educational plans for the first year after high school.

10. Which of the following are you **most** likely to do in your **first year** after high school?
Fill in only **one** oval.

- | | | |
|----|------------------------------|---|
| a. | Go to college full time | A |
| b. | Go to college part time | B |
| c. | Go to trade school full time | C |
| d. | Go to trade school part time | D |
| e. | Join the military | E |
| f. | Work full time | F |
| g. | Work part time | G |
| h. | I don't know | H |

Think Aloud Comments:

Probes:

Why did you choose this answer?

What does “go into the military” mean?

Have you thought very much about how long you will stay in school?

Other Probes:

The purpose of Question 11 is to determine who gives the student help with schoolwork outside of regular school hours.

*11. Do any of the following people help 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. Fill in **one** oval on each line.*

	Yes	No
a. A teacher or another adult from my school	A	B
b. Another student	A	B
c. Someone else who lives in my community or is a friend of my family	A	B
d. A parent or someone else from my family.	A	B

Think Aloud Comments:

Probes:

Why did you choose this answer?

Who in your family helps you with schoolwork?

What kind of things do they help you with?

Other Probes:

The purpose of Question 12 is to determine the frequency with which the student talks with teachers outside of regular class periods.

*12. Since you have been in 8th grade, how often have you talked with any of your teachers **outside of regular class periods**? This could be to get extra help with your assignments, to talk about personal issues, or just to visit.*

- 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:

Do you ever get help with your schoolwork?

When was the last time you got help?

Who helps you at school?

Who helps you before or after school?

Other Probes:

The purpose of Question 13 is to determine the frequency with which the student seeks guidance from others concerning what high school courses to take and what to do after high school.

13. Since you have been in 8th grade, how many times have you talked to each of the following about the classes you should take in high school or about what you want to do after high school?

		Never	One time	Two or three times	Four or more times
a.	A teacher	A	B	C	D
b.	A school counselor	A	B	C	D
c.	A family member	A	B	C	D
d.	Someone outside of your family or school	A	B	C	D

Think Aloud Comments:

Other Probes:

The purpose of Question 14 is to determine whether or not the student has participated in extracurricular activities such as teams or clubs during the current school year.

*14. Since you have been in 8th grade, have you played on a team or belonged to a drama, music, or other club **at school**?*

- A Yes
- B No

Think Aloud Comments:

Probes:

Tell me about the teams or clubs you belong to.

When did you belong to these teams or clubs?

Are there other activities you do at school that are not part of your regular schoolwork?
Tell me about these activities. Who else does these activities? What do you call these activities?

What does “team” mean?

What does “club” mean?

Other Probes:

The purpose of Questions 15 and 16 is to determine whether the student knows the name of his/her tribe or village. Let the student answer both questions before probing

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

- 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.*

Think Aloud Comments:

Probes:

If answered "Yes," but did not provide a name:
Why didn't you write down a name?

If answered "No" or "I'm not sure":
What do you think the question is asking? Why did you choose this answer?

If American Indian:
Can you think of the name of some other tribe?

If Alaska Native living in a village:
What do you call the place where you live?

Other Probes:

The purpose of Question 17 is to give the student the opportunity to make other comments concerning himself/herself or about American Indian or Alaska Native people. If the student does not wish to make comments, this item may be skipped.

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.

Think Aloud Comments:

It is not necessary to probe the student's comments. When the student has finished, ask the questions on the next page. Then thank the student for his/her participation and collect the questionnaire.