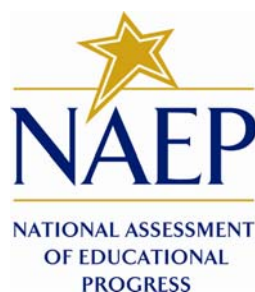


***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1 of 3
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

Grade 4 Questionnaires



Part 1 of 3 contains:

Grade 4 Questionnaires:

- a. Student Grade 4 NIES (National Indian Education Study) Questions
- b. Student Grade 4 ESBQ (Extended Student Background Questions)
- c. Teacher Grade 4 Operational Questions (Reading, Mathematics, Science)
- d. Teacher Grade 4 Pilot Questions (Reading, Mathematics, Social Studies)
- e. Teacher Grade 4 NIES (National Indian Education Study) Questions
- f. School Grade 4 Operational Questions
- g. School Grade 4 Pilot Questions
- h. School Grade 4 NIES (National Indian Education Study) Questions
- i. SD (Student with Disabilities) Questions (Grade 4)
- j. ELL (English Language Learner) Questions (Grade 4)

July 18, 2008

***THE NATIONAL ASSESSMENT OF
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Wave 3 Submittal for 2009

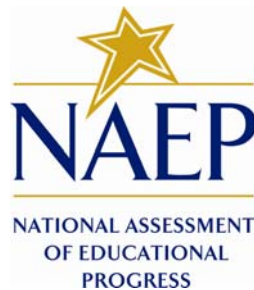
VOLUME II

Part 1a

BACKGROUND QUESTIONS

FOR 2009 ASSESSMENT

Student Grade 4 National Indian Education Study (NIES) Questions



Part 1a contains:

Student Grade 4 NIES Questions

The amount of time estimated to complete this form is 15 minutes.

July 18, 2008

STUDENT QUESTIONNAIRES

OMB Information on Student Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 15 minutes per booklet, 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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. 1850-0790 Approval Expires 05/31/2010

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Printed in U.S.A.

Student Questionnaire – Grade 4
NIES 2009

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. (NEW) [4]
 - Ⓐ Nothing
 - Ⓑ A little
 - Ⓒ Some
 - Ⓓ A lot

2. How often do you go to American Indian or Alaska Native ceremonies and gatherings? (NEW) [4]
 - Ⓐ Never
 - Ⓑ Every few years
 - Ⓒ At least once a year
 - Ⓓ Several times a year

3. How often do members of your family talk to each other in your American Indian or Alaska Native language? (NEW) [4/8]
 - Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

4. How often do people in your school talk to each other in your American Indian or Alaska Native language? (NEW) [4/8]
 - Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

5. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about their traditions and cultures (ways of life, customs)? (NEW) [4]
- Ⓐ Yes
 - Ⓑ No
6. During 4th grade, have you attended school field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people? (NEW) [4]
- Ⓐ Yes
 - Ⓑ No, but other 4th-grade students did.
 - Ⓒ No field trips were offered to 4th-grade students.
7. During 4th grade, have you used books, videos, or other materials about American Indian or Alaska Native people? (NEW) [4]
- Ⓐ Yes
 - Ⓑ No
8. During 4th grade, have you used or checked out books, videos, or other materials about American Indian or Alaska Native people from your school library? (NEW) [4]
- Ⓐ Yes
 - Ⓑ No
9. How often do you read for fun on your own time? (NEW) [4/8]
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

10. When my teacher talks about something interesting in class, I try to read more about it. (NEW) [4]
- Ⓐ This is not like me.
 - Ⓑ This is a little like me.
 - Ⓒ This is a lot like me.
11. I enjoy reading long stories (for example, chapter books). (NEW) [4]
- Ⓐ This is not like me.
 - Ⓑ This is a little like me.
 - Ⓒ This is a lot like me.
12. I enjoy reading about American Indian or Alaska Native people. (NEW) [4]
- Ⓐ This is not like me.
 - Ⓑ This is a little like me.
 - Ⓒ This is a lot like me.
13. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have. (NEW) [4]
- Ⓐ This is not like me.
 - Ⓑ This is a little like me.
 - Ⓒ This is a lot like me.
14. How do you rate yourself in reading? (NEW) [4/8]
- Ⓐ Poor
 - Ⓑ Average
 - Ⓒ Good
 - Ⓓ Very good

15. How often do you do math for fun on your own time? For example, play math games or solve math puzzles. (NEW) [4]
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
16. When my teacher talks about math, I try to learn more about it. (NEW) [4]
- Ⓐ This is not like me.
 - Ⓑ This is a little like me.
 - Ⓒ This is a lot like me.
17. How do you rate yourself in math? (NEW) [4/8]
- Ⓐ Poor
 - Ⓑ Average
 - Ⓒ Good
 - Ⓓ Very good
18. How often does a parent or someone else from your family help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. (NEW) [4]
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

19. How often does a teacher or another adult from your school help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. (NEW) [4]
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
20. How often does another student from your school help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. (NEW) [4]
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
21. How often does someone else who lives in your community or is a friend of your family help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. (NEW) [4]
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
22. How much do you like school? (NEW) [4/8]
- Ⓐ Not at all
 - Ⓑ A little
 - Ⓒ Somewhat
 - Ⓓ Very much

23. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in? (NEW) [4/8]

- A Yes
- B No
- C I'm not sure.

24. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not 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. (NEW) [4/8]

25. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas. (NEW) [4/8]

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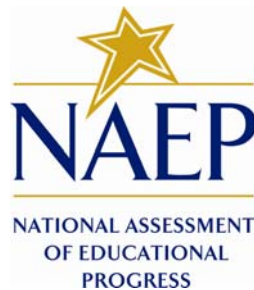
VOLUME II

Part 1b

BACKGROUND QUESTIONS

FOR 2009 ASSESSMENT

Student Grade 4 Extended Student Background Questions



Part 1b contains:

Student Grade 4 Extended Student Background Questions

The amount of time estimated to complete this form is 5 minutes.

July 18, 2008

STUDENT QUESTIONNAIRES

OMB Information on Student Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 5 minutes per booklet, 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics of the Institute of Education Sciences.

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OMB No. 1850-0790 Approval Expires 05/31/2010

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Extended Student Background Questionnaires at Grades 4

Extended Student Background Questionnaire Grade 4

In this section, please tell us about yourself and your family. This section has 7 questions. Mark your answers in your booklet.

1. Do you live in different homes with different people during the school year? Fill in only **one** oval. (VC180917) [4/8/12]

- A Yes
 B No

2. Which of the following people live in your home? Fill in **one** oval on each line. (VC180891) [4/8/12]

| | Yes | No | |
|-------------------------------|-----------------------|-----------------------|-------|
| a. Mother/Stepmother | <input type="radio"/> | <input type="radio"/> | (NEW) |
| b. Father/Stepfather | <input type="radio"/> | <input type="radio"/> | (NEW) |
| c. Foster parents | <input type="radio"/> | <input type="radio"/> | (NEW) |
| d. Grandmother or Grandfather | <input type="radio"/> | <input type="radio"/> | (NEW) |

3. How many brothers and sisters do you have, whether they live with you or not? Include all stepbrothers and stepsisters. Fill in only **one** oval. (NEW) [4/8/12]

- A None
 B One
 C Two
 D Three
 E Four
 F Five
 G Six or more

4. Does your mother usually have a job for pay? Fill in only **one** oval. (NEW) [4/8/12]

A Yes

B No

5. Does your father usually have a job for pay? Fill in only **one** oval. (NEW) [4/8/12]

A Yes

B No

6. Which of the following items do you have in your home? Fill in **one** oval on each line. (VC180923) [4/8/12]

| | Yes | No | |
|--|-------------------------|-------------------------|------------------------|
| a. Access to the Internet | <input type="radio"/> Y | <input type="radio"/> N | (VC1809 2 4) |
| b. Clothes dryer just for your family | <input type="radio"/> Y | <input type="radio"/> N | (NEW) |
| c. Electric dishwasher | <input type="radio"/> Y | <input type="radio"/> N | (VC1809 2 8) |
| d. More than six rooms (not including bathrooms) | <input type="radio"/> Y | <input type="radio"/> N | (VC1809 3 1) |
| e. More than one bathroom | <input type="radio"/> Y | <input type="radio"/> N | (VC1809 3 2) |
| f. A bedroom of your own | <input type="radio"/> Y | <input type="radio"/> N | (NEW) |
| g. Three or more cars, trucks, or other vehicles that your family uses | <input type="radio"/> Y | <input type="radio"/> N | (NEW) |

7. Do you have your own cell phone? Fill in only **one** oval. (NEW) [4/8/12]

A Yes

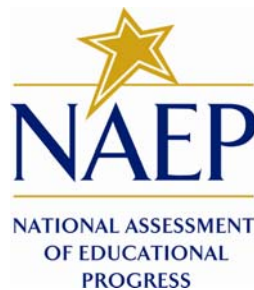
B No

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1c
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

Operational Teacher Grade 4



Part 1c contains:

Operational Teacher Grade 4:

- Background, Education, Training
- Classroom Organization and Instruction: Reading
- Classroom Organization and Instruction: Mathematics
- Classroom Organization and Instruction: Science

The amount of time estimated to complete this form is 20 minutes.

July 18, 2008

Teacher Background Questionnaires for the NAEP 2009 Assessment

| | Grade | Type | Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | |
|------|-------|--------------------------------------|-----------|--------------------------------|--------------------------------|--------------------------------|---------------------------|--|
| Part | 4 | Operational | BET | COI _{READ} | COI _{MATH} | COI _{SCI} | | |
| Part | | Pilot | BET | COI _{SCI} | COI _{READ} (Pilot) | COI _{MATH} (Pilot) | COI _{SS} (Pilot) | |
| Part | 8 | Reading Operational | BET | COI _{READ} | | | | |
| Part | | Mathematics Operational | BET | COI _{MATH} | | | | |
| Part | | Science Operational | BET | COI _{SCI} | | | | |
| Part | | Mathematics Pilot | BET | COI _{MATH} (Pilot) | | | | |
| Part | | Reading Pilot | BET | COI _{READ} (Pilot) | | | | |
| Part | | US History, Civics & Geography Pilot | BET | COI _{SS} (Pilot) | | | | |

BET—Background, Education and Training

COI—Classroom Organization and Instruction

TEACHER QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

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Operational Teacher Questionnaire Grade 4 Part I: Background, Education, and Training

For some questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as

0 9 5

1. Are you Hispanic or Latino? Fill in **one or more ovals**. (VB331330) [4/8]
 - Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**. (VB331331) [4/8]
 - Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Counting this year, how many years have you worked as an elementary or secondary teacher? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter “00.” (VB333653) [4]

Years

4. Did you enter teaching through an alternative certification program?

(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.) (VB309863) [4/8]

- Ⓐ Yes
Ⓑ No

5. What type of teaching certificate do you hold in the state where you currently teach? (VC309874) [4/8]

- Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 7*
Ⓑ Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 6*
Ⓒ Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained → *Go to Question 6*
Ⓓ Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 6*
Ⓔ I do not hold any of the above certificates in the state where I currently teach → *Go to Question 6*

6. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching? (VB595188) [4/8]

- Ⓐ Yes
Ⓑ No

7. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?

(Generally, to be Highly Qualified, teachers must meet requirements related to (1) a bachelor's degree, (2) full state certification, and (3) demonstrating competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB).) (VC309886) [4/8]

- A Yes
- B I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- C No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.) (VC309891) [4/8]

- A Yes, I am fully certified by the National Board for Professional Teaching Standards.
- B I am working towards my National Board certification.
- C No

9. What is the highest academic degree you hold? (HE001012) [4/8]

- A High-school diploma
- B Associate's degree/vocational certification
- C Bachelor's degree
- D Master's degree
- E Education specialist's or professional diploma based on at least one year's work past master's degree
- F Doctorate
- G Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line. (VB333658)
[4/8]

| | Yes, a major | Yes, a minor or special emphasis | No | [Same at:] | |
|--|-----------------|---|----|------------|------------|
| a. Mathematics education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB482657) |
| b. Mathematics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB482658) |
| c. Other mathematics-related subject such as statistics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB608497) |
| d. Reading, language arts, or literacy education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378391) |
| e. English | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378392) |
| f. Other language arts-related subject | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378394) |
| g. Science education | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556070) |
| h. Biology or other life science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595990) |
| i. Physics, chemistry, or other physical science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595991) |
| j. Engineering or engineering education | Ⓐ | Ⓑ | Ⓒ | [4] | (NEW) |
| k. Earth or space science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595992) |
| l. Other science-related subject | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556071) |
| m. Education (including elementary or early childhood) | Ⓐ | Ⓑ | Ⓒ | [4] | (VB482660) |

11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line. (VB345619) [4/8]

| | Yes, a major | Yes, a minor or special emphasis | No | [Same at:] | |
|---|-----------------|---|----|------------|------------|
| a. Mathematics education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB473837) |
| b. Mathematics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB473838) |
| c. Other mathematics-related subject such as statistics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB473839) |
| d. Reading, language arts, or literacy education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378395) |
| e. English | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378396) |
| f. Other language arts-related subject | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378398) |
| g. Science education | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556072) |
| h. Biology or other life science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595994) |
| i. Physics, chemistry, or other physical science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595995) |
| j. Engineering or engineering education | Ⓐ | Ⓑ | Ⓒ | [4] | (NEW) |
| k. Earth or space science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595996) |
| l. Other science-related subject | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556073) |
| m. Education (including elementary or early childhood) | Ⓐ | Ⓑ | Ⓒ | [4] | (VB473840) |

12. As part of either your undergraduate or graduate coursework, how many **advanced science** courses (such as physiology, molecular biology, or biochemistry) did you take? (VC304686) [4/8]

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses

13. As part of either your undergraduate or graduate coursework, how many **science education** courses did you take? (VC304721) [4/8]

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses

14. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. (VB543441) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|------------|--------------|-----------------|--------------|------------|------------|
| a. How students learn mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543502) |
| b. Mathematics theory or applications | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543503) |
| c. Content standards in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543504) |
| d. Curricular materials available in mathematics (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543505) |
| e. Instructional methods for teaching mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543506) |
| f. Effective use of manipulatives in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB519181) |
| g. Effective use of calculators in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543507) |
| h. Use of computers or other technology in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543508) |
| i. Methods for assessing students in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543509) |
| j. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543510) |
| k. Issues related to ability grouping in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543511) |
| l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543512) |

15. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. (VC309907) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|------------|--------------|-----------------|--------------|------------|------------|
| a. How students learn reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309912) |
| b. Content standards in reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309914) |
| c. Curricular materials available in reading (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309915) |
| d. Instructional methods for teaching reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309917) |
| e. Methods for assessing students in reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309918) |
| f. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC309920) |
| g. Strategies for teaching reading to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309921) |

16. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. (VC304726) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|---------------|-----------------|--------------------|-----------------|---------------|------------|
| a. How students learn science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304728) |
| b. Scientific inquiry and/or technological design | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304729) |
| c. Content standards in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304730) |
| d. Curricular materials available in science (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304731) |
| e. Instructional methods for teaching science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304732) |
| f. Instructional methods for teaching technological design | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304733) |
| g. Effective use of laboratory activities in science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304734) |
| h. Effective use of information and communication technology (ICT) in science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304736) |
| i. Methods for assessing students in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304738) |
| j. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304739) |
| k. Strategies for teaching science to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304740) |

17. During the last **two years**, did you participate in any of the following professional development activities **related to the teaching of language arts, science, or mathematics**? Language arts refers to reading, writing, literature, and related topics. Fill in **one or more** ovals on each line. (VB556178) [4]

| | Yes, related to language arts | Yes, related to science | Yes, related to mathematics | No | [Same at:] | |
|---|--|-------------------------------|-----------------------------------|-------------------------|------------|------------|
| a. College course taken after your first certification | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB556179) |
| b. Workshop or training session | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB556180) |
| c. Conference or professional association meeting | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB556181) |
| d. Observational visit to another school | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561282) |
| e. Mentoring and/or peer observation and coaching as part of a formal arrangement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561283) |
| f. Committee or task force focusing on curriculum, instruction, or student assessment | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561284) |
| g. Regularly scheduled discussion or study group | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561285) |
| h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561286) |
| i. Individual or collaborative research | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561287) |
| j. Independent reading on a regular basis (for example, educational journals, books, or the Internet) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561288) |
| k. Co-teaching/team teaching | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561289) |
| l. Consultation with a subject specialist | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561290) |

18. Did you lead any of the activities listed in the previous question (Question17)?
(VC309922) [4]

- (A) Yes
- (B) No

19. During the last two years, have you received training from any source in any of the following areas? Fill in **one** oval on each line. (VC191232) [4/8]

| | No, I am already proficient | No, I have not | Yes | [Same at:] | |
|---|-----------------------------------|---------------------------|---------------------------|------------|------------|
| a. Basic computer training | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191233) |
| b. Software applications | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191234) |
| c. Use of the Internet | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191235) |
| d. Use of other technology (for example, satellite access, wireless Web, interactive video, closed-circuit TV, videoconferencing) | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191237) |
| e. Integration of computers and other technology into classroom instruction | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191238) |

20. Do you have special leadership responsibilities for the following subjects at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)? (VB556174) [4]

| | Yes | No | [Same at:] | |
|--------------------------|-----|----|------------|------------|
| a. Reading/language arts | | | [4] | (VB556175) |
| b. Mathematics | | | [4] | (VB556176) |
| c. Science | | | [4] | (NEW) |

21. During the last **two years** have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards? (VC304724) [4/8]

- (A) Yes
- (B) No

Part II: Classroom Organization and Instruction -- *Reading/Language Arts*

The following questions ask about the organization of your classroom for reading or language arts instruction. Please think about the reading or language arts class that you teach when questioned about “reading,” “language arts,” or “reading/language arts.” If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach reading, English, or language arts, please skip to Part III (mathematics) or Part IV (science).

1. Which best describes your role in teaching reading/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval. (NEW) [4]
 - Ⓐ I do not teach reading/language arts to this class.
 - Ⓑ I teach all or most subjects, including reading/language arts.
 - Ⓒ The only subject I teach is reading/language arts.
 - Ⓓ We team teach, and I have primary responsibility for teaching reading/language arts.
2. How many students are in this class? (VB473856) [4/8]
 - Ⓐ 15 or fewer
 - Ⓑ 16–18
 - Ⓒ 19–20
 - Ⓓ 21–25
 - Ⓔ 26 or more
3. About how much time in total do you spend with this class on language arts instruction in a typical week? Language arts refers to reading, writing, literature, and related topics. (VB608498) [4]
 - Ⓐ Less than 3 hours
 - Ⓑ 3–4.9 hours
 - Ⓒ 5–6.9 hours
 - Ⓓ 7–9.9 hours
 - Ⓔ 10 or more hours

4. Which best describes how language arts instruction is organized? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval. (VB473859) [4]
- Ⓐ Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
 - Ⓒ Language arts lessons are primarily integrated with instruction in other subjects.
5. On what basis do you create instructional groups for reading in this class? (PJ000198) [4/8]
- Ⓐ I don't create groups for reading in this class.
 - Ⓑ Ability
 - Ⓒ Interest
 - Ⓓ Diversity
 - Ⓔ Other
6. To what extent have you provided instruction in the following in reading/language arts class so far this year? Fill in **one** oval on each line. (VC310612) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|-----------------------------------|-------------------------|-------------------------|----------------------------|-------------------------|-------------------|------------|
| a. Fiction | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | [4/8] | (VC310613) |
| b. Literary nonfiction | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | [4/8] | (VC310615) |
| c. Poetry | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | [4/8] | (VC310616) |
| d. Exposition | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | [4/8] | (VC310618) |
| e. Argumentation and persuasion | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | [4/8] | (VC310619) |
| f. Procedural texts and documents | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | [4/8] | (VC310620) |

7. When reading a story with your students, how often do you ask your students to do the following? Fill in **one** oval on each line. (VC195256) [4/8]

| | Never or hardly ever | Sometimes | Often | Always or almost always | [Same at:] | |
|---|----------------------------|-----------|-------|-------------------------------|------------|------------|
| a. Summarize the passage | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC195257) |
| b. Interpret the meaning of the passage | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC195259) |
| c. Question the motives or feelings of the characters | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC195260) |
| d. Identify the main themes of the passage | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC195261) |
| e. Relate the passage, its characters, and/or its themes to their own lives | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC195262) |

8. How often do you ask your students to do the following when you ask them to write about something? Fill in **one** oval on each line. (VB429595) [4]

| | Never | Rarely | Sometimes | Often | [Same at:] | |
|---|-------|--------|-----------|-------|------------|------------|
| a. Plan their writing | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB429596) |
| b. Define their purpose and audience | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB429597) |
| c. Make a formal outline before they write | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB429598) |
| d. Write more than one draft of a paper | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB429599) |
| e. Check for proper spelling, grammar, and punctuation themselves | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB429600) |

9. How often do you do the following things as part of reading instruction with this class? Fill in **one** oval on each line. (VB608499) [4]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Almost every day | [Same at:] | |
|--|----------------------------|-----------------------------|----------------------------|------------------------|------------|------------|
| a. Ask students to read aloud | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB608500) |
| b. Ask students to write about something they have read | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB608582) |
| c. Give students time to read books they have chosen themselves | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB608585) |
| d. Ask students to do a group activity or project about what they have read | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB608586) |
| e. Ask students to explain or support their understanding of what they have read | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB608588) |
| f. Watch movies, videos; or listen to tapes, compact discs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Ask students to make predictions about what they read as they are reading it | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB608592) |

10. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in class? Fill in **one** oval on each line. (VC310622) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|------------------------|------------|-----------------|--------------------|-----------------|------------|------------|
| a. Locate/Recall | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310623) |
| b. Integrate/Interpret | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310625) |
| c. Critique/Evaluate | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310627) |

11. Are computers available for use by you or your students for reading/language arts instruction?
(NEW) [4]
- Ⓐ Yes, computers are available to my students and to me.
 - Ⓑ Yes, I have access to computers, but my students do not.
 - Ⓒ No, neither my students nor I have access to computers at school.
12. In your fourth-grade reading/language arts class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line. (VC310845) [4]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|--|----------------------------|-----------------------------|----------------------------|-------------------------------------|------------|------------|
| a. Build and practice vocabulary | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310847) |
| b. Increase reading fluency and comprehension | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310848) |
| c. Practice spelling and grammar | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310849) |
| d. Write reports | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310851) |
| e. Read books using the computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310852) |
| f. Access reading-related websites (for example, websites with lists of recommended books) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310853) |
| g. Conduct research for reading projects | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC310854) |
| h. Correspond with other students using e-mail, blogs, or chat rooms | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

13. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for reading/language arts instruction? (VC194573) [4]

- A I do not have the resources I need.
- B I have some of the resources I need.
- C I have most of the resources I need.
- D I have all of the resources I need.

14. When you teach reading/language arts to your fourth-grade class, do you do any of the following? Fill in **one** oval on each line. (VC310833) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. Use a different set of methods in teaching some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310842) |
| b. Supplement the regular course curriculum with additional material for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310839) |
| c. Pace my teaching differently for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310843) |
| d. Have some students engage in different classroom activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310841) |
| e. Set different achievement standards for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310835) |

15. How often do you meet with students one-on-one to review their work and evaluate their progress in reading/language arts? (VC194787) [4]

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D Once or twice a week
- E Every day or almost every day

16. How often do you do each of the following with individual students to evaluate their progress in reading/language arts? Fill in **one** oval on each line. (NEW) [4]

| | Never or hardly ever | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|--|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|------------|-------|
| a. Discuss the student's current level of performance | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| b. Set goals for specific progress the student would like to make | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| c. Discuss progress the student has made toward goals previously set | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |

Part III: Classroom Organization and Instruction - Mathematics

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach mathematics, please skip to Part IV (science).

1. Which best describes your role in teaching mathematics to this class? (VC311698) [4/8]
 - Ⓐ I do not teach mathematics to this class.
 - Ⓑ I teach all or most subjects, including mathematics.
 - Ⓒ The only subject I teach is mathematics.
 - Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

2. How many students are in this class? (VB473856) [4/8]
 - Ⓐ 15 or fewer
 - Ⓑ 16–18
 - Ⓒ 19–20
 - Ⓓ 21–25
 - Ⓔ 26 or more

3. How many hours of mathematics instruction do your students receive in a typical week? (VB543515) [4/8]
 - Ⓐ Less than 3 hours
 - Ⓑ At least 3 hours, but less than 5 hours
 - Ⓒ At least 5 hours, but less than 7 hours
 - Ⓓ 7 or more hours

4. Are students assigned to this class by ability? (HE002412) [4/8]

Yes

No

5. Do you create groups within this class for mathematics instruction on the basis of ability? (HE001104) [4/8]

Yes

No

6. How often do you use each of the following to assess student progress in mathematics? Fill in **one** oval on each line. (HE001130) [4/8]

| | Never or hardly ever | Once or twice a year | Once or twice a month | Once or twice a week | [Same at:] | |
|---|----------------------------|----------------------------|-----------------------------|----------------------------|------------|------------|
| a. Multiple-choice tests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | [4/8] | (HE001131) |
| b. Problem sets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | [4/8] | (HE001132) |
| c. Short (e.g., a phrase or sentence) or long (e.g., several sentences or paragraphs) written responses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | [4/8] | (HE001133) |
| d. Individual or group projects or presentations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | [4/8] | (HE001134) |

7. Approximately how much mathematics homework do you assign to students in this class each day? (HE001106) [4]
- Ⓐ None
 - Ⓑ 15 minutes
 - Ⓒ 30 minutes
 - Ⓓ 45 minutes
 - Ⓔ One hour
 - Ⓕ More than one hour
8. To what extent are students permitted to use calculators during mathematics lessons? (VB543554) [4/8]
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted
9. What kind of calculator do your students usually use during mathematics lessons? (VB535973) [4/8]
- Ⓐ None
 - Ⓑ Basic four-function (addition, subtraction, multiplication, division)
 - Ⓒ Scientific (not graphing)
 - Ⓓ Graphing

10. When you give students a mathematics test or quiz, how often do they use a calculator? (VB535974) [4/8]

- A Never
- B Sometimes
- C Always

11. How often do your students use calculators for each of the following purposes? Fill in **one** oval on each line. (VB543556) [4/8]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|---|----------------------------|-----------------------------|----------------------------|-------------------------------------|------------|------------|
| a. Work along with the whole-class on lessons led by you | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB543557) |
| b. "Check their work" on problems they do on their own | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB543558) |
| c. Calculate the answers to problems they do on their own | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB543559) |
| d. Graph mathematical functions | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB543560) |

12. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Fill in **one** oval on each line. (T044600) [4/8]

| | Little or no emphasis | Moderate emphasis | Heavy emphasis | [Same at:] | |
|---|--------------------------|----------------------|-------------------|------------|------------|
| a. Numbers and operations | Ⓐ | Ⓑ | Ⓒ | [4/8] | (ID110366) |
| b. Measurement | Ⓐ | Ⓑ | Ⓒ | [4/8] | (ID110367) |
| c. Geometry | Ⓐ | Ⓑ | Ⓒ | [4/8] | (ID110368) |
| d. Data analysis, statistics, and probability (informal introduction of concepts) | Ⓐ | Ⓑ | Ⓒ | [4] | (ID110369) |
| e. Algebra and functions (informal introduction of concepts) | Ⓐ | Ⓑ | Ⓒ | [4] | (ID110370) |

13. Are computers available for use by you or your students? (VB543516) [4/8]

- Ⓐ Yes, computers are available to my students and to me.
- Ⓑ Yes, I have access to computers, but my students do not.
- Ⓒ No, neither my students nor I have access to computers at school.

14. In your fourth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line. (VC310845) [4]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|---|----------------------------|-----------------------------|----------------------------|-------------------------------------|------------|------------|
| a. Practice or review mathematics topics on the computer | (A) | (B) | (C) | (D) | [4/8] | (VB543520) |
| b. Extend mathematics learning with enrichment activities on the computer | (A) | (B) | (C) | (D) | [4/8] | (VB543521) |
| c. Research a mathematics topic on the Internet or CD-ROM | (A) | (B) | (C) | (D) | [4/8] | (VB543542) |
| d. Work with a spreadsheet program | (A) | (B) | (C) | (D) | [4/8] | (VB543546) |
| e. Work with a word processing program for a mathematics assignment | (A) | (B) | (C) | (D) | [4/8] | (VB543547) |
| f. Use a drawing program for geometric shapes | (A) | (B) | (C) | (D) | [4/8] | (VB543548) |
| g. Use a graphing program | (A) | (B) | (C) | (D) | [4/8] | (VB543549) |
| h. Communicate via e-mail about mathematics | (A) | (B) | (C) | (D) | [4/8] | (VB543543) |
| i. Play mathematics computer games | (A) | (B) | (C) | (D) | [4/8] | (VB543545) |
| j. Use a basic four-function calculator (addition, subtraction, multiplication, division) | (A) | (B) | (C) | (D) | [4/8] | (VB556074) |
| k. Use a scientific (not graphing) calculator | (A) | (B) | (C) | (D) | [4/8] | (VB556075) |
| l. Use a graphing calculator | (A) | (B) | (C) | (D) | [4/8] | (VB556076) |
| m. Use another kind of calculator | (A) | (B) | (C) | (D) | [4/8] | (VB556077) |

15. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for mathematics instruction? (NEW) [4/8]

- A I do not have the resources I need.
- B I have some of the resources I need.
- C I have most of the resources I need.
- D I have all of the resources I need.

16. When you teach mathematics to your fourth-grade class, do you do any of the following? Fill in **one** oval on each line. (VC310885) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. Set different achievement standards for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310887) |
| b. Supplement the regular course curriculum with additional material for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310888) |
| c. Have some students engage in different classroom activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310889) |
| d. Use a different set of methods in teaching some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310892) |
| e. Pace my teaching differently for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310895) |

17. How often do you meet with students one-on-one to review their work and evaluate their progress in mathematics? (VC191454) [4/8]

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D Once or twice a week
- E Every day or almost every day

18. How often do you do each of the following with individual students to evaluate their progress in mathematics? Fill in **one** oval on each line. (NEW) [4/8]

| | Never or hardly ever | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|--|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|------------|-------|
| a. Discuss the student's current level of performance | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8] | (NEW) |
| b. Set goals for specific progress the student would like to make | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8] | (NEW) |
| c. Discuss progress the student has made towards goals previously set | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8] | (NEW) |
| d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8] | (NEW) |

Part IV: Classroom Organization and Instruction—Science

The following questions ask about the organization of your classroom for science instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach science, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching science to this class? Fill in **one** oval.
(VB598092) [4/8]
 - Ⓐ I do not teach science to this class.
 - Ⓑ I teach all or most subjects, including science.
 - Ⓒ The only subject I teach is science.
 - Ⓓ We team teach, and I have primary responsibility for teaching science.

2. How many students are in this class? (VB473856) [4/8]
 - Ⓐ 15 or fewer
 - Ⓑ 16–18
 - Ⓒ 19–20
 - Ⓓ 21–25
 - Ⓔ 26 or more

3. About how much time in total do you spend with this class on science instruction in a typical week? (VB608603) [4]
 - Ⓐ Less than 1 hour
 - Ⓑ 1–1.9 hours
 - Ⓒ 2–2.9 hours
 - Ⓓ 3–3.9 hours
 - Ⓔ 4 hours or more

4. Are students assigned to this class by ability? (HE002412) [4/8]

- A Yes
- B No

5. Do you create groups within this class for science instruction on the basis of ability? (VC305014) [4/8]

- A Yes
- B No

6. How often do you use each of the following to assess student progress in science? Fill in **one** oval on each line. (VB610542) [4/8]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Almost every day | [Same at:] | |
|---|----------------------------|-----------------------------|----------------------------|-------------------------|------------|------------|
| a. Multiple-choice tests | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB610543) |
| b. Short written responses (e.g., a phrase or sentence) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB610544) |
| c. Long written responses (e.g., several sentences or paragraphs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB610545) |

7. In this class, about how much time do you spend on each of the following areas of science? Fill in **one** oval on each line. (VB608618) [4/8]

| | None | Little | Some | A lot | [Same at:] | |
|-------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. Life science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB608619) |
| b. Earth and space science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| c. Physical science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB608621) |
| d. Engineering and technology | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305551) |

8. About how often do your science students do each of the following? Fill in **one** oval on each line. (VB608604) [4/8]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|---|----------------------------|-----------------------------|----------------------------|-------------------------------------|------------|-------|
| a. Read a science textbook | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| b. Read a book or magazine about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| c. Work with other students on a science activity or project | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| d. Prepare a written science report | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| e. Watch a movie, video, or DVD about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| f. Watch a science teacher do a science activity | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Do hands-on activities or investigations in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| h. Talk about the measurements and results from students' hands-on activities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| i. Take a science test or quiz | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| j. Identify questions that can be addressed through scientific investigations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| k. Discuss the kinds of problems that engineers can solve | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| l. Figure out different ways to solve a science problem | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| m. Present what they have learned about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

9. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? Fill in **one** oval on each line. (VC304513) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-----------------------|-------------------------|----------------------------|-------------------------|-------------------|------------|
| a. Increase student's interest in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| b. Teach scientific facts and principles | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305727) |
| c. Teach scientific methods | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305728) |
| d. Prepare students for further study in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305729) |
| e. Develop inquiry skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305730) |
| f. Develop problem-solving (design) skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305731) |
| g. Develop skills in lab techniques | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305732) |
| h. Increase awareness of the importance of science in daily life | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305733) |
| i. Develop systematic observation skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| j. Learn about applications of science to environmental issues | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| k. Develop scientific writing skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305734) |

10. How much of the following instructional materials and other resources does your school system provide you with to teach science to your fourth-grade class? Fill in **one** oval on each line. [4] ^(NEW)

| | None | Little | Some | A lot | [Same at:] | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|------------|
| a. Science textbooks | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305687) |
| b. Science magazines and books | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305688) |
| c. Supplies or equipment for science demonstrations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305689) |
| d. Supplies or equipment for science labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | VC305690) |
| e. Space to conduct science labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305693) |
| f. Computers for students' use in class | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305695) |
| g. Computer labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305696) |
| h. Computers for teachers' use | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305698) |
| i. Computerized science labs for classroom use | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305699) |
| j. Audiovisual materials | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305700) |
| k. Science kits | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305701) |
| l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |

11. To what extent do you use each of the following technological resources for fourth-grade science instruction? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|---------------|-----------------|--------------------|-----------------|------------|-------|
| a. Desktop computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| b. Laptop computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| e. CD-ROM | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| f. Online software | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| h. Cable/satellite/closed-circuit television | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| i. DVD player and DVDs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| j. Digital camera | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| k. Graphing calculator | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| n. Online course management system (web-based software used to organize information, assignments, grades, and discussions) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

12. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class? (HE001022) [4/8]

- A I get all the resources I need.
- B I get most of the resources I need.
- C I get some of the resources I need.
- D I don't get any of the resources I need.

13. When you teach science to your fourth-grade class, do you do any of the following? Fill in **one** oval on each line. (VC305702) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. Use a different set of methods in teaching some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305708) |
| b. Supplement the regular course curriculum with additional material for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305705) |
| c. Pace my teaching differently for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305709) |
| d. Have some students engage in different classroom activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305707) |
| e. Set different achievement standards for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305703) |

14. How often do you meet with students one-on-one to review their work and evaluate their progress in science? (VC305449) [4/8]

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D Once or twice a week
- E Every day or almost every day

15. How often do you do each of the following with individual students to evaluate their progress in science? Fill in **one** oval on each line. (NEW) [4/8]

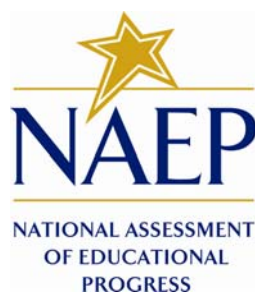
| | Never or hardly ever | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|--|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|------------|-------|
| a. Discuss the student's current level of performance | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| b. Set goals for specific progress the student would like to make | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| c. Discuss progress the student has made toward goals previously set | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1d
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

Pilot Teacher Grade 4



Part 1d contains:

Pilot Teacher Grade 4:

- Background, Education, Training
- Classroom Organization and Instruction: Science
- Classroom Organization and Instruction: Reading
- Classroom Organization and Instruction: Mathematics
- Classroom Organization and Instruction: Social Studies (U.S. History, Geography, Civics)

The amount of time estimated to complete this form is 20 minutes.

July 18, 2008

Teacher Background Questionnaires for the NAEP 2009 Assessment

| | Grade | Type | Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | |
|--------|-------|---|-----------|--------------------------------|--------------------------------|--------------------------------|---------------------------|--|
| Part 1 | | | | | | | | |
| Part 2 | 4 | Operational | BET | COI _{READ} | COI _{MATH} | COI _{SCI} | | |
| Part 3 | | Pilot | BET | COI _{SCI} | COI _{READ} (Pilot) | COI _{MATH} (Pilot) | COI _{SS} (Pilot) | |
| Part 4 | 8 | Reading Operational | BET | COI _{READ} | | | | |
| Part 5 | | Mathematics Operational | BET | COI _{MATH} | | | | |
| Part 6 | | Science Operational | BET | COI _{SCI} | | | | |
| Part 7 | | Mathematics Pilot | BET | COI _{MATH} (Pilot) | | | | |
| Part 8 | | Reading Pilot | BET | COI _{READ} (Pilot) | | | | |
| | | US History, Civics & Geography Pilot | BET | COI _{SS} (Pilot) | | | | |
| | | | | | | | | |

BET—Background, Education and Training

COI—Classroom Organization and Instruction

TEACHER QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 20 minutes 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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 OMB No. 1850-0790 Approval Expires 05/31/2010
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Pilot Teacher Questionnaire Grade 4 Part I: Background, Education, and Training

For some questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as

0 9 5

1. Are you Hispanic or Latino? Fill in **one or more ovals**. (VB331330) [4/8]
 - Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**. (VB331331) [4/8]
 - Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Counting this year, how many years have you worked as an elementary or secondary teacher? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter “00.” (VB333653) [4]

Years

4. Did you enter teaching through an alternative certification program?

(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.) (VB309863) [4/8]

- Yes
 No

5. What type of teaching certificate do you hold in the state where you currently teach? (VC309874) [4/8]

- Regular or standard state certificate or advanced professional certificate → *Skip to Question 7*
 Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 6*
 Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained → *Go to Question 6*
 Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 6*
 I do not hold any of the above certificates in the state where I currently teach → *Go to Question 6*

6. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching? (VB595188) [4/8]

- Yes
 No

7. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?

(Generally, to be Highly Qualified, teachers must meet requirements related to (1) a bachelor's degree, (2) full state certification, and (3) demonstrating competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB).) (VC309886) [4/8]

- A Yes
- B I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- C No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.) (VC309891) [4/8]

- A Yes, I am fully certified by the National Board for Professional Teaching Standards.
- B I am working towards my National Board certification.
- C No

9. What is the highest academic degree you hold? (HE001012) [4/8]

- A High-school diploma
- B Associate's degree/vocational certification
- C Bachelor's degree
- D Master's degree
- E Education specialist's or professional diploma based on at least one year's work past master's degree
- F Doctorate
- G Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line. (VB333658)
[4/8]

| | Yes, a major | Yes, a minor or special emphasis | No | [Same at:] | |
|---|-----------------|---|----|------------|------------|
| a. Mathematics education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB482657) |
| b. Mathematics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB482658) |
| c. Other mathematics-related subject such as statistics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB608497) |
| d. Reading, language arts, or literacy education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378391) |
| e. English | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378392) |
| f. Other language arts-related subject | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378394) |
| g. Science education | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556070) |
| h. Biology or other life science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595990) |
| i. Physics, chemistry, or other physical science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595991) |
| j. Engineering or engineering education | Ⓐ | Ⓑ | Ⓒ | [4] | (NEW) |
| k. Earth or space science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595992) |
| l. Other science-related subject | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556071) |
| m. Education (including elementary or early childhood) | Ⓐ | Ⓑ | Ⓒ | [4] | (VB482660) |

11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line. (VB345619) [4/8]

| | Yes, a major | Yes, a minor or special emphasis | No | [Same at:] | |
|---|-----------------|---|----|------------|------------|
| a. Mathematics education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB473837) |
| b. Mathematics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB473838) |
| c. Other mathematics-related subject such as statistics | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB473839) |
| d. Reading, language arts, or literacy education | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378395) |
| e. English | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378396) |
| f. Other language arts-related subject | Ⓐ | Ⓑ | Ⓒ | [4/8] | (VB378398) |
| g. Science education | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556072) |
| h. Biology or other life science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595994) |
| i. Physics, chemistry, or other physical science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595995) |
| j. Engineering or engineering education | Ⓐ | Ⓑ | Ⓒ | [4] | (NEW) |
| k. Earth or space science | Ⓐ | Ⓑ | Ⓒ | [4] | (VB595996) |
| l. Other science-related subject | Ⓐ | Ⓑ | Ⓒ | [4] | (VB556073) |
| m. Education (including elementary or early childhood) | Ⓐ | Ⓑ | Ⓒ | [4] | (VB473840) |

12. As part of either your undergraduate or graduate coursework, how many **advanced science** courses (such as physiology, molecular biology, or biochemistry) did you take? (VC304686) [4/8]

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses

13. As part of either your undergraduate or graduate coursework, how many **science education** courses did you take? (VC304721) [4/8]

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses

14. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. (VB543441) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|------------|--------------|-----------------|--------------|------------|------------|
| a. How students learn mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543502) |
| b. Mathematics theory or applications | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543503) |
| c. Content standards in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543504) |
| d. Curricular materials available in mathematics (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543505) |
| e. Instructional methods for teaching mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543506) |
| f. Effective use of manipulatives in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB519181) |
| g. Effective use of calculators in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543507) |
| h. Use of computers or other technology in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543508) |
| i. Methods for assessing students in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543509) |
| j. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543510) |
| k. Issues related to ability grouping in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543511) |
| l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VB543512) |

15. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. (VC309907) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|------------|--------------|-----------------|--------------|------------|------------|
| a. How students learn reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309912) |
| b. Content standards in reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309914) |
| c. Curricular materials available in reading (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309915) |
| d. Instructional methods for teaching reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309917) |
| e. Methods for assessing students in reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309918) |
| f. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC309920) |
| g. Strategies for teaching reading to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (VC309921) |

16. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. (VC304726) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|---------------|-----------------|--------------------|-----------------|---------------|------------|
| a. How students learn science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304728) |
| b. Scientific inquiry and/or technological design | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304729) |
| c. Content standards in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304730) |
| d. Curricular materials available in science (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304731) |
| e. Instructional methods for teaching science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304732) |
| f. Instructional methods for teaching technological design | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304733) |
| g. Effective use of laboratory activities in science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304734) |
| h. Effective use of information and communication technology (ICT) in science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304736) |
| i. Methods for assessing students in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304738) |
| j. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304739) |
| k. Strategies for teaching science to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304740) |

17. During the last **two years**, did you participate in any of the following professional development activities **related to the teaching of language arts, science, or mathematics**? Language arts refers to reading, writing, literature, and related topics. Fill in **one or more** ovals on each line. (VB556178) [4]

| | Yes, related to language arts | Yes, related to science | Yes, related to mathematics | No | [Same at:] | |
|---|--|-------------------------------|-----------------------------------|-------------------------|------------|------------|
| a. College course taken after your first certification | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB556179) |
| b. Workshop or training session | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB556180) |
| c. Conference or professional association meeting | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB556181) |
| d. Observational visit to another school | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561282) |
| e. Mentoring and/or peer observation and coaching as part of a formal arrangement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561283) |
| f. Committee or task force focusing on curriculum, instruction, or student assessment | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561284) |
| g. Regularly scheduled discussion or study group | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561285) |
| h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561286) |
| i. Individual or collaborative research | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561287) |
| j. Independent reading on a regular basis (for example, educational journals, books, or the Internet) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561288) |
| k. Co-teaching/team teaching | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561289) |
| l. Consultation with a subject specialist | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB561290) |

18. Did you lead any of the activities listed in the previous question (Question17)?
(VC309922) [4]

- (A) Yes
- (B) No

19. During the last two years, have you received training from any source in any of the following areas? Fill in **one** oval on each line. (VC191232) [4/8]

| | No, I am already proficient | No, I have not | Yes | [Same at:] | |
|---|-----------------------------------|---------------------------|---------------------------|------------|------------|
| a. Basic computer training | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191233) |
| b. Software applications | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191234) |
| c. Use of the Internet | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191235) |
| d. Use of other technology (for example, satellite access, wireless Web, interactive video, closed-circuit TV, videoconferencing) | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191237) |
| e. Integration of computers and other technology into classroom instruction | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | [4/8] | (VC191238) |

20. Do you have special leadership responsibilities for the following subjects at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)? (VB556174) [4]

| | Yes | No | [Same at:] | |
|--------------------------|-----|----|------------|------------|
| a. Reading/language arts | | | [4] | (VB556175) |
| b. Mathematics | | | [4] | (VB556176) |
| c. Science | | | [4] | (NEW) |

21. During the last **two years** have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards? (VC304724) [4/8]

- (A) Yes
- (B) No

Pilot Teacher Questionnaire Grade 4
Part II: Classroom Organization and Instruction—Science

The following questions ask about the organization of your classroom for science instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach science, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching science to this class? Fill in **one** oval.
(VB598092) [4/8]
 - Ⓐ I do not teach science to this class.
 - Ⓑ I teach all or most subjects, including science.
 - Ⓒ The only subject I teach is science.
 - Ⓓ We team teach, and I have primary responsibility for teaching science.

2. How many students are in this class? (VB473856) [4/8]
 - Ⓐ 15 or fewer
 - Ⓑ 16–18
 - Ⓒ 19–20
 - Ⓓ 21–25
 - Ⓔ 26 or more

3. About how much time in total do you spend with this class on science instruction in a typical week? (VB608603) [4]
 - Ⓐ Less than 1 hour
 - Ⓑ 1–1.9 hours
 - Ⓒ 2–2.9 hours
 - Ⓓ 3–3.9 hours
 - Ⓔ 4 hours or more

4. Are students assigned to this class by ability? (HE002412) [4/8]

- A Yes
- B No

5. Do you create groups within this class for science instruction on the basis of ability? (VC305014) [4/8]

- A Yes
- B No

6. How often do you use each of the following to assess student progress in science? Fill in **one** oval on each line. (VB610542) [4/8]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Almost every day | [Same at:] | |
|---|----------------------------|-----------------------------|----------------------------|-------------------------|------------|------------|
| a. Multiple-choice tests | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB610543) |
| b. Short written responses (e.g., a phrase or sentence) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB610544) |
| c. Long written responses (e.g., several sentences or paragraphs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB610545) |

7. In this class, about how much time do you spend on each of the following areas of science? Fill in **one** oval on each line. (VB608618) [4/8]

| | None | Little | Some | A lot | [Same at:] | |
|-------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. Life science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB608619) |
| b. Earth and space science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| c. Physical science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VB608621) |
| d. Engineering and technology | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305551) |

8. About how often do your science students do each of the following? Fill in **one** oval on each line. (VB608604) [4/8]

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|---|----------------------------|-----------------------------|----------------------------|-------------------------------------|------------|-------|
| a. Read a science textbook | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| b. Read a book or magazine about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| c. Work with other students on a science activity or project | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| d. Prepare a written science report | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| e. Watch a movie, video, or DVD about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| f. Watch a science teacher do a science activity | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Do hands-on activities or investigations in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| h. Talk about the measurements and results from students' hands-on activities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| i. Take a science test or quiz | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| j. Identify questions that can be addressed through scientific investigations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| k. Discuss the kinds of problems that engineers can solve | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| l. Figure out different ways to solve a science problem | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| m. Present what they have learned about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

9. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? Fill in **one** oval on each line. (VC304513) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-----------------------|-------------------------|----------------------------|-------------------------|-------------------|------------|
| a. Increase student's interest in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| b. Teach scientific facts and principles | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305727) |
| c. Teach scientific methods | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305728) |
| d. Prepare students for further study in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305729) |
| e. Develop inquiry skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305730) |
| f. Develop problem-solving (design) skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305731) |
| g. Develop skills in lab techniques | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305732) |
| h. Increase awareness of the importance of science in daily life | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305733) |
| i. Develop systematic observation skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| j. Learn about applications of science to environmental issues | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| k. Develop scientific writing skills | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC305734) |

10. How much of the following instructional materials and other resources does your school system provide you with to teach science to your fourth-grade class? Fill in **one** oval on each line. [4] ^(NEW)

| | None | Little | Some | A lot | [Same at:] | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|------------|
| a. Science textbooks | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305687) |
| b. Science magazines and books | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305688) |
| c. Supplies or equipment for science demonstrations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305689) |
| d. Supplies or equipment for science labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | VC305690) |
| e. Space to conduct science labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305693) |
| f. Computers for students' use in class | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305695) |
| g. Computer labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305696) |
| h. Computers for teachers' use | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305698) |
| i. Computerized science labs for classroom use | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305699) |
| j. Audiovisual materials | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305700) |
| k. Science kits | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305701) |
| l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |

11. To what extent do you use each of the following technological resources for fourth-grade science instruction? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|---------------|-----------------|--------------------|-----------------|------------|-------|
| a. Desktop computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| b. Laptop computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| e. CD-ROM | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| f. Online software | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| h. Cable/satellite/closed-circuit television | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| i. DVD player and DVDs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| j. Digital camera | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| k. Graphing calculator | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| n. Online course management system (web-based software used to organize information, assignments, grades, and discussions) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

12. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class? (HE001022) [4/8]

- A I get all the resources I need.
- B I get most of the resources I need.
- C I get some of the resources I need.
- D I don't get any of the resources I need.

13. When you teach science to your fourth-grade class, do you do any of the following? Fill in **one** oval on each line. (VC305702) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-------------------------|-------------------------|----------------------------|-------------------------|-------------------|------------|
| a. Use a different set of methods in teaching some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305708) |
| b. Supplement the regular course curriculum with additional material for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305705) |
| c. Pace my teaching differently for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305709) |
| d. Have some students engage in different classroom activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305707) |
| e. Set different achievement standards for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC305703) |

14. How often do you meet with students one-on-one to review their work and evaluate their progress in science? (VC305449) [4/8]

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D Once or twice a week
- E Every day or almost every day

15. How often do you do each of the following with individual students to evaluate their progress in science? Fill in **one** oval on each line. (NEW) [4/8]

| | Never or hardly ever | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | [Same at:] | |
|--|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|------------|-------|
| a. Discuss the student's current level of performance | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| b. Set goals for specific progress the student would like to make | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| c. Discuss progress the student has made toward goals previously set | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |
| d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | [4/8] | (NEW) |

Pilot Teacher Questionnaire Grade 4
Part III: Classroom Organization and Instruction—Reading

The following questions ask about the organization of your classroom for reading or language arts instruction. (**NOTE:** “Language arts” refers to reading, writing, literature, and related topics. Questions that ask about “reading” instruction include language arts.) If you teach more than one fourth-grade reading or language arts class, please pick a single class to use as the basis for answering the questions.

*If you do **not** teach reading or language arts, please skip to Part IV (mathematics).*

1. Which best describes your role in teaching reading? Fill in **one** oval. (NEW) [4]
 - Ⓐ Teaching all or most subjects, including reading
 - Ⓑ Teaching only reading
 - Ⓒ Co-teaching with other teachers and holding primary responsibility for reading
 - Ⓓ Co-teaching with other teachers but not holding primary responsibility for reading

2. How many students are in your reading class? (NEW) [4]
 - Ⓐ 12 or fewer
 - Ⓑ 13–15
 - Ⓒ 16–18
 - Ⓓ 19–21
 - Ⓔ 22–24
 - Ⓕ 25–27
 - Ⓖ 28–30
 - Ⓗ 30 or more

3. How many hours of reading instruction do your students receive in a typical week?
(NEW) [4]
- Ⓐ Less than 3 hours
 - Ⓑ 3 to less than 5 hours
 - Ⓒ 5 to less than 7 hours
 - Ⓓ 7 to less than 10 hours
 - Ⓔ 10 to less than 12 hours
 - Ⓕ 12 or more hours
4. To what extent do you organize your reading instruction to be integrated with other subjects? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
5. On what basis do you create groups of students in your class for reading instruction?
Fill in **one** oval. (NEW) [4]
- Ⓐ I do not create groups.
 - Ⓑ Test scores
 - Ⓒ Interest
 - Ⓓ Diversity
 - Ⓔ Convenience (such as dividing groups by seating areas)
 - Ⓕ Students form their own groups.
 - Ⓖ Other

6. To what extent do you use a computer for your reading class? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
7. To what extent do you use technological resources in your reading class (e.g., Internet connection, digital recorders, digital projector, white boards, CD-ROM software, MP3's, or DVD player)? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
8. To what extent are computers available for use by your students for your reading class? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always

9. How often do you use each of the following to evaluate student progress in reading?
Fill in **one** oval on each line. (NEW) [4]

| | Never or hardly ever | Once or twice a year | Once or twice a month | Once or twice a week | [Same at:] | |
|---|----------------------------|----------------------------|-----------------------------|----------------------------|------------|------------|
| a. Multiple-choice tests | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (HE001131) |
| b. Short written responses such as a phrase or a sentence | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| c. Long written responses such as several sentences | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| d. Writing of more than one paragraph | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| e. Individual projects | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| f. Individual presentations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| g. Group projects | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| h. Group presentations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |

10. Approximately how much reading homework do you assign to students in your reading class each day? (NEW) [4]

- A None
- B 15 minutes
- C 30 minutes
- D 45 minutes
- E 1 hour
- F More than 1 hour

11. To what extent have you emphasized each of the following types of reading in your reading class? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------|-------|
| a. Reading of literature involving materials such as novels, plays, or poetry | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| b. Reading for information, involving materials such as news articles, essays, or speeches | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| c. Reading of document texts involving materials such as maps, timelines, or directions | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (NEW) |

12. To what extent have you emphasized each of the following reading processes in your reading class? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------|-------|
| a. Locate/recall | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| b. Integrate/interpret | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |
| c. Critique/evaluate | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (NEW) |

13. Approximately what percentage of students in your reading class is completing their assignments? (NEW) [4]

- A 0%
- B 5–10%
- C 11–20%
- D 21–40%
- E 41–70%
- F 71–85%
- G 86–100%

Pilot Teacher Questionnaire Grade 4
Part IV: Classroom Organization and Instruction—Mathematics

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one fourth-grade mathematics class, please pick a single class to use as the basis for answering the questions.

*If you do **not** teach mathematics, please skip to Part V (social studies).*

1. Which best describes your role in teaching mathematics? Fill in **one** oval. (NEW) [4/8]
 - Ⓐ Teaching all or most subjects, including mathematics
 - Ⓑ Teaching only mathematics
 - Ⓒ Co-teaching with other teachers and holding primary responsibility for mathematics
 - Ⓓ Co-teaching with other teachers but not holding primary responsibility for mathematics

2. How many students are in your mathematics class? (NEW) [4/8]
 - Ⓐ 12 or fewer
 - Ⓑ 13–15
 - Ⓒ 16–18
 - Ⓓ 19–21
 - Ⓔ 22–24
 - Ⓕ 25–27
 - Ⓖ 28–30
 - Ⓗ 30 or more

3. How many hours of mathematics instruction do your students receive in a typical week? (NEW) [4/8]
- Ⓐ Less than 3 hours
 - Ⓑ 3 to less than 5 hours
 - Ⓒ 5 to less than 7 hours
 - Ⓓ 7 to less than 10 hours
 - Ⓔ 10 to less than 12 hours
 - Ⓕ 12 or more hours
4. To what extent do you organize your mathematics instruction to be integrated with other subjects? (NEW) [4/8]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
5. On what basis do you create groups of students in your class for mathematics instruction? (NEW) [4/8]
- Ⓐ I do not create groups.
 - Ⓑ Test scores
 - Ⓒ Interest
 - Ⓓ Diversity
 - Ⓔ Convenience (such as dividing groups by seating areas)
 - Ⓕ Students form their own groups.
 - Ⓖ Other

6. To what extent do you use a computer for your mathematics class? (NEW) [4/8]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
7. To what extent do you use technological resources in your mathematics class (e.g., Internet connection, digital recorders, digital projector, white boards, CD-ROM software, MP3's, or DVD player)? (NEW) [4/8]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
8. To what extent are computers available for use by your students for your mathematics class? (NEW) [4/8]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always

9. How often do you use each of the following to evaluate student progress in mathematics? Fill in **one** oval on each line. (HB001130) [4/8]

| | Never or hardly ever | Once or twice a year | Once or twice a month | Once or twice a week | [Same at:] | |
|---|----------------------------|----------------------------|-----------------------------|----------------------------|------------|------------|
| a. Multiple-choice tests | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (HB001131) |
| b. Problem sets | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (HB001132) |
| c. Short written responses such as a phrase or a sentence | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| d. Long written responses such as several sentences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| e. Individual projects | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| f. Individual presentations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Group projects | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| h. Group presentations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

10. Approximately how much mathematics homework do you assign to students in your mathematics class each day? (HB001106) [4]

- Ⓐ None
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ 1 hour
- Ⓕ More than 1 hour

11. To what extent have you covered each of the following concepts in your mathematics class? Fill in **one** oval on each line. (VC310878) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|------------|
| a. Numbers and operations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310879) |
| b. Measurement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310880) |
| c. Geometry | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8] | (VC310881) |
| d. Data analysis, statistics, and probability (informal introduction of concepts) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VC310882) |
| e. Algebra (informal introduction of concepts) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VC310883) |

12. To what extent are students permitted to use calculators in each of the following activities? Fill in **one** oval on each line. (NEW) [4/8]

| | Never | Sometimes | Always | [Same at:] | |
|---|-------------------------|-------------------------|-------------------------|-------------------|-------|
| a. During math lessons | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | [4/8] | (NEW) |
| b. During tests or quizzes | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | [4/8] | (NEW) |
| c. For homework assignments or projects | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | [4/8] | (NEW) |

13. Approximately what percentage of students in your mathematics class is completing their assignments? (NEW) [4/8]

- A 0%
- B 5–10%
- C 11–20%
- D 21–40%
- E 41–70%
- F 71–85%
- G 86–100%

Pilot Teacher Questionnaire Grade 4
Part V: Classroom Organization and Instruction— Social Studies
(U.S. History, Civics, and Geography)

The following questions ask about the organization of your classroom for social studies instruction. If you teach more than one fourth-grade social studies class, please pick a single one to use as the basis for answering the questions.

If you do not teach social studies, you have finished the survey. Thank you for your time.

1. Which best describes your role in teaching social studies? Fill in **one** oval. (NEW) [4]

- Ⓐ Teaching all or most subjects, including social studies
- Ⓑ Teaching only social studies
- Ⓒ Team-teaching with primary responsibility for social studies
- Ⓓ Team-teaching without primary responsibility for social studies

2. Which of the following content areas do you mainly teach? Fill in **one** oval. (NEW) [4]

- Ⓐ State history
- Ⓑ U.S. history
- Ⓒ World history
- Ⓓ Civics or government
- Ⓔ Geography
- Ⓕ Economics (informal introduction of concepts)

3. To what extent have you emphasized each of the following topics in your social studies class? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|------------|--------------|-----------------|--------------|------------|-------|
| a. Change in American democracy | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| b. People from various cultures | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| c. Technological changes | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| d. Economic changes | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| e. Role of America in the world | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| f. Politics and government | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Foundations of the American democracy | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| h. The Constitution | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| i. World affairs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| j. Roles of citizens in American democracy | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| k. Space and place (i.e., basic concepts of physical and human geography) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| l. Environment and society (i.e., how people adapt to, depend on, and are affected by the natural environment) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

4. How many students are in your social studies class? (NEW) [4]
- Ⓐ 12 or fewer
 - Ⓑ 13–15
 - Ⓒ 16–18
 - Ⓓ 19–21
 - Ⓔ 22–24
 - Ⓕ 25–27
 - Ⓖ 28–30
 - Ⓗ 30 or more
5. How many hours of social studies instruction do your students receive in a typical week? (NEW) [4]
- Ⓐ Less than 1 hour
 - Ⓑ 1 to less than 2 hours
 - Ⓒ 2 to less than 3 hours
 - Ⓓ 3 to less than 4 hours
 - Ⓔ 4 to less than 5 hours
 - Ⓕ 5 or more hours
6. To what extent do you organize your social studies instruction to be integrated with other subjects? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always

7. To what extent do you use a computer in your social studies class? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
8. To what extent do you use technological resources in your social studies class (e.g., Internet connection, digital recorders, digital projector, white boards, CD-ROM software, MP3's, or DVD player)? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always
9. To what extent can students use a computer for social studies class, either in the classroom or in a computer lab? (NEW) [4]
- Ⓐ Never
 - Ⓑ Rarely
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always

10. How often do you use each of the following to evaluate student progress in social studies? Fill in **one** oval on each line. (NEW) [4]

| | Never or hardly ever | Once or twice a year | Once or twice a month | Once or twice a week | [Same at:] | |
|---|----------------------------|----------------------------|-----------------------------|----------------------------|------------|------------|
| a. Multiple-choice tests | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (HE001131) |
| b. Short written responses such as a phrase or a sentence | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| c. Long written responses such as several sentences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| d. Writing of more than one paragraph | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| e. Individual projects | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| f. Individual presentations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| g. Group projects | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| h. Group presentations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

11. Approximately how much homework do you assign to students in your social studies class each day? (NEW) [4]

- Ⓐ None
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ 1 hour
- Ⓕ More than 1 hour

12. Approximately what percentage of students in your social studies class is completing their assignments? (NEW) [4]

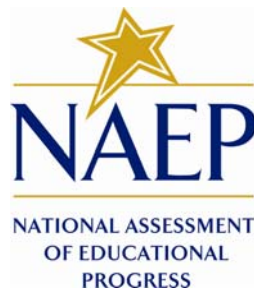
- Ⓐ 0%
- Ⓑ 5–10%
- Ⓒ 11–20%
- Ⓓ 21–40%
- Ⓔ 41–70%
- Ⓕ 71–85%
- Ⓖ 86–100%

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1e
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

National Indian Education Study (NIES) Teacher Grade 4



Part 1e contains:

NIES Teacher Grade 4

The amount of time estimated to complete this form is 20 minutes.

July 18, 2008

TEACHER QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per booklet, 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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.

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Teacher Questionnaire – Grade 4 NIES 2009

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter “01.” (VC190809) [4/8]

Years

2. How many of the students in your class are American Indian or Alaska Native? (Include both enrolled tribal members and descendents in your calculations.) (NEW) [4]

- Ⓐ Few (less than 5)
- Ⓑ Several, but less than half the class
- Ⓒ At least half the class, but not every student
- Ⓓ The whole class
- Ⓔ I don't know.

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Fill in **one** oval on each line. (VB592443) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] |
|--|---------------|-----------------|--------------------|-----------------|---------------------|
| a. Independent reading and study | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (VB592446) [4/8] |
| b. Your own personal or family background and experiences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (VC202915) [4/8] |
| c. Locally sponsored American Indian or Alaska Native cultural orientation program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (VC202922) [4/8] |
| d. Living and working in an American Indian or Alaska Native community | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (VB592448) [4/8] |

4. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Fill in **one** oval on each line. (NEW) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] |
|--|---------------|-----------------|--------------------|-----------------|----------------|
| a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| b. College courses, or other classes or workshops with a general focus on various cultures or diversity | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |

5. Below is a list of resources that may be consulted by teachers to help them improve the academic performance of their students. During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Fill in **one** oval on each line. (NEW) [4/8]

| | Never | 1 or 2 times | 3 or 4 times | 5 or more times | [Same at:] |
|--|-------|-----------------|-----------------|--------------------|----------------|
| a. Online websites or databases | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| b. Articles in professional journals | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| c. Local libraries or cultural centers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| d. Other teachers in your school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| e. Elders or other experts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |

6. During the last two years, how many times have you attended in-service classes and workshops to help you improve the academic performance of your American Indian or Alaska Native students? (NEW) [4/8]

- Ⓐ Never → *Skip to question 8.*
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

7. Who sponsored the in-service classes and workshops you attended during the last two years?
Fill in **all** ovals that apply. (NEW) [4/8]

- (A) State
- (B) District
- (C) Tribal education department
- (D) Indian education professional associations
- (E) College or university
- (F) Other

8. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best. (NEW) [4/8]

- (A) No knowledge or skill; nonspeaker
- (B) Minimal functional or communicative ability; ability to use some words or phrases
- (C) Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
- (D) Fluent, nonnative speaker
- (E) Fluent native speaker

9. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach any core subject (reading, mathematics, science, and social studies)? (NEW) [4]

- (A) Instruction is entirely in English.
- (B) Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
- (C) Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
- (D) Instruction is primarily in the students' American Indian or Alaska Native language(s).

10. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learners [ELL])? Fill in **one** oval on each line. (NEW) [4/8]

| | Yes | No | [Same at:] |
|--|-------------------------|-------------------------|----------------|
| a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis) | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| c. Any other training or professional development on how to teach students whose first language is not English | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |

11. To what extent do you use the following to assess student progress? Fill in **one** oval on each line. (NEW) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] |
|--|-------------------------|-------------------------|-------------------------|-------------------------|----------------|
| a. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |
| c. Assessments developed by American Indian or Alaska Native organizations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |
| d. Tests supplied by textbook publishers (for example, end of unit or chapter tests) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |
| e. Teacher-made tests or quizzes | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |
| f. Performance-based assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |
| g. Group projects | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |
| h. Oral responses of students during class discussions | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | (NEW) [4/8] |

12. To what extent do you integrate lessons and materials about American Indian or Alaska Native culture and history into your **reading/language arts** curriculum? *If you do not teach reading/language arts, skip to question 16.* (NEW) [4/8]

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

13. To what extent do you integrate lessons and materials about current issues affecting American Indian or Alaska Native people and communities into your **reading/language arts** curriculum? (NEW) [4/8]

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

14. How often do you have your students do each of the following **reading/language arts** activities? Fill in **one** oval on each line. (NEW) [4/8]

| | Never | At least once a year | At least once a month | At least once a week | Every day or almost every day | [Same at:] |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|-------------|
| a. Read literature with American Indian or Alaska Native themes | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| b. Read literature by American Indian or Alaska Native authors | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| d. Write about experiences or issues affecting American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| e. Write about their own experiences as an American Indian or Alaska Native person | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |

15. How much do you rely on each of the following documents in planning **reading/language arts** lessons? Fill in **one** oval on each line. (NEW) [4/8]

| | Not at all | A little | Some | A lot | Not aware of any | [Same at:] |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------|
| a. Standards developed by national professional organizations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| b. State content standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| c. District content standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |

16. To what extent do you integrate lessons and materials about American Indian or Alaska Native culture and history into your **mathematics** curriculum? *If you do not teach mathematics, skip to question 20.* (NEW) [4/8]

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

17. To what extent do you integrate lessons and materials about current issues affecting American Indian or Alaska Native people and communities into your **mathematics** curriculum? (NEW) [4/8]

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

18. How often do you have your students do each of the following **mathematics** activities? Fill in **one** oval on each line. (NEW) [4/8]

| | Never | At least once a year | At least once a month | At least once a week | Every day or almost every day | [Same at:] |
|---|-------|----------------------|-----------------------|----------------------|-------------------------------|----------------|
| a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | (NEW) [4/8] |
| b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | (NEW) [4/8] |
| c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | (NEW) [4/8] |
| d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | (NEW) [4/8] |

19. How much do you rely on each of the following documents in planning **mathematics** lessons? Fill in **one** oval on each line. (NEW) [4/8]

| | Not at all | A little | Some | A lot | Not aware of any | [Same at:] |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------|
| a. Standards developed by national professional organizations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| b. State content standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| c. District content standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | (NEW) [4/8] |

20. Are you Hispanic or Latino? (VB555111) [4/8]

- A Yes
- B No

21. Which of the following describe(s) you? You may fill in more than one oval. (VC190762) [4/8]

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

- E Native Hawaiian or other Pacific Islander

22. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students? (NEW) [4/8]

23. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters. (NEW) [4/8]

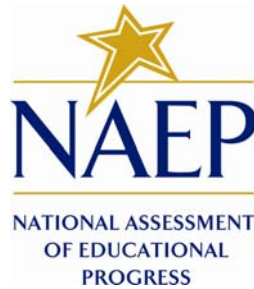
***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1f
*BACKGROUND QUESTIONS***

FOR 2009 ASSESSMENT

Operational School Grade 4



Part 1f contains:

Operational School Grade 4:

School Characteristics & Policies
Reading
Mathematics
Science
Charter School

The amount of time estimated to complete this form is 30 minutes.

July 18, 2008

SCHOOL QUESTIONNAIRES

OMB Information on School Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 30 minutes per booklet, 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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 teachers or 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.

OMB No. 1850-0790 Approval Expires 05/31/2010

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School Questionnaire

Grade 4

This questionnaire should be completed by the principal or the head of the school.

Some of the questions that follow ask you to fill in specific numbers. For those questions, please print the appropriate numbers in the boxes provided. Please PRINT LEGIBLY. Using one number per box, fill in every box. Keep all printing within the boxes. Do not make any stray marks. Use only a No. 2 pencil.

Example:
150 would be written as

| | | | | | |
|---|---|---|---|---|---|
| 0 | 0 | , | 1 | 5 | 0 |
|---|---|---|---|---|---|

Examples of numerals are:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 0 |

School Questionnaire
Grade 4

Part I: School Characteristics and Policies

1. What grades are taught in your school? Fill in **all** ovals that apply. (VB337248) [4/8/12]

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓙ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

2. Do all students in your school follow the same calendar? (VB556165) [4/8/12]

Ⓐ Yes → *Go to Question 3*

Ⓑ No → *Skip to Question 4*

3. Please indicate the number of hours of instruction that fourth-grade students in your school completed as of February 1, 2009. Fill in the blocks below and then *skip to Question 5*. (VC345865) [4]

, hours of instruction as of February 1, 2009

4. For each group of students following a separate calendar, please indicate the number of hours of instruction that fourth-grade students in your school completed as of February 1, 2009. (VB556168) [4]

First group: , hours of instruction as of February 1, 2009 [4] (VB556169)

Second group: , hours of instruction as of February 1, 2009 [4] (VB556170)

Third group: , hours of instruction as of February 1, 2009 [4] (VB556171)

5. What is the current enrollment in your school? (VB337250) [4/8/12]

,

6. Approximately what percentage of fourth-graders in your school...
 (Please be sure your answers sum to 100%.) (VC188938) [4]

| | | | | | |
|--|--|--|--|---|----------------|
| | [Same at:] | | | | |
| a. is new this year ? | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | % | [4] (VC188943) |
| b. has been attending your school for 1–2 years? | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | % | [4] (VC188945) |
| c. has been attending your school for 3 or more years? | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | % | [4] (VC188948) |
| TOTAL | <input style="width: 100%; height: 30px; border: 2px solid black;" type="text" value="1"/> | <input style="width: 100%; height: 30px; border: 2px solid black;" type="text" value="0"/> | <input style="width: 100%; height: 30px; border: 2px solid black;" type="text" value="0"/> | % | |

7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

8. Is your school a public **charter** school? (VC310911) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No

9. What other type of school is this? Fill in **one** oval on each line. (VC311012) [4/8/12]

| | Yes | No | [Same at:] | |
|--|-----|----|------------|------------|
| a. Regular elementary school | Ⓐ | Ⓑ | [4/8/12] | (VC311014) |
| b. A regular school with a magnet program | Ⓐ | Ⓑ | [4/8/12] | (VC311015) |
| c. A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc. | Ⓐ | Ⓑ | [4/8/12] | (VC311016) |
| d. Special education: a school that primarily serves students with disabilities | Ⓐ | Ⓑ | [4/8/12] | (VC311017) |
| e. Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education | Ⓐ | Ⓑ | [4/8/12] | (VC311018) |
| f. Private (independent) | Ⓐ | Ⓑ | [4/8/12] | (VC311020) |
| g. Private (religiously affiliated) | Ⓐ | Ⓑ | [4/8/12] | (VC311021) |
| h. Privately run public school | Ⓐ | Ⓑ | [4/8/12] | (VC311022) |
| i. Other | Ⓐ | Ⓑ | [4/8/12] | (VC311024) |

10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) (HE000917) [4/8/12]

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) (LC000488) [4/8/12]

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

12. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.) (HE000918) [4/8/12]

- Ⓐ 98–100%
- Ⓑ 95–97%
- Ⓒ 90–94%
- Ⓓ 80–89%
- Ⓔ 70–79%
- Ⓕ 60–69%
- Ⓖ 50–59%
- Ⓗ Less than 50%

13. About what percentage of this year's fourth-graders was held back and is repeating fourth grade? (HE002112) [4]

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

14. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year? (HE000920) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ 11–15%
- Ⓕ 16–20%
- Ⓖ More than 20%

15. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]
- Ⓐ Yes → *Go to Question 16*
 - Ⓑ No → *Skip to Question 19*
16. How does the school operate the program? (VB556173) [4/8/12]
- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 18*
 - Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 17*
17. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (NEW) [4/8/12]
- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
 - Ⓑ 2008
 - Ⓒ 2007
 - Ⓓ 2006
 - Ⓔ 2005
 - Ⓕ 2004
 - Ⓖ 2003 or earlier

18. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (VB608487) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓘ 100%

19. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB608488) [4/8/12]

- Ⓐ No
- Ⓑ Yes, our school receives funds, which are targeted to eligible students.
- Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

20. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB485284) [4/8/12]

| | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | [Same at:] | |
|--|------|------|-------|--------|--------|--------|--------|-------------|------------|------------|
| a. Targeted Title I services | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB610145) |
| b. Gifted and talented program | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485286) |
| c. Instruction provided in student's home language (non-English) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485287) |
| d. English-as-a-second-language (not in a bilingual education program) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485288) |
| e. Special education | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485289) |

Part II: Reading/Language Arts

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in **one** oval on each line. (VB380370) [4/8/12]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. Use of language arts across the curriculum | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VB380371) |
| b. Interpreting and analyzing literature | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VB380372) |
| c. Understanding the process of reading or writing | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VB380373) |
| d. Instructional strategies for teaching language arts | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VB380374) |

2. Is there a reading specialist or coach available (full- or part-time) to fourth-graders at your school? (VC311126) [4]

- A Yes, available full-time to my school → *Go to Question 3*
- B Yes, available part-time to my school → *Go to Question 3*
- C No → *Skip to Question 4*

3. To what extent are any of the following a responsibility of the reading specialist or coach available to fourth-graders at your school? Fill in **one** oval on each line.
(VC311113) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. Provide technical assistance/support to individual teachers about reading content or the teaching of reading | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VC311115) |
| b. Conduct professional development for groups of teachers about reading content or the teaching of reading | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VC311117) |
| c. Provide reading instruction to students on various topics | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VC311120) |
| d. Provide reading instruction to students at various grade levels | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VC11123) |
| e. Provide reading enrichment to some student groups | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VC11125) |

4. To what extent is your school’s reading program structured according to the following resources? Fill in **one** oval on each line. (VC190984) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|------------|------------|
| a. State curriculum standards or frameworks | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190986) |
| b. District curriculum standards or curriculum guides | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190987) |
| c. Results from state/district assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190988) |
| d. In-school curriculum frameworks and standards for learning | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190989) |
| e. Results from school assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190990) |
| f. Recommendations from school reading/language arts department | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190992) |
| g. Discretion of individual teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190993) |
| h. Commercially designed programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC190995) |

5. To what extent does your school’s fourth-grade reading curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line. (VC311130) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|-----------------------------------|------------|--------------|-----------------|--------------|------------|------------|
| a. Federally mandated assessments | A | B | C | D | [4/8/12] | (VC311147) |
| b. State assessments | A | B | C | D | [4/8/12] | (VC311149) |
| c. District assessments | A | B | C | D | [4/8/12] | (VC311150) |
| d. School assessments | A | B | C | D | [4/8/12] | (VC311151) |

6. Does your school have the following personnel to assist with reading class instruction for fourth-grade students with disabilities (SD) and/or English language learners (ELL)? Fill in **one** oval for SD and **one** oval for ELL on each line. (VC190918) [4]

| | SD | | ELL | | [Same at:] | |
|---|-----|----|-----|----|------------|------------|
| | Yes | No | Yes | No | | |
| a. Special Education teachers (and related service providers) | A | B | A | B | [4/8/12] | (VC190921) |
| b. Reading specialists or coaches | A | B | A | B | [4/8/12] | (VC190922) |
| c. Speech pathologists | A | B | A | B | [4/8/12] | (VC190923) |
| d. Certified ELL/bilingual education teachers | A | B | A | B | [4/8/12] | (VC190926) |
| e. Other staff not trained in SD or ELL | A | B | A | B | [4/8/12] | (VC190927) |
| f. Parent volunteers | A | B | A | B | [4/8/12] | (VC190928) |
| g. Paraprofessionals or teacher aids who are trained in SD or ELL | A | B | A | B | [4/8/12] | (NEW) |
| h. Paraprofessionals or teacher aids who are not trained in SD or ELL | A | B | A | B | [4/8/12] | (NEW) |

Part III: Mathematics

1. Are fourth-grade teachers in your school required to set aside a certain amount of time each day for mathematics instruction? (VB525184) [4]
 - Ⓐ Yes
 - Ⓑ No

2. Are fourth-grade students from different classes typically grouped for mathematics instruction by ability and/or achievement levels (so that some instruction groups are higher in average mathematics ability and/or achievement levels than others)? (VB525182) [4]
 - Ⓐ Yes
 - Ⓑ No

3. How often are fourth-grade students' mathematics placements evaluated? (VB525183) [4]
 - Ⓐ Once a year
 - Ⓑ Once a marking period (semester, trimester)
 - Ⓒ More than once a marking period
 - Ⓓ Students are not grouped by ability.

4. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in algebraic concepts, such as patterns and writing number sentences? Fill in **one** oval on each line. (VC188706) [4]

| | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | [Same at:] | |
|-----------------|-------------------------|-------------------------|----------------------------|------------------------------|---------------------------|------------------------------------|-----------------------|------------|
| a. Third grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4] | (VC188711) |
| b. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4] | (VC188713) |
| c. Fifth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4] | (VC188714) |
| d. Sixth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4] | (VC188715) |

5. Approximately what percentage of fourth-grade students receive instruction in algebraic concepts, such as patterns and writing number sentences? (VC311216) [4]

- A 0%
- B 1–25%
- C 26–50%
- D 51–75%
- E 76–100%

6. Is there a mathematics specialist or coach available (full- or part-time) to fourth-graders at your school? (VC311165) [4]

- A Yes, available full-time to my school → *Go to Question 7*
- B Yes, available part-time to my school → *Go to Question 7*
- C No → *Skip to Question 8*

7. To what extent are any of the following a responsibility of the mathematics specialist or coach available to fourth-graders at your school? Fill in **one** oval on each line.
(VC311168) [4]

| | Not at all | Small Extent | Moderate extent | Large extent | [Same at:] | |
|---|------------|-----------------|--------------------|-----------------|------------|------------|
| a. Provide technical assistance/support to individual teachers about mathematics content or the teaching of mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311171) |
| b. Conduct professional development for groups of teachers about mathematics content or the teaching of mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311183) |
| c. Provide mathematics instruction to students on various topics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311184) |
| d. Provide mathematics instruction to students at various grade levels | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311186) |
| e. Provide mathematics remediation/intervention to some student groups | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC084850) |
| f. Provide mathematics enrichment to some student groups | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311189) |

8. To what extent is your school’s mathematics program structured according to the following resources? Fill in **one** oval on each line. (VC311202) [4/8/12]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|---------------|-----------------|--------------------|-----------------|---------------|------------|
| a. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311204) |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311209) |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311210) |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311211) |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311212) |
| f. Recommendations from school mathematics department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311213) |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311214) |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC311215) |

9. To what extent does your school’s fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line. (VC311195) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|-----------------------------------|---------------|-----------------|--------------------|-----------------|---------------|------------|
| a. Federally mandated assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC311197) |
| b. State assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC311198) |
| c. District assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC311199) |
| d. School assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC311200) |

10. Approximately what percentage of your school's classrooms has the following technological resources for fourth-grade mathematics instruction? Fill in **one** oval on each line. (VC311226) [4]

| | 0% | 1–25% | 26–50% | 51–75% | 76–99% | 100% | [Same at:] | |
|--|-----|-------|--------|--------|--------|------|------------|------------|
| a. Cable/satellite/closed-circuit television | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311228) |
| b. Videodisc player/VCR/DVD player | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311231) |
| c. Digital/video camera | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311232) |
| d. Videoconferencing equipment | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311234) |
| e. Scanner for images or text | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311235) |
| f. Projection device for projecting images directly from a computer | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311236) |
| g. Computer | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311237) |
| h. Internet | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311238) |
| i. Computer printer | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311239) |
| j. Hand-held devices (e.g., personal digital assistants such as Palm Pilots or Pocket PCs) | (A) | (B) | (C) | (D) | (E) | (F) | [4/8/12] | (VC311240) |

Part IV: Science

1. Is there a science specialist or coach available (full- or part-time) to fourth-graders at your school? (VC304074) [4]
 - Ⓐ Yes, available full-time to my school → *Go to Question 2*
 - Ⓑ Yes, available part-time to my school → *Go to Question 2*
 - Ⓒ No → *Skip to Question 3*

2. To what extent are any of the following a responsibility of the science specialist or coach available to fourth-graders at your school? Fill in **one** oval on each line. (VC304078) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|---------------|-----------------|--------------------|-----------------|------------|------------|
| a. Provide technical assistance/support to individual teachers about science content or the teaching of science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304080) |
| b. Conduct professional development for groups of teachers about science content or the teaching of science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304083) |
| c. Provide science instruction to students on various topics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304087) |
| d. Provide science instruction to students at various grade levels | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304089) |
| e. Provide science enrichment to some student groups | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304090) |

3. To what extent is your school’s science program structured according to the following resources? Fill in **one** oval on each line. (VC304219) [4/8/12]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|-------------------|---------------------|------------------------|---------------------|-------------------|------------|
| a. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304220) |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304221) |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304222) |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304223) |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304224) |
| f. Recommendations from school science department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304225) |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304226) |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304227) |

4. To what extent does your school’s fourth-grade science curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line. (VC304214) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|-------------------------|-------------------|---------------------|------------------------|---------------------|-------------------|------------|
| a. State assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304216) |
| b. District assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304217) |
| c. School assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (VC304218) |

5. Does your school have laboratory facilities for fourth-grade science instruction? (VC304092) [4]

Ⓐ Yes → Go to Question 6

Ⓑ No → Skip to Question 7

6. To what extent do your school's science laboratories that are available for fourth-grade instruction have the following features? Fill in **one** oval on each line. (VC304098) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|-------------------------|-------------------------|----------------------------|-------------------------|-------------------|------------|
| a. Demonstration stations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304104) |
| b. Student lab stations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304106) |
| c. Storage areas for chemicals and other supplies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304107) |
| d. Electricity | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304110) |
| e. Running water | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304113) |
| f. Gas for burners | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304115) |
| g. Hoods or air hoses | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304117) |
| h. Safety equipment | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304118) |
| i. Computers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304119) |
| j. Internet connection | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4/8/12] | (VC304121) |

7. To what extent are any of the following available to fourth-grade teachers who teach science?
 Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|---------------|-----------------|--------------------|-----------------|------------|------------|
| a. Science textbooks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304190) |
| b. Science magazines and books | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304192) |
| c. Supplies or equipment for science demonstrations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304193) |
| d. Supplies or equipment for science labs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304194) |
| e. Student access to computers in class for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304196) |
| f. Student access to computer labs for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304197) |
| g. Teacher access to computers for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304199) |
| h. Computerized science labs for classroom use | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304200) |
| i. Audiovisual materials for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304201) |
| j. Science kits | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (VC304195) |
| k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

8. Approximately what percentage of your school's classrooms has the following technological resources for fourth-grade science instruction? Fill in **one** oval on each line. ^(NEW) [4]

| | 0% | 1–25% | 26–50% | 51–75% | 76–99% | 100% | [Same at:] | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------|-------|
| a. Desktop computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| b. Laptop computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| e. CD-ROM | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| f. Online software | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| h. Cable/satellite/closed-circuit television | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| i. DVD player and DVDs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| j. Digital camera | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| k. Graphing calculator | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| n. Online course management system (web-based software used to organize information, assignments, grades, and discussions) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |
| o. Digital whiteboard (computerized display panels that can respond to fingertip command and create a shared interactive space, akin to traditional chalkboards) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | [4/8/12] | (NEW) |

Part V: Supplemental Charter School Questions

This section should be completed by the principal or the head of the school. If your school is a charter school please continue. If your school is not a charter school, you have finished the survey. Thank you for your time.

1. Is your school a public **charter** school? (VC311248) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)

- Ⓐ Yes → *Go to Question 2*
- Ⓑ No → *You have finished the survey. Thank you for your time.*

2. In which year did your school start providing instruction as a **charter** school? (VC104697) [4/8/12]

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

3. How many times has your charter been **renewed**? (Enter 0 if you have not had to renew your charter yet.) (VC311249) [4/8/12]

| | |
|--|--|
| | |
|--|--|

 Times | If "0 Times" *skip to Question 6.*

4. In which year was your charter most recently renewed? (VC104700) [4/8/12]

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

5. For how many years was your charter renewed? (VC104701) [4/8/12]
- Ⓐ 1 to 3 years
 - Ⓑ 4 to 5 years
 - Ⓒ 6 to 10 years
 - Ⓓ 11 or more years
6. Who **granted** your school's original charter? (VC104703) [4/8/12]
- Ⓐ School district
 - Ⓑ State Board of Education (includes State Board of Regents and District of Columbia Board of Education)
 - Ⓒ Postsecondary institution
 - Ⓓ State charter-granting agency
 - Ⓔ City or state public charter school board
 - Ⓕ Other
7. Is your charter school a **newly created school** or was it converted from a **pre-existing school**? (VC104705) [4/8/12]
- Ⓐ Newly created school → *Skip to Question 9*
 - Ⓑ Converted from a pre-existing school → *Go to Question 8*
8. Was the pre-existing school a public school or a private school? (VC104756) [4/8/12]
- Ⓐ Public school
 - Ⓑ Private school

9. Which one of the following best describes your charter school's **primary** focus in terms of program content? (VC104758) [4/8/12]
- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
 - Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

10. Among fourth-grade students who are **new** to your charter school this year, approximately what percentage performs **at or above average** on your state assessment? (VC104778) [4]

| | | |
|--|--|--|
| | | |
|--|--|--|

 Percent

11. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]

- Ⓐ Yes → *Skip to Question 13*
- Ⓑ No → *Go to Question 12*

12. Why does your school **not** participate in the National School Lunch Program? (VC104793) [4/8/12]

- Ⓐ My school has eligible students but chooses not to participate in the program.
- Ⓑ My school does not have students who qualify for free or reduced-price lunches.
- Ⓒ My school does not have a cafeteria or does not serve lunch.
- Ⓓ Other

13. What is the legal status of your school? (VC104799) [4/8/12]

- (A) Officially part of the school district or local education agency (LEA)
- (B) Independent from the school district or local education agency (LEA)
- (C) A separate local education agency (LEA) as stipulated by state law

14. Who has **primary control or authority** over the following aspects of your school?

Fill in **one** oval on each line. (VC104818) [4/8/12]

| | Your school | Management company | District/ charter- granting agency | Governing board/ board of trustees | Other | [Same at:] | |
|--|---------------------------|---------------------------|---|---|---------------------------|------------|------------|
| a. Total budget | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | <input type="radio"/> (E) | [4/8/12] | (VC104825) |
| b. Purchase of supplies and equipment | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | <input type="radio"/> (E) | [4/8/12] | (VC104832) |
| c. School calendar | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | <input type="radio"/> (E) | [4/8/12] | (VC104838) |
| d. Student discipline policies (e.g., suspension/expul- sion) | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | <input type="radio"/> (E) | [4/8/12] | (VC104842) |
| e. Curriculum | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | <input type="radio"/> (E) | [4/8/12] | (VC104844) |
| f. Personnel, including hiring of teaching staff | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | <input type="radio"/> (E) | [4/8/12] | (VC104846) |

15. In which of the following areas is your school monitored/audited by the state or your school's charter-granting agency? Fill in **one** oval on each line. (VC319857) [4/8/12]

| | Yes, by state | Yes, by charter- granting agency | Not monitored | [Same at:] | |
|---|------------------|---|------------------|------------|------------|
| a. Curriculum topics taught | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319867) |
| b. Teaching methods used | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319869) |
| c. Student achievement | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319870) |
| d. Student behavior | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319871) |
| e. Student attendance | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319873) |
| f. School governance | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319874) |
| g. School finances | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319875) |
| h. Compliance with state or federal regulations | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319876) |
| i. Special education services | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319878) |

16. Are you **required** to report directly to any of the following groups on your school's progress? Fill in **one** oval on each line. (VC104905) [4/8/12]

| | Yes | No | [Same at:] | |
|---|-----|----|------------|------------|
| a. Chartering agency | Ⓐ | Ⓑ | [4/8/12] | (VC104943) |
| b. Parents | Ⓐ | Ⓑ | [4/8/12] | (VC104944) |
| c. Community/general public | Ⓐ | Ⓑ | [4/8/12] | (VC104945) |
| d. School governing board | Ⓐ | Ⓑ | [4/8/12] | (VC104946) |
| e. Private funders or donors | Ⓐ | Ⓑ | [4/8/12] | (VC104947) |
| f. State Board of Education | Ⓐ | Ⓑ | [4/8/12] | (VC104948) |
| g. State department of education (if this is not the chartering agency) | Ⓐ | Ⓑ | [4/8/12] | (VC104949) |
| h. Legislature | Ⓐ | Ⓑ | [4/8/12] | (VC104950) |

17. Have you asked parents why they chose to send their children to your school this year? (VC345938) [4/8/12]

- Ⓐ No → *You have finished the survey. Thank you for your time.*
- Ⓑ Yes, we have asked some parents about this. → Go to Question 18.
- Ⓒ Yes, we have asked all or most of the parents. → Go to Question 18.

18. Of the parents you asked, about how many indicated that they chose to send their children to your school for the following reasons? Fill in **one** oval on each line. (VC316408) [4/8/12]

| | None | Less than half | About half | About three-quarters | All or almost all | Did not ask | [Same at:] | |
|---|------|----------------|------------|----------------------|-------------------|-------------|------------|------------|
| a. Their child was performing poorly in another school. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316413) |
| b. They wanted a more rigorous curriculum for their child. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316414) |
| c. They wanted the particular curricular focus this school has. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316416) |
| d. They wanted a safer environment for their child. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316418) |
| e. They were seeking greater parental involvement in their child's education. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316424) |
| f. They wanted smaller class sizes. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316428) |
| g. Other reason | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316431) |

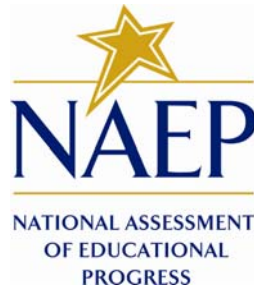
***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1g
*BACKGROUND QUESTIONS***

FOR 2009 ASSESSMENT

Pilot School Grade 4



Part 1g contains:

Pilot School Grade 4:

School Characteristics & Policies
Reading & Mathematics
Social Studies
Charter School

The amount of time estimated to complete this form is 30 minutes.

July 18, 2008

SCHOOL QUESTIONNAIRES

OMB Information on School Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 30 minutes per booklet, 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

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School Questionnaire

Grade 4

This questionnaire should be completed by the principal or the head of the school.

Some of the questions that follow ask you to fill in specific numbers. For those questions, please print the appropriate numbers in the boxes provided. Please PRINT LEGIBLY. Using one number per box, fill in every box. Keep all printing within the boxes. Do not make any stray marks. Use only a No. 2 pencil.

Example:
150 would be written as

| | | | | | |
|---|---|---|---|---|---|
| 0 | 0 | , | 1 | 5 | 0 |
|---|---|---|---|---|---|

Examples of numerals are:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 0 |

**School Questionnaire
Grade 4**

Part I: School Characteristics and Policies

1. What grades are taught in your school? Fill in **all** ovals that apply. (VB337248) [4/8/12]

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓙ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

2. Do all students in your school follow the same calendar? (VB556165) [4/8/12]

Ⓐ Yes → *Go to Question 3*

Ⓑ No → *Skip to Question 4*

3. Please indicate the number of hours of instruction that fourth-grade students in your school completed as of February 1, 2009. Fill in the blocks below and then *skip to Question 5*. (VC345865) [4]

, hours of instruction as of February 1, 2009

4. For each group of students following a separate calendar, please indicate the number of hours of instruction that fourth-grade students in your school completed as of February 1, 2009. (VB556168) [4]

First group: , hours of instruction as of February 1, 2009 [4] (VB556169)

Second group: , hours of instruction as of February 1, 2009 [4] (VB556170)

Third group: , hours of instruction as of February 1, 2009 [4] (VB556171)

5. What is the current enrollment in your school? (VB337250) [4/8/12]

,

6. Approximately what percentage of fourth-graders in your school...
(Please be sure your answers sum to 100%.) (VC188938) [4]

| | | | | | |
|--|----------|----------|----------|-------------------|----------------|
| | | | | [Same at:] | |
| a. is new this year ? | | | | % | [4] (VC188943) |
| b. has been attending your school for 1–2 years? | | | | % | [4] (VC188945) |
| c. has been attending your school for 3 or more years? | | | | % | [4] (VC188948) |
| TOTAL | 1 | 0 | 0 | % | |

7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

8. Is your school a public **charter** school? (VC310911) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No

9. What other type of school is this? Fill in **one** oval on each line. (VC311012) [4/8/12]

| | Yes | No | [Same at:] | |
|--|-------------------------|-------------------------|------------|------------|
| a. Regular elementary school | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311014) |
| b. A regular school with a magnet program | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311015) |
| c. A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc. | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311016) |
| d. Special education: a school that primarily serves students with disabilities | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311017) |
| e. Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311018) |
| f. Private (independent) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311020) |
| g. Private (religiously affiliated) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311021) |
| h. Privately run public school | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311022) |
| i. Other | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311024) |

10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) (HE000917) [4/8/12]

- A 0–2%
- B 3–5%
- C 6–10%
- D More than 10%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) (LC000488) [4/8/12]

- A 0–2%
- B 3–5%
- C 6–10%
- D More than 10%

12. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.) (HE000918) [4/8/12]

- Ⓐ 98–100%
- Ⓑ 95–97%
- Ⓒ 90–94%
- Ⓓ 80–89%
- Ⓔ 70–79%
- Ⓕ 60–69%
- Ⓖ 50–59%
- Ⓗ Less than 50%

13. About what percentage of this year's fourth-graders was held back and is repeating fourth grade? (HE002112) [4]

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

14. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year? (HE000920) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ 11–15%
- Ⓕ 16–20%
- Ⓖ More than 20%

15. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]
- Ⓐ Yes → *Go to Question 16*
 - Ⓑ No → *Skip to Question 19*
16. How does the school operate the program? (VB556173) [4/8/12]
- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 18*
 - Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 17*
17. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (NEW) [4/8/12]
- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
 - Ⓑ 2008
 - Ⓒ 2007
 - Ⓓ 2006
 - Ⓔ 2005
 - Ⓕ 2004
 - Ⓖ 2003 or earlier

18. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (VB608487) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓘ 100%

19. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB608488) [4/8/12]

- Ⓐ No
- Ⓑ Yes, our school receives funds, which are targeted to eligible students.
- Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

20. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB485284) [4/8/12]

| | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | [Same at:] | |
|--|------|------|-------|--------|--------|--------|--------|-------------|------------|------------|
| a. Targeted Title I services | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB610145) |
| b. Gifted and talented program | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485286) |
| c. Instruction provided in student's home language (non-English) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485287) |
| d. English-as-a-second-language (not in a bilingual education program) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485288) |
| e. Special education | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | [4/8/12] | (VB485289) |

(Embedded Pilot Items: Form A)
Part V: Reading/Language Arts and Mathematics

The items in this section (Part V) are intended for the pilot testing of a new format. Although some items in this section may have appeared in an earlier section, please answer all the items in this section.

1. Is there a specialist in the following subjects available for fourth-graders at your school? For each line, fill in either “Yes” or “No” for each of the subjects. (NEW) [4]

| | Reading/ Language Arts | | [Same at:] | | Mathematics | | [Same at:] | |
|-------------------------|---------------------------|----|------------|-------|-------------|----|------------|-------|
| | Yes | No | | | Yes | No | | |
| a. Full-time specialist | Ⓐ | Ⓑ | [4/8/12] | (NEW) | Ⓐ | Ⓑ | [4/8/12] | (NEW) |
| b. Part-time specialist | Ⓐ | Ⓑ | [4/8/12] | (NEW) | Ⓐ | Ⓑ | [4/8/12] | (NEW) |

2. Does your school offer any of the following activities for fourth-grade students who fall behind or need extra help in the following subjects? For each line, fill in either “Yes” or “No” for each of the subjects. (NEW) [4]

| | Reading/ Language Arts | | [Same at:] | | Mathematics | | [Same at:] | |
|---|---------------------------|-------------------------|------------|------------|-------------------------|-------------------------|------------|------------|
| | Yes | No | | | Yes | No | | |
| a. Teacher tutoring | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| b. Peer tutoring | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| c. Volunteer tutoring | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| d. Placement of instructional aides in classrooms to provide assistance | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC190955) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311219) |
| e. Use of instructional aides for pull-out instruction | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC190959) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311220) |
| f. Enrichment courses | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC190960) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311221) |
| g. Extra subject period | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC190963) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311222) |
| h. Extra work or homework | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC190965) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311223) |
| i. Before- or after-school programs | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| j. Saturday classes | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| k. Summer school program | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| l. Tutoring on English for English language learners | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| m. Other | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC190968) | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (VC311225) |

(Embedded Pilot Items: Form B)
Part V: Social Studies

1. At what grade do students in your school typically receive instruction with a primary focus on the following subjects? Fill in **all** ovals that apply. (VB337329) [4/8/12]

| | Prior to the 4th grade | In the 4th grade | After the 4th grade | Students do not receive instruction with a primary focus on this subject | [Same at:] | |
|--|-------------------------|-------------------------|-------------------------|--|------------|------------|
| a. State history | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (NEW) |
| b. Local history | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (NEW) |
| c. U.S. history | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB337331) |
| d. Civics/government | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (VB608490) |
| e. Geography | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (NEW) |
| f. Economics (informal introduction of concepts) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | [4] | (NEW) |

2. To what extent have you emphasized each of the following topics in your fourth-grade social studies curriculum? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|--|---------------|-----------------|--------------------|-----------------|------------|-------|
| a. Change in American democracy | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| b. People from various cultures | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| c. Technological changes | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| d. Economic changes | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| e. Role of America in the world | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| f. Politics and government | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| g. Foundations of the American democracy | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| h. The Constitution | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| i. World affairs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| j. Roles of citizens in American democracy | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| k. Space and place | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |
| l. Environment and society | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4] | (NEW) |

3. Is there a social studies specialist available for fourth-graders at your school? Fill in **one** oval on each line. (NEW) [4]

| | Yes | No | [Same at:] | |
|-------------------------|-----|----|------------|-------|
| a. Full-time specialist | Ⓐ | Ⓑ | [4/8/12] | (NEW) |
| b. Part-time specialist | Ⓐ | Ⓑ | [4/8/12] | (NEW) |

4. Does your school offer any of the following activities for fourth-grade students who fall behind or need extra help in social studies? Fill in **one** oval on each line. (NEW) [4]

| | Yes | No | [Same at:] | |
|---|-------------------------|-------------------------|-------------------|-------|
| a. Tutoring | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| b. Peer tutoring | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| c. Volunteer tutoring | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| d. Placement of instructional aides in classrooms to provide assistance | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| e. Use of instructional aides for pull-out instruction | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| f. Enrichment courses | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| g. Extra subject period | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| h. Extra work or homework | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| i. Before- or after-school programs | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| j. Saturday classes | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| k. Summer school program | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| l. Tutoring on English for English language learners | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |
| m. Other | <input type="radio"/> A | <input type="radio"/> B | [4/8/12] | (NEW) |

5. To what extent is your school’s social studies program for fourth-graders structured according to the following resources? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|---|------------|--------------|-----------------|--------------|------------|-------|
| a. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |
| f. Recommendations from school social studies department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8/12] | (NEW) |

6. To what extent does your school’s fourth-grade social studies curriculum (e.g., U.S. history, civics, or geography) focus on preparation for the following types of assessments? Fill in **one** oval on each line. (NEW) [4]

| | Not at all | Small extent | Moderate extent | Large extent | [Same at:] | |
|-------------------------|------------|--------------|-----------------|--------------|------------|-------|
| a. State assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| b. District assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |
| c. School assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | [4/8] | (NEW) |

Part VI: Supplemental Charter School Questions

This section should be completed by the principal or the head of the school. If your school is a charter school please continue. If your school is not a charter school, you have finished the survey. Thank you for your time.

1. Is your school a public **charter** school? (VC311248) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)

- Ⓐ Yes → *Go to Question 2*
- Ⓑ No → *You have finished the survey. Thank you for your time.*

2. In which year did your school start providing instruction as a **charter** school? (VC104697) [4/8/12]

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

3. How many times has your charter been **renewed**? (Enter 0 if you have not had to renew your charter yet.) (VC311249) [4/8/12]

| | |
|--|--|
| | |
|--|--|

 Times | If "0 Times" *skip to Question 6.*

4. In which year was your charter most recently renewed? (VC104700) [4/8/12]

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

5. For how many years was your charter renewed? (VC104701) [4/8/12]
- Ⓐ 1 to 3 years
 - Ⓑ 4 to 5 years
 - Ⓒ 6 to 10 years
 - Ⓓ 11 or more years
6. Who **granted** your school's original charter? (VC104703) [4/8/12]
- Ⓐ School district
 - Ⓑ State Board of Education (includes State Board of Regents and District of Columbia Board of Education)
 - Ⓒ Postsecondary institution
 - Ⓓ State charter-granting agency
 - Ⓔ City or state public charter school board
 - Ⓕ Other
7. Is your charter school a **newly created school** or was it converted from a **pre-existing school**? (VC104705) [4/8/12]
- Ⓐ Newly created school → *Skip to Question 9*
 - Ⓑ Converted from a pre-existing school → *Go to Question 8*
8. Was the pre-existing school a public school or a private school? (VC104756) [4/8/12]
- Ⓐ Public school
 - Ⓑ Private school

9. Which one of the following best describes your charter school's **primary** focus in terms of program content? (VC104758) [4/8/12]
- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
 - Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

10. Among fourth-grade students who are **new** to your charter school this year, approximately what percentage performs **at or above average** on your state assessment? (VC104778) [4]

| | | |
|--|--|--|
| | | |
|--|--|--|

 Percent

11. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]

- Ⓐ Yes → *Skip to Question 13*
- Ⓑ No → *Go to Question 12*

12. Why does your school **not** participate in the National School Lunch Program? (VC104793) [4/8/12]

- Ⓐ My school has eligible students but chooses not to participate in the program.
- Ⓑ My school does not have students who qualify for free or reduced-price lunches.
- Ⓒ My school does not have a cafeteria or does not serve lunch.
- Ⓓ Other

13. What is the legal status of your school? (VC104799) [4/8/12]

- A Officially part of the school district or local education agency (LEA)
- B Independent from the school district or local education agency (LEA)
- C A separate local education agency (LEA) as stipulated by state law

14. Who has **primary control or authority** over the following aspects of your school?
Fill in **one** oval on each line. (VC104818) [4/8/12]

| | Your school | Management company | District/ charter- granting agency | Governing board/ board of trustees | Other | [Same at:] | |
|--|-------------------------|-------------------------|---|---|-------------------------|------------|------------|
| a. Total budget | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8/12] | (VC104825) |
| b. Purchase of supplies and equipment | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8/12] | (VC104832) |
| c. School calendar | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8/12] | (VC104838) |
| d. Student discipline policies (e.g., suspension/expul- sion) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8/12] | (VC104842) |
| e. Curriculum | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8/12] | (VC104844) |
| f. Personnel, including hiring of teaching staff | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | [4/8/12] | (VC104846) |

15. In which of the following areas is your school monitored/audited by the state or your school's charter-granting agency? Fill in **one** oval on each line. (VC319857) [4/8/12]

| | Yes, by state | Yes, by charter- granting agency | Not monitored | [Same at:] | |
|--|------------------|---|------------------|------------|------------|
| a. Curriculum topics taught | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319867) |
| b. Teaching methods used | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319869) |
| c. Student achievement | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319870) |
| d. Student behavior | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319871) |
| e. Student attendance | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319873) |
| f. School governance | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319874) |
| g. School finances | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319875) |
| h. Compliance with state or federal regulations | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319876) |
| i. Special education services | Ⓐ | Ⓑ | Ⓒ | [4/8/12] | (VC319878) |

16. Are you **required** to report directly to any of the following groups on your school's progress? Fill in **one** oval on each line. (VC104905) [4/8/12]

| | Yes | No | [Same at:] | |
|--|-----|----|------------|------------|
| a. Chartering agency | Ⓐ | Ⓑ | [4/8/12] | (VC104943) |
| b. Parents | Ⓐ | Ⓑ | [4/8/12] | (VC104944) |
| c. Community/general public | Ⓐ | Ⓑ | [4/8/12] | (VC104945) |
| d. School governing board | Ⓐ | Ⓑ | [4/8/12] | (VC104946) |
| e. Private funders or donors | Ⓐ | Ⓑ | [4/8/12] | (VC104947) |
| f. State Board of Education | Ⓐ | Ⓑ | [4/8/12] | (VC104948) |
| g. State department of education (if this is not the chartering agency) | Ⓐ | Ⓑ | [4/8/12] | (VC104949) |
| h. Legislature | Ⓐ | Ⓑ | [4/8/12] | (VC104950) |

17. Have you asked parents why they chose to send their children to your school this year? (VC345938) [4/8/12]

- Ⓐ No → *You have finished the survey. Thank you for your time.*
- Ⓑ Yes, we have asked some parents about this. → Go to Question 18.
- Ⓒ Yes, we have asked all or most of the parents. → Go to Question 18.

18. Of the parents you asked, about how many indicated that they chose to send their children to your school for the following reasons? Fill in **one** oval on each line. (VC316408) [4/8/12]

| | None | Less than half | About half | About three-quarters | All or almost all | Did not ask | [Same at:] | |
|---|------|----------------|------------|----------------------|-------------------|-------------|------------|------------|
| a. Their child was performing poorly in another school. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316413) |
| b. They wanted a more rigorous curriculum for their child. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316414) |
| c. They wanted the particular curricular focus this school has. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316416) |
| d. They wanted a safer environment for their child. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316418) |
| e. They were seeking greater parental involvement in their child's education. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316424) |
| f. They wanted smaller class sizes. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316428) |
| g. Other reason | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | [4/8/12] | (VC316431) |

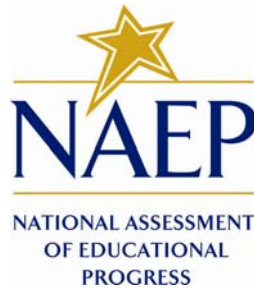
***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1h
*BACKGROUND QUESTIONS***

FOR 2009 ASSESSMENT

NIES School Grade 4



Part 1h contains:

NIES School Grade 4:

The amount of time estimated to complete this form is 30 minutes.

July 18, 2008

SCHOOL QUESTIONNAIRES

OMB Information on School Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 30 minutes per booklet, 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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 teachers or 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.

OMB No. 1850-0790 Approval Expires 05/31/2010

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**School Questionnaire – Grades 4
NIES 2009**

1. What is your professional position (title) at this school? (VC190540) [4/8]

2. Counting this year, how many years have you held this position at this school? If less than 1 year total, enter "01." (NEW) [4/8]

Years

3. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01." *If you answered "principal" or "head of school" to question 1, skip to question 4.* (NEW) [4/8]

Years

4. Which of the following describes your school? Fill in **all** ovals that apply. (NEW) [4/8]

- (A) Regular public school
- (B) Charter public school
- (C) Alternative school
- (D) Bureau of Indian Education school
- (E) Tribal contract/grant school
- (F) Other nonpublic school

5. How many American Indian and/or Alaska Native students are enrolled at your school? Include both enrolled tribal members and descendents in your calculations. (NEW) [4/8]

Students

6. Do you have access to information about the specific sources of funding that are provided to your school program? (NEW) [4/8]

A Yes → *Go to Question 7.*

B No → *Skip to Question 8.*

7. For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Fill in **one** oval on each line. (VC190547) [4/8]

| | Yes | No | I don't know. | |
|---|-------------------------|-------------------------|-------------------------|---------------------|
| a. Title I funds (Compensatory Education) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190549) [4/8] |
| b. Title II funds (Professional Improvement) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190550) [4/8] |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190551) [4/8] |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190552) [4/8] |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190553) [4/8] |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190555) [4/8] |
| g. Impact Aid Program | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190556) [4/8] |
| h. Johnson-O'Malley Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190557) [4/8] |
| i. Alaska Native Education Programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190589) [4/8] |
| j. Tribal or Village funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190592) [4/8] |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (VC190594) [4/8] |

8. What are the main ways in which the families of your students, or members of your local community, are involved with your school? Fill in **one** oval on each line. (NEW) [4/8]

| | Yes | No | |
|--|---------------------------|---------------------------|----------------|
| a. Participate in parent-teacher organizations | <input type="radio"/> (A) | <input type="radio"/> (B) | (NEW) [4/8] |
| b. Participate in open houses or back-to-school nights | <input type="radio"/> (A) | <input type="radio"/> (B) | (NEW) [4/8] |
| c. Participate in parent-teacher conferences | <input type="radio"/> (A) | <input type="radio"/> (B) | (NEW) [4/8] |
| d. Participate in making school curriculum decisions | <input type="radio"/> (A) | <input type="radio"/> (B) | (NEW) [4/8] |
| e. Participate in volunteer programs | <input type="radio"/> (A) | <input type="radio"/> (B) | (NEW) [4/8] |
| f. Other (please specify): | <input type="radio"/> (A) | <input type="radio"/> (B) | |
| _____ | | | (NEW) [4/8] |
| _____ | | | |

9. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Fill in **one** oval on each line. (NEW) [4/8]

| | Never | 1-2 times | 3 or more times | I don't know. | |
|--|---------------------------|---------------------------|----------------------------|---------------------------|----------------|
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | (NEW) [4/8] |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | (NEW) [4/8] |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | (NEW) [4/8] |

10. In a typical school year, how many times have officials (including elders) of the American Indian or Alaska Native community done the following? Fill in **one** oval on each line. (NEW)
[4/8]

| | Never | 1-2 times | 3 or more times | I don't know. | |
|---|-------|-----------|-----------------|---------------|----------------|
| a. Met with school officials on education issues, other than a conference regarding an individual student | (A) | (B) | (C) | (D) | (NEW) [4/8] |
| b. Attended meetings with school personnel with or on behalf of (other) parents | (A) | (B) | (C) | (D) | (NEW) [4/8] |

11. How many of the following courses and programs about American Indian or Alaska Native traditions and culture are offered at your school each year? Fill in **one** oval on each line. (NEW)
[4/8]

| | None | 1 | 2 | 3 | 4 or more | |
|-------------------------|------|-----|-----|-----|-----------|----------------|
| a. Year-long course | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| b. Semester-long course | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| c. Workshop or unit | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| d. Clubs | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| e. Other | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |

12. Were all your answers to questions 11 a, b, and c "none?" (NEW) [4/8]

A Yes → *Skip to question 14.*

B No → *Go to question 13.*

13. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Fill in **one** oval on each line. (NEW) [4/8]

| | Required | Elective | Not offered | |
|-------------------------|-------------------------|-------------------------|-------------------------|----------------|
| a. Year-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (NEW) [4/8] |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (NEW) [4/8] |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | (NEW) [4/8] |

14. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Fill in **one** oval on each line. (NEW) [4/8]

| | Yes | No | |
|---|-------------------------|-------------------------|----------------|
| a. Oral language | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| b. Written language | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| c. History of tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| d. Traditions and customs | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| e. Arts, crafts, music, or dance | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| f. Tribal or village government | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | (NEW) [4/8] |

15. To what extent are books and materials on American Indian or Alaska Native issues/topics available in the school library? (NEW) [4/8]

A Not at all

B Small extent

C Moderate extent

Ⓓ Large extent

16. How much influence does each of the following standards have on your school's **reading/language arts** curriculum? Fill in **one** oval on each line. (NEW) [4/8]

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|--------------|--------------------|----------------|--------------------|----------------------|----------------|
| a. State content standards | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| b. District content standards | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| c. Standards developed by national professional organizations | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| d. American Indian or Alaska Native content or cultural standards | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |

17. How much influence does each of the following standards have on your school's **mathematics** curriculum? Fill in **one** oval on each line. (NEW) [4/8]

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|--------------|--------------------|----------------|--------------------|----------------------|----------------|
| a. State content standards | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| b. District content standards | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| c. Standards developed by national professional organizations | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |
| d. American Indian or Alaska Native content or cultural standards | (A) | (B) | (C) | (D) | (E) | (NEW) [4/8] |

18. Considering all of the students in your school, to what extent is each of the following a problem in your school? Fill in **one** oval on each line. (NEW) [4/8]

| | Not at all | Small extent | Moderate extent | Large extent | |
|--------------------------------------|------------|--------------|-----------------|--------------|----------------|
| a. Student absenteeism | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| b. Student tardiness | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| c. Student health problems | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| d. Drug or alcohol use by students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| e. Student misbehavior in class | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| f. Physical conflicts among students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| g. Bullying | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| h. Low student aspirations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| i. Low teacher expectations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| j. Low family involvement | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |

19. Which of the following types of student and family services are offered at your school on a regular basis? Fill in **one** oval on each line. (NEW) [4/8]

| | Offered | Not Offered | |
|--|---------|-------------|----------------|
| a. Health services for students such as a school nurse | Ⓐ | Ⓑ | (NEW) [4/8] |
| b. Health services for families such as a community clinic | Ⓐ | Ⓑ | (NEW) [4/8] |
| c. Social or counseling services for students | Ⓐ | Ⓑ | (NEW) [4/8] |
| d. Social or counseling services for families | Ⓐ | Ⓑ | (NEW) [4/8] |
| e. Adult education programs for all ages | Ⓐ | Ⓑ | (NEW) [4/8] |

20. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Fill in **one** oval on each line. (NEW) [4/8]

| | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|--|--------------------------|-----------------------------|----------------------------|-------------------------------------|----------------|
| a. Teacher/family conferences (individual or group) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| b. Information (for example, expectations, procedures, calendars) sent home about school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| c. Written reports (for example, report cards) of child's performance sent home | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| d. Events at school in which families are invited to participate | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| e. Opportunities to participate in formulation of school policies and improvement plans | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| g. Telephone calls with parents | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |
| h. Information provided through websites or e-mail | Ⓐ | Ⓑ | Ⓒ | Ⓓ | (NEW) [4/8] |

21. About what percentage of students who were enrolled at the beginning of the school year is still enrolled at the end of the school year? Exclude students who transfer into the school during the school year in calculating this percentage. (NEW) [4/8]

- Ⓐ Less than 50%
- Ⓑ 50–59%
- Ⓒ 60–69%
- Ⓓ 70–79%
- Ⓔ 80–89%
- Ⓕ 90–94%
- Ⓖ 95–97%
- Ⓗ 98–100%

22. Please indicate what percentage of the individuals at your school is described by each of the following statements: Fill in **one** oval on each line. (NEW) [4/8]

| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-100% | I don't know. | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------|
| a. Teachers at this school for 3 or more years | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | (NEW) [4/8] |
| b. American Indian or Alaska Native teachers at this school | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | (NEW) [4/8] |
| c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | (NEW) [4/8] |

23. Are you Hispanic or Latino? (VB555111) [4/8]

- A Yes
- B No

24. Which of the following describe(s) you? You may fill in more than one oval. (VC190762) [4/8]

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

- E Native Hawaiian or other Pacific Islander

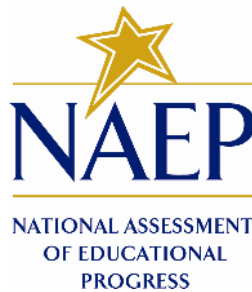
25. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters. (NEW) [4/8]

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 1i
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

Student with Disabilities (SD) Questionnaire



Part 1i :

Student with Disabilities (SD) Questionnaire

The amount of time estimated to complete each of these forms is 20 minutes.

July 18, 2008

SD QUESTIONNAIRES

OMB Information on SD and ELL Questionnaire Cover Page

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 1850-0790. The time required to complete this information collection is estimated to average 20 minutes 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.


A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). 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 OMB No. 1850-0790 Approval Expires 05/31/2010

Mark Reflex® forms by Pearson NCS EM-166###-001-1:654321

Printed in U.S.A.



Student with Disabilities (SD) Questionnaire

(For 2009)

Cover to come from Pearson





UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Richard L. Smith
Acting Assistant Deputy Secretary
Office of English Language Acquisition

William K. Knudsen
Acting Director
Office of Special Education Programs

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-6510

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with a Section 504 Plan.

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

NEW

1. Why is this student classified as SD? (Fill in **one** oval.)
 - Ⓐ This student has a disability and has an IEP. → *Continue with Question 2.*
 - Ⓑ This student has a Section 504 Plan. → *Continue with Question 2.*
 - Ⓒ This student has a disability, but the student's IEP or Section 504 Plan is in process and/or the student's status is unclear. → *Continue with Question 2.*
 - Ⓓ This student does not have an IEP or Section 504 plan, but requires an accommodation to be tested. → *Continue with Question 2.*
 - Ⓔ This student has an IEP because he/she is classified as gifted and talented. → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*
 - Ⓕ This student no longer has an IEP or Section 504 Plan. → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

DIRECTIONS. The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions that follow, you will provide the information needed to make this determination.

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled “Directions for School Staff.” Refer to this subject when answering the questions below.

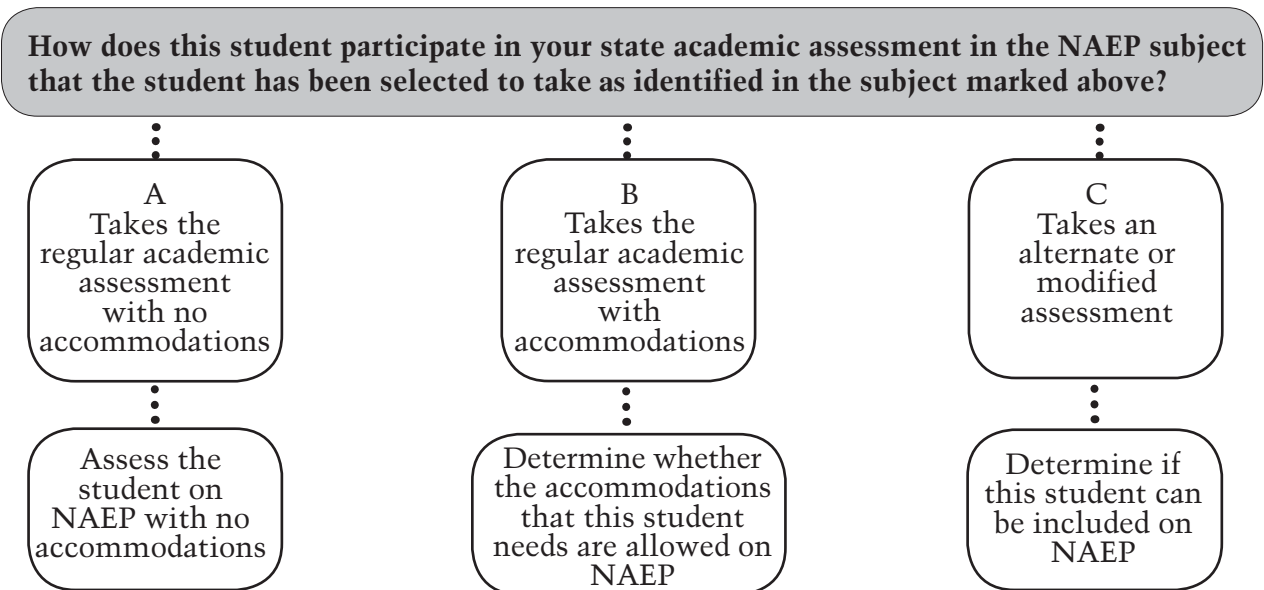
If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering **Questions 3–6**.

NEW

2. This student has been selected to take the NAEP assessment in (*refer to front cover and fill in one subject oval below*).

- Ⓐ Mathematics Ⓑ Reading Ⓒ Science Ⓓ U.S history, or geography, or civics

SD DECISION TREE



NEW

3. How does this student participate in your state academic assessment **in the NAEP subject you marked in Question 2?** (Fill in **one** oval.)

- Ⓐ This student takes the regular academic assessment in this subject **with no accommodations**. → *Skip to Question 7.*
- Ⓑ This student takes the regular academic assessment in this subject **with accommodations**. → *Continue with Question 4.*
- Ⓒ This student takes an **alternate or modified** state academic assessment in this subject. → *Skip to Question 6.*

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. *The information in Column B will help you answer Questions 5 and 6. Column C is for your information.*

| | COLUMN A | COLUMN B | | | | COLUMN C |
|---|-----------------------|---|----------------|----------------|-------------------------------------|---|
| On state assessment in the NAEP subject marked in Question 2, this student: | | Accommodations allowed on NAEP (only if received on state assessment) | | | | If allowed on NAEP, who provides accommodation? |
| | | Reading | Math | Science | U.S. history or geography or civics | |
| Presentation Format | | | | | | |
| Has directions read aloud/repeated in English or receives assistance to understand directions | <input type="radio"/> | Standard NAEP practice | | | | NAEP provides |
| Has directions only signed | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Has test items signed | <input type="radio"/> | N | Y | Y | Y | School provides |
| Has occasional words or phrases read aloud | <input type="radio"/> | N | Y | Y | Y | NAEP provides |
| Has all or most of the test materials read aloud | <input type="radio"/> | N | Y | Y | Y | NAEP provides |
| Uses a Braille version of the test | <input type="radio"/> | Y | Y | Y ¹ | Y ² | NAEP provides |
| Uses a large print version of the test | <input type="radio"/> | Y | Y | Y ¹ | Y | NAEP provides |
| Uses magnifying equipment | <input type="radio"/> | Y | Y | Y ¹ | Y | School provides |
| Response Format | | | | | | |
| Responds in sign language | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Uses a Braille typewriter to respond | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Points to answers or responds orally to a scribe | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Tape records answers | <input type="radio"/> | N | N | N | N | NA |
| Uses a computer or typewriter to respond | <input type="radio"/> | Y | Y | Y | Y | School provides |
| | | Spell/grammar check not allowed | | | | |
| Uses a template to respond | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Uses a large marking pen or special writing tool | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Writes directly in the test booklet | <input type="radio"/> | Standard NAEP practice | | | | NA |
| Setting Format | | | | | | |
| Takes the test in a small group ³ | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Takes the test one-on-one ³ | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Takes the test in a study carrel | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Receives preferential seating, special lighting, or furniture | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Must have test administered by familiar person | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Timing Accommodations (Note: NAEP takes only 90 minutes.) | | | | | | |
| Receives extended time ⁴ | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Is given breaks during the test | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Must be allowed to take subject test over several days | <input type="radio"/> | N | N | N | N | NA |
| Other Accommodations | | | | | | |
| Uses a calculator, including talking or Braille calculator for computation tasks | <input type="radio"/> | NA | N ⁵ | NA | NA | NA |
| Uses an abacus, arithmetic tables, graph paper | <input type="radio"/> | NA | N | NA | NA | NA |
| Uses dictionary, thesaurus, or spelling/grammar-checking software or devices | <input type="radio"/> | N | N | N | N | NA |
| Receives the following accommodation(s) not listed above. | <input type="radio"/> | Check with your NAEP representative | | | | |

NA = not applicable

¹ Braille, large-print, and magnifying devices are not provided or allowed for Science Hands-on Tasks and Interactive Computer Tasks

² Students selected for U.S. history, civics, or geography will be assigned a Braille civics booklet.

³ NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

⁴ If state test is untimed, student may require extended time on NAEP, which is a timed but not a speeded test.

⁵ Calculators are allowed on some sections of the NAEP mathematics assessment - check with your NAEP representative.

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)
- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to Question 7.*
 - Ⓑ No. But this student can be assessed with only the accommodations allowed on NAEP. → *Skip to Question 7.*
 - Ⓒ No. This student should not be assessed on NAEP. → *Skip to Question 7.*

6. For students who take an **alternate or modified state assessment in the NAEP subject you marked in Question 2**, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)
- Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

 - Ⓑ No. This student should not be assessed on NAEP.

7. Which of the following IDEA categories describe this student's identified disability(ies)? (Fill in **all** ovals that apply.)
- Ⓐ Specific learning disability
 - Ⓑ Hearing impairment/deafness
 - Ⓒ Visual impairment/blindness
 - Ⓓ Speech or language impairment
 - Ⓔ Mental retardation
 - Ⓕ Emotional disturbance
 - Ⓖ Orthopedic impairment
 - Ⓖ Traumatic brain injury
 - Ⓙ Autism
 - Ⓛ Developmental delay (age 9 or younger)
 - Ⓚ Other health impairment
 - Ⓛ Other (specify) _____

8. What is the degree of this student's disability(ies)?

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

9. At what grade level does this student perform **in the NAEP subject you marked in Question 2?**

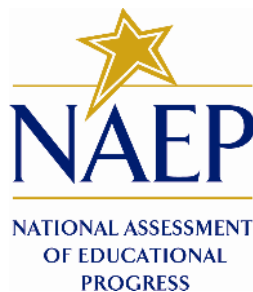
- Ⓐ This student performs at or above grade level.
- Ⓑ This student performs one year below grade level.
- Ⓒ This student performs two or more years below grade level.
- Ⓓ This student is currently not receiving instruction in this subject.
- Ⓔ I don't know.

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Parts 1j
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

English Language Learner (ELL) Questionnaires



Part 1j contains:

- English Language Learner (ELL) Questionnaire

The amount of time estimated to complete each of these forms is 20 minutes.

July 18, 2008

ELL QUESTIONNAIRES

OMB Information on SD and ELL Questionnaire Cover Page

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English Language Learner (ELL) Questionnaire

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Richard L. Smith
Acting Assistant Deputy Secretary
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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

NEW

1. What is this student's ELL classification? (Fill in **one** oval.)

- Ⓐ The student is currently classified as ELL and is receiving services. → *Continue with Question 2.*
- Ⓑ This student is currently classified as formerly ELL and is included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*
- Ⓒ This student is no longer classified as ELL and is not included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

VB338430

1a. What is this ELL student's first or native language? (Fill in **one** oval.)

- Ⓐ Spanish
- Ⓑ Other language (specify) _____

DIRECTIONS. The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions that follow, you will provide the information needed to make this determination.

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled “Directions for School Staff.” Refer to this subject when answering the questions below.

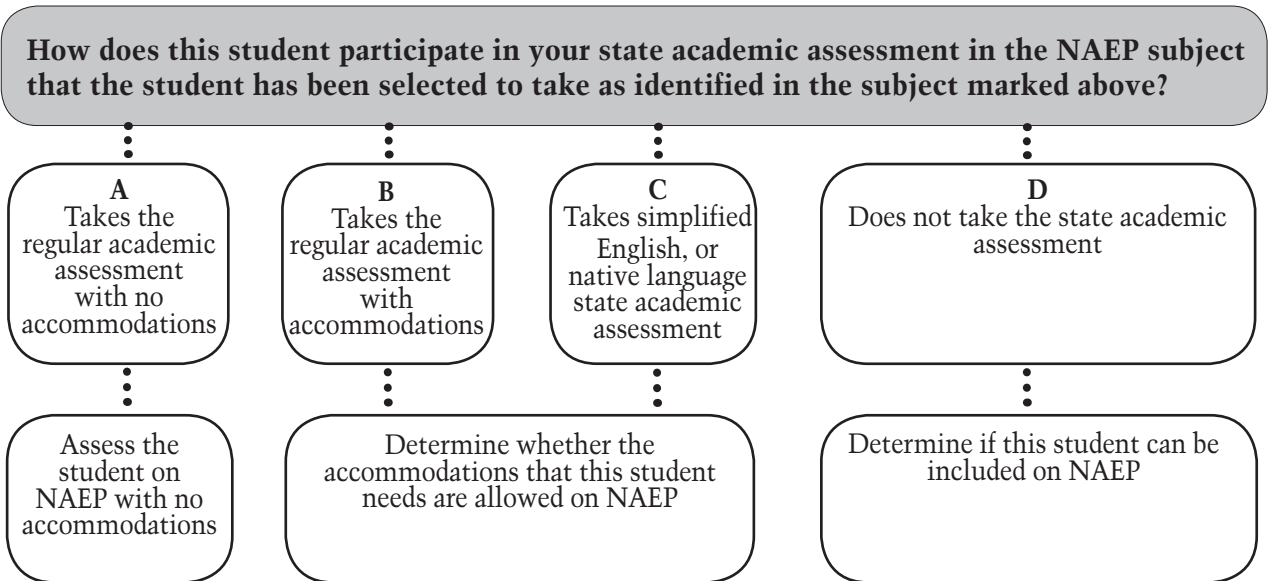
If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering **Questions 3–6**.

NEW

2. This student has been selected to take the NAEP assessment in (*refer to front cover and fill in one subject oval below*).

- Ⓐ Mathematics Ⓑ Reading Ⓒ Science Ⓓ U.S history, or geography, or civics

ELL DECISION TREE



NEW

3. How does this student participate in your state academic assessment **in the NAEP subject you marked in Question 2?** (Fill in **one** oval.)

- Ⓐ This student takes the regular academic assessment in this subject **with no accommodations**. → *Skip to Question 7.*
- Ⓑ This student takes the regular academic assessment in this subject **with accommodations**. → *Continue with Question 4.*
- Ⓒ This student takes a **simplified English or native language** state academic assessment in this subject. → *Continue with Question 4.*
- Ⓓ This student **does not take** the state academic assessment in this subject. → *Skip to Question 6.*

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. The information in Column B will help you answer Questions 5 and 6. Column C is for your information.

| COLUMN A | | COLUMN B | | | | COLUMN C |
|--|-----------------------|--|------------------|--------------------|-------------------------------------|---|
| On state assessment in the NAEP subject marked in Question 2, this student: | | Accommodations allowed on NAEP (only if received on state assessment) | | | | If allowed on NAEP, who provides accommodation? |
| | | Reading | Math | Science | U.S. history or geography or civics | |
| Direct Linguistic Support | | | | | | |
| Has directions read aloud/repeated in English or receives assistance in English to understand directions | <input type="radio"/> | Standard NAEP practice | | | | NAEP provides |
| Has directions only read aloud in native language | <input type="radio"/> | Y | Y | Y ¹ | Y | Spanish/English Only NAEP provides translated materials |
| Has test materials read aloud in native language | <input type="radio"/> | N | Y ^{2,3} | Y ^{2,3,4} | N | Spanish/English Only NAEP provides translated materials |
| Uses a bilingual version of the test | <input type="radio"/> | N | Y ³ | Y ^{3,4} | N | Spanish/English Only NAEP provides translated materials |
| Uses a bilingual word-for-word dictionary without definitions | <input type="radio"/> | N | Y | Y | Y | School provides |
| Has occasional words or phrases read aloud in English | <input type="radio"/> | N | Y | Y | Y | NAEP provides |
| Has all or most of the test materials read aloud in English | <input type="radio"/> | N | Y | Y | Y | NAEP provides |
| Has oral or written responses in native language translated into written English | <input type="radio"/> | N | N | N | N | NA |
| Indirect Linguistic Support (Note: NAEP takes only 90 minutes.) | | | | | | |
| Takes the test in a small group ⁵ | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Takes the test one-on-one ⁵ | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Receives preferential seating | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Must have test administered by familiar person | <input type="radio"/> | Y | Y | Y | Y | School provides |
| Receives extended time ⁶ | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Is given breaks during the test | <input type="radio"/> | Y | Y | Y | Y | NAEP provides |
| Must be allowed to take subject test over several days | <input type="radio"/> | N | N | N | N | NA |
| Receives the following accommodation(s) not listed above. _____ | <input type="radio"/> | Check with your NAEP representative | | | | |

NA = Not applicable

¹ Bilingual Direction Read Aloud is not available for Science Interactive Computer Tasks or Hands-On Tasks.

² The bilingual booklet is used.

³ Spanish/English bilingual booklets are not provided at grade 12.

⁴ Bilingual booklets are not provided for Science Interactive Computer Tasks or Hands-On Tasks.

⁵ NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

⁶ If state test is untimed, students may require extended time on NAEP, which is timed but not a speeded test.

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)

- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to Question 7.*
- Ⓑ No. But the student can be assessed with only the accommodations allowed on NAEP. → *Skip to Question 7.*
- Ⓒ No, and this student should not be assessed on NAEP. → *Skip to Question 8.*

6. For students who **do not take** the state assessment **in the NAEP subject you marked in Question 2**, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)

- Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

- Ⓑ No. This student should not be assessed on NAEP.

7. Including the current school year, how long has this student been receiving academic instruction primarily **in English?** (Fill in **one** oval.)

- Ⓐ This student does not receive academic instruction primarily in English.
- Ⓑ Less than 1 year
- Ⓒ 1 to 2 years
- Ⓓ 2 to 3 years
- Ⓔ 3 years or more
- Ⓕ I don't know.

8. At what grade level does this student perform **in the NAEP subject you marked in Question 2?**

- Ⓐ This student performs at or above grade level.
- Ⓑ This student performs one year below grade level.
- Ⓒ This student performs two or more years below grade level.
- Ⓓ This student is currently not receiving instruction in this subject.
- Ⓔ I don't know.

VC188373

9. How would you characterize this student's English proficiency? (Fill in **one** oval in each row.)

| | ELL advanced | ELL intermediate | ELL beginning | No proficiency | I don't know. | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Listening comprehension in English | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | <input type="radio"/> Ⓔ | VC188374 |
| b. Speaking English | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | <input type="radio"/> Ⓔ | VC188375 |
| c. Reading English | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | <input type="radio"/> Ⓔ | VC188385 |
| d. Writing English | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | <input type="radio"/> Ⓔ | VC188388 |