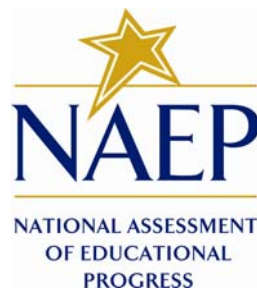


# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## *Wave 2 Submittal for 2013* **VOLUME II** **BACKGROUND QUESTIONS**

### **Part 2i** **Teacher Grade 8 Reading (Operational)**



*Part 2i contains:*

Teacher Grade 8 (Operational)  
Background, Education, and Training  
Reading Classroom and Organization Questions

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



## Reading Questionnaire – Grade 8

### Part I: Background, Education, and Training

VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- Ⓐ 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.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

VE577729

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VF287800

4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VE577841

5. Have you been awarded tenure by the school where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school does not award tenure.



6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- Ⓐ Yes
- Ⓑ 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.)

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

9. What is the highest academic degree you hold?

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

VB333658

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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378391
b. English	Ⓐ	Ⓑ	Ⓒ	VB378392
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378394
d. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VB595189
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113515
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113516

11. Since completing your undergraduate degree, have you taken any graduate courses?

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

12. 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378395
b. English	Ⓐ	Ⓑ	Ⓒ	VB378396
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378398
d. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VB595190
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113560
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113562

13. 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.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn English/ language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310661
b. Content standards in English/ language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310705
c. Curricular materials available in English/language arts (units, texts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310706
d. Instructional methods for teaching English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310707
e. Methods for assessing students in English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310708
f. Preparation of students for district and state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310710
g. Strategies for teaching English/ language arts to students from diverse backgrounds (including English language learners)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310711



14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**? Fill in **one** oval on each line.

	Yes	No	
a. College course taken after your first certification	Ⓐ	Ⓑ	VB482599
b. Workshop or training session	Ⓐ	Ⓑ	VB482600
c. Conference or professional association meeting	Ⓐ	Ⓑ	VB482601
d. Observational visit to another school	Ⓐ	Ⓑ	VB482642
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VB482643
f. Committee or task force focusing on curriculum, instruction, or student assessment	Ⓐ	Ⓑ	VB482644
g. Regularly scheduled discussion or study group	Ⓐ	Ⓑ	VB482645
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	Ⓐ	Ⓑ	VB482646
i. Individual or collaborative research	Ⓐ	Ⓑ	VB482647
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	Ⓐ	Ⓑ	VB482648
k. Co-teaching/team teaching	Ⓐ	Ⓑ	VB482649
l. Consultation with language arts specialist	Ⓐ	Ⓑ	VB482650



VC191232

15. 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.

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



## Part II: Classroom Organization and Reading Instruction

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one eighth-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, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.

VC310850

- Ⓐ I do not teach English/language arts to this class.
- Ⓑ I teach all or most subjects, including English/language arts.
- Ⓒ The only subject I teach is English/language arts.
- Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

2. How many students are in this class?

VB473856

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more

3. About how much time in total do you spend with one of your eighth-grade language arts classes in a typical week?

- Ⓐ 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 for eighth-grade students at this school? Fill in **one** oval.

- Ⓐ 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. To what extent have you provided instruction in the following in English/language arts class so far this year? Fill in **one** oval on each line.

VC976556

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976557
b. Literary nonfiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976558
c. Poetry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976559
d. Exposition	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976560
e. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976561
f. Procedural texts and documents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976562

6. 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.

VC976477

	<b>Never or hardly ever</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always or almost always</b>	
a. Summarize the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976480
b. Interpret the meaning of the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976481
c. Question the motives or feelings of the characters	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976482
d. Identify the main themes of the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976484

VC976563

7. How often do you do the following things as part of English/language arts instruction with this class? Fill in **one** oval on each line.

	<b>Never or hardly ever</b>	<b>Once or twice a month</b>	<b>Once or twice a week</b>	<b>Almost every day</b>	
a. Ask students to read aloud	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976564
b. Ask students to write about something they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976565
c. Give students time to read books they have chosen themselves	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976566
d. Ask students to do a group activity or project about what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976567
e. Ask students to explain or support their understanding of what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976568

VC310622

8. 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.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Locate/Recall	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310623
b. Integrate/Interpret	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310625
c. Critique/Evaluate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310627



9. Are computers available for use by you or your students for English/language arts instruction?

- Ⓐ 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.

10. In your eighth-grade English/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.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976572
b. Increase reading fluency and comprehension	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976573
c. Practice spelling and grammar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976574
d. Access reading-related websites (for example, websites with lists of recommended books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976577
e. Conduct research for reading projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976578

11. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for English/language arts instruction?

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

12. When you teach English/language arts to your eighth-grade class, do you do any of the following? Fill in **one** oval on each line.

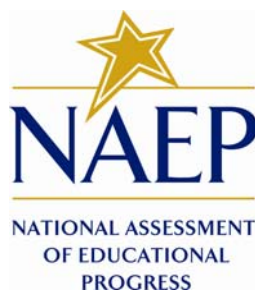
	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976582
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976583
c. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976584
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976585
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976586



# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## *Wave 2 Submittal for 2013* **VOLUME II** **BACKGROUND QUESTIONS**

### **Part 2j** **Teacher Grade 8 Mathematics (Operational)**



*Part 2j contains:*

Teacher Grade 8 (Operational)  
Background, Education, and Training  
Mathematics Classroom and Organization Questions

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





## Mathematics Questionnaire – Grade 8

### Part I: Background, Education, and Training

VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- Ⓐ 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.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

VE577729

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VE654882

4. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years



5. Have you been awarded tenure by the school where you currently teach?

- (A) Yes
- (B) No
- (C) My school does not award tenure.

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- (A) Yes, I hold a permanent certificate.
- (B) Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- (C) No, but I am currently working toward certification.
- (D) No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- (A) Yes
- (B) 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.)

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

9. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB482657
b. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB482658
c. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VB608497
d. Education (including secondary education)	Ⓐ	Ⓑ	Ⓒ	VB482938
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113515
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113516

11. Since completing your undergraduate degree, have you taken any graduate courses?

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

12. 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB473837
b. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB473838
c. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VB473839
d. Education (including secondary education)	Ⓐ	Ⓑ	Ⓒ	VB482939
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113560
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113562



13. 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.

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

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Fill in **one** oval on each line.

	<b>Yes</b>	<b>No</b>	
a. College course taken after your first certification	Ⓐ	Ⓑ	VB482583
b. Workshop or training session	Ⓐ	Ⓑ	VB482584
c. Conference or professional association meeting	Ⓐ	Ⓑ	VB482585
d. Observational visit to another school	Ⓐ	Ⓑ	VB482586
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VB482587
f. Committee or task force focusing on curriculum, instruction, or student assessment	Ⓐ	Ⓑ	VB482588
g. Regularly scheduled discussion or study group	Ⓐ	Ⓑ	VB482589
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	Ⓐ	Ⓑ	VB482590
i. Individual or collaborative research	Ⓐ	Ⓑ	VB482591
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	Ⓐ	Ⓑ	VB482592
k. Co-teaching/team teaching	Ⓐ	Ⓑ	VB482593
l. Consultation with a mathematics specialist	Ⓐ	Ⓑ	VB482594



15. Are you teaching the following mathematics courses to eighth-grade students **this year**?  
Include honors sections. Fill in **one** oval on each line.

VB543642

- |   | Yes                     | No                      |          |
|---|-------------------------|-------------------------|----------|
| a. Remedial mathematics                 | <input type="radio"/> A | <input type="radio"/> B | VB543643 |
| b. General mathematics                  | <input type="radio"/> A | <input type="radio"/> B | VB543644 |
| c. Introduction to algebra/pre-algebra  | <input type="radio"/> A | <input type="radio"/> B | VB543645 |
| d. Algebra                              | <input type="radio"/> A | <input type="radio"/> B | VB543646 |
| e. Integrated or sequential mathematics | <input type="radio"/> A | <input type="radio"/> B | VB543647 |
| f. Geometry                             | <input type="radio"/> A | <input type="radio"/> B | VB543648 |



## Part II: Classroom Organization and Instruction – Mathematics

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one eighth-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, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching mathematics to this class?

VC311698

- Ⓐ 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

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more

VB543515

3. How many hours of mathematics instruction do your students receive in a typical week?

- Ⓐ 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

HE002412

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

HE001104

5. Do you create groups within this class for mathematics instruction on the basis of ability?

- Ⓐ Yes
- Ⓑ No



HE001130  
6. How often do you use each of the following to assess student progress in mathematics?  
Fill in **one** oval on each line.

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

VC976308  
7. Approximately how much mathematics homework do you assign to students in your  
mathematics class each day?

- A None
- B Less than 1 hour
- C About 1 hour
- D About 2 to 3 hours
- E More than 3 hours

VB543554

8. To what extent are students permitted to use calculators during mathematics lessons?

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted.

VB535973

9. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ 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?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

11. 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.

	<b>Little or no emphasis</b>	<b>Moderate emphasis</b>	<b>Heavy emphasis</b>	
a. Numbers and operations	Ⓐ	Ⓑ	Ⓒ	ID110366
b. Measurement	Ⓐ	Ⓑ	Ⓒ	ID110367
c. Geometry	Ⓐ	Ⓑ	Ⓒ	ID110368
d. Data analysis, statistics, and probability	Ⓐ	Ⓑ	Ⓒ	VC767633
e. Algebra and functions	Ⓐ	Ⓑ	Ⓒ	VC767634

VB543516

12. Are computers available for use by you or your students?

- Ⓐ 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.

VC976333

13. In your eighth-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.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976334
b. Extend mathematics learning with enrichment activities on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976335
c. Research a mathematics topic on the Internet or CD-ROM	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976336
d. Use a drawing program for geometric shapes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976339
e. Use a graphing program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976353
f. Play mathematics computer games	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976355



14. 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?

VC976295

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

15. When you teach mathematics to your eighth-grade class, do you do any of the following?  
Fill in **one** oval on each line.

VC976362

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Set different achievement standards for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976363
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976364
c. Have some students engage in different classroom activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976365
d. Use a different set of methods in teaching some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976366
e. Pace my teaching differently for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976367



16. 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.

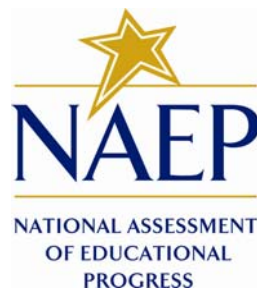
	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976304
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976305
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976306
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976307



# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## *Wave 2 Submittal for 2013* **VOLUME II** **BACKGROUND QUESTIONS**

### **Part 2k** **Teacher Grade 8 Reading (Pilot)**



*Part 2k contains:*

Reading Teacher Grade 8 (Pilot)  
Background, Education, and Training  
Reading Classroom and Organization Questions

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



## Reading Questionnaire – Grade 8

### Part I: Background, Education, and Training

VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- Ⓐ 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.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

VE577729

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VF287800

4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VE577841

5. Have you been awarded tenure by the school where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school does not award tenure.



6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- Ⓐ Yes
- Ⓑ 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.)

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

9. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378391
b. English	Ⓐ	Ⓑ	Ⓒ	VB378392
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378394
d. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VB595189
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113515
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113516

11. Since completing your undergraduate degree, have you taken any graduate courses?

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

12. 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378395
b. English	Ⓐ	Ⓑ	Ⓒ	VB378396
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378398
d. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VB595190
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113560
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113562

13. 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.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn English/ language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310661
b. Content standards in English/ language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310705
c. Curricular materials available in English/language arts (units, texts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310706
d. Instructional methods for teaching English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310707
e. Methods for assessing students in English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310708
f. Preparation of students for district and state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310710
g. Strategies for teaching English/ language arts to students from diverse backgrounds (including English language learners)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310711





14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**? Fill in **one** oval on each line.

	Yes	No	
a. College course taken after your first certification	Ⓐ	Ⓑ	VB482599
b. Workshop or training session	Ⓐ	Ⓑ	VB482600
c. Conference or professional association meeting	Ⓐ	Ⓑ	VB482601
d. Observational visit to another school	Ⓐ	Ⓑ	VB482642
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VB482643
f. Committee or task force focusing on curriculum, instruction, or student assessment	Ⓐ	Ⓑ	VB482644
g. Regularly scheduled discussion or study group	Ⓐ	Ⓑ	VB482645
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	Ⓐ	Ⓑ	VB482646
i. Individual or collaborative research	Ⓐ	Ⓑ	VB482647
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	Ⓐ	Ⓑ	VB482648
k. Co-teaching/team teaching	Ⓐ	Ⓑ	VB482649
l. Consultation with language arts specialist	Ⓐ	Ⓑ	VB482650

VC191232

15. 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.

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



## Part II: Classroom Organization and Reading Instruction

If you do not teach reading, English, or language arts, you have finished this questionnaire. Thank you for your time.

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

VC310850

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.

- Ⓐ I do not teach English/language arts to this class.
- Ⓑ I teach all or most subjects, including English/language arts.
- Ⓒ The only subject I teach is English/language arts.
- Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

VF017603

2. How many students are in this class?

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26–30
- Ⓕ 31–35
- Ⓖ 36 or more

3. About how much time in total do you spend with one of your eighth-grade language arts classes in a typical week?

- Ⓐ 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 for eighth-grade students at this school? Fill in **one** oval.

- Ⓐ 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. To what extent have you provided instruction in the following in English/language arts class so far this year? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976557
b. Literary nonfiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976558
c. Poetry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976559
d. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976560
e. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976561
f. Procedural texts and documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976562

6. 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.

	<b>Never or hardly ever</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always or almost always</b>	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976480
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976481
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976482
d. Identify the main themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976484
e. Evaluate the main arguments or evidence in a persuasive passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE658924
f. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE658925
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE658926

VC976563

7. How often do you do the following things as part of English/language arts instruction with this class? Fill in **one** oval on each line.

	<b>Never or hardly ever</b>	<b>Once or twice a month</b>	<b>Once or twice a week</b>	<b>Almost every day</b>	
a. Ask students to read aloud	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976564
b. Ask students to write about something they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976565
c. Ask students to do a group activity or project about what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976567
d. Ask students to explain or support their understanding of what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976568
e. Give students time to read books they have chosen themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976566
f. Have students watch movies or videos, or listen to audio materials	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF175091

VC310622

8. 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.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Locate/Recall	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310623
b. Integrate/Interpret	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310625
c. Critique/Evaluate	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310627

9. Are computers available for use by you or your students for English/language arts instruction?

- Ⓐ 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.

10. Excluding preparation for class, how often do you use a computer or other technological resources in school for reading instruction and/or reading activities?

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

11. In your eighth-grade English/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.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976572
b. Increase reading fluency and comprehension	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976573
c. Practice spelling and grammar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976574
d. Access reading-related websites (for example, websites with lists of recommended books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976577
e. Conduct research for reading projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976578

12. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for English/language arts instruction?

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

13. When you teach English/language arts to your eighth-grade class, do you do any of the following? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976582
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976583
c. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976584
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976585
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976586





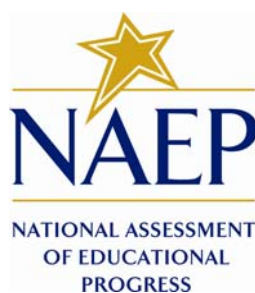
14. When you have reading instruction and/or do reading activities, how often do you use the following strategies? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. I teach reading as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658929
b. I create same-ability groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658931
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658933
d. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF009287
e. I use individualized instruction for reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658937
f. Students work independently on an assigned plan or goal.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658938
g. Students work independently on a goal they choose themselves.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658940
h. Other (specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658941

# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## *Wave 2 Submittal for 2013* **VOLUME II** **BACKGROUND QUESTIONS**

### **Part 2I** **Teacher Grade 8 Mathematics (Pilot)**



*Part 2I contains:*

Mathematics Teacher Grade 8 (Pilot)  
    Background, Education, and Training  
    Mathematics Classroom and Organization Questions

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

# Mathematics Questionnaire – Grade 8

## Part I: Background, Education, and Training

VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- Ⓐ 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.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

VE577729

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VE654882

4. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years



5. Have you been awarded tenure by the school where you currently teach?

- (A) Yes
- (B) No
- (C) My school does not award tenure.

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- (A) Yes, I hold a permanent certificate.
- (B) Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- (C) No, but I am currently working toward certification.
- (D) No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- (A) Yes
- (B) 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.)

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

9. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB482657
b. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB482658
c. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VB608497
d. Education (including secondary education)	Ⓐ	Ⓑ	Ⓒ	VB482938
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113515
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113516

11. Since completing your undergraduate degree, have you taken any graduate courses?

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

12. 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB473837
b. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB473838
c. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VB473839
d. Education (including secondary education)	Ⓐ	Ⓑ	Ⓒ	VB482939
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113560
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113562





13. 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.

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

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Fill in **one** oval on each line.

	<b>Yes</b>	<b>No</b>	
a. College course taken after your first certification	Ⓐ	Ⓑ	VB482583
b. Workshop or training session	Ⓐ	Ⓑ	VB482584
c. Conference or professional association meeting	Ⓐ	Ⓑ	VB482585
d. Observational visit to another school	Ⓐ	Ⓑ	VB482586
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VB482587
f. Committee or task force focusing on curriculum, instruction, or student assessment	Ⓐ	Ⓑ	VB482588
g. Regularly scheduled discussion or study group	Ⓐ	Ⓑ	VB482589
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	Ⓐ	Ⓑ	VB482590
i. Individual or collaborative research	Ⓐ	Ⓑ	VB482591
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	Ⓐ	Ⓑ	VB482592
k. Co-teaching/team teaching	Ⓐ	Ⓑ	VB482593
l. Consultation with a mathematics specialist	Ⓐ	Ⓑ	VB482594

15. Are you teaching the following mathematics courses to eighth-grade students **this year**?  
Include honors sections. Fill in **one** oval on each line.

VB543642

- |   | Yes                     | No                      |          |
|---|-------------------------|-------------------------|----------|
| a. Remedial mathematics                 | <input type="radio"/> A | <input type="radio"/> B | VB543643 |
| b. General mathematics                  | <input type="radio"/> A | <input type="radio"/> B | VB543644 |
| c. Introduction to algebra/pre-algebra  | <input type="radio"/> A | <input type="radio"/> B | VB543645 |
| d. Algebra                              | <input type="radio"/> A | <input type="radio"/> B | VB543646 |
| e. Integrated or sequential mathematics | <input type="radio"/> A | <input type="radio"/> B | VB543647 |
| f. Geometry                             | <input type="radio"/> A | <input type="radio"/> B | VB543648 |



## Part II: Classroom Organization and Instruction – Mathematics

**If you do not teach mathematics, you have finished the survey. Thank you for your time.**

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

VC311698

1. Which best describes your role in teaching mathematics to this class?

- Ⓐ 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.

VF017603

2. How many students are in this class?

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26–30
- Ⓕ 31–35
- Ⓖ 36 or more

VB543515

3. How many hours of mathematics instruction do your students receive in a typical week?

- Ⓐ 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

HE002412

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

HE001104

5. Do you create groups within this class for mathematics instruction on the basis of ability?

- Ⓐ 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.

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

7. Approximately how much mathematics homework do you assign to students in your mathematics class each day?

- A None
- B Less than 1 hour
- C About 1 hour
- D About 2 to 3 hours
- E More than 3 hours

8. To what extent are students permitted to use calculators during mathematics lessons?

- A Unrestricted use
- B Restricted use
- C Calculators are not permitted.

VB535973

9. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

VB535974

10. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

TO044600

11. 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.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	ID110366
b. Measurement	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	ID110367
c. Geometry	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	ID110368
d. Data analysis, statistics, and probability	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VC767633
e. Algebra and functions	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VC767634

12. Are computers available for use by you or your students?

- Ⓐ 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.

13. In your eighth-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.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976334
b. Extend mathematics learning with enrichment activities on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976335
c. Research a mathematics topic on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF018146
d. Use a drawing program for geometric shapes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976339
e. Use a graphing program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976353
f. Play mathematics computer games	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976355



VC976295

14. 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?

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

VC976362

15. When you teach mathematics to your eighth-grade class, do you do any of the following? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Set different achievement standards for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976363
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976364
c. Have some students engage in different classroom activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976365
d. Use a different set of methods in teaching some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976366
e. Pace my teaching differently for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976367



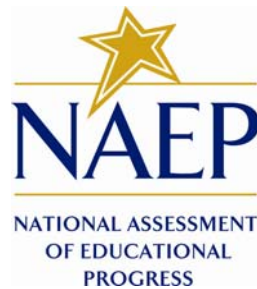
16. How often do you do each of the following with individual students to evaluate their progress in mathematics? Fill in **one** oval on each line.

	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	
a. Discuss the student's current level of performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976304
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976305
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976306
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976307

# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## *Wave 2 Submittal for 2013* **VOLUME II** **BACKGROUND QUESTIONS**

### **Part 2m** **Teacher Grade 8 (Adapted Version)**



*Part 2m contains:*

Teacher Grade 8 (adapted for Puerto Rico)  
Background, Education, and Training  
Mathematics Classroom and Organization Questions

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

## Part I: Background, Education, and Training

VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- A No, I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native
- E Native Hawaiian or other Pacific Islander

VE577729

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

- A Less than 1 year
- B 1–2 years
- C 3–5 years
- D 6–10 years
- E 11–20 years
- F 21 or more years

4. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

5. Have you been awarded tenure by the school where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school does not award tenure.

6. Do you hold a regular or standard teaching certificate in Puerto Rico?

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- A Yes
- B 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.)

- 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?

- 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482657
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482658
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB608497
d. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482938
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
f. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VF269303

11. Since completing your undergraduate degree, have you taken any graduate courses?

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

12. 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473837
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473838
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
d. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482939
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
f. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VF269309

13. 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.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn mathematics	(A)	(B)	(C)	(D)	VB543502
b. Mathematics theory or applications	(A)	(B)	(C)	(D)	VB543503
c. Content standards in mathematics	(A)	(B)	(C)	(D)	VB543504
d. Curricular materials available in mathematics (units, texts)	(A)	(B)	(C)	(D)	VB543505
e. Instructional methods for teaching mathematics	(A)	(B)	(C)	(D)	VB543506
f. Effective use of manipulatives in mathematics instruction	(A)	(B)	(C)	(D)	VB519181
g. Effective use of calculators in mathematics instruction	(A)	(B)	(C)	(D)	VB543507
h. Use of computers or other technology in mathematics instruction	(A)	(B)	(C)	(D)	VB543508
i. Methods for assessing students in mathematics	(A)	(B)	(C)	(D)	VB543509
j. Preparation of students for district and state assessments	(A)	(B)	(C)	(D)	VB543510
k. Issues related to ability grouping in mathematics	(A)	(B)	(C)	(D)	VB543511
l. Strategies for teaching mathematics to students from diverse backgrounds (including Spanish language learners)	(A)	(B)	(C)	(D)	VC038711



14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Fill in **one** oval on each line.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VB482583
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VB482584
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VB482585
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VB482586
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VB482587
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VB482588
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VB482589
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	VB482590
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VB482591
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	<input type="radio"/> A	<input type="radio"/> B	VB482592
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VB482593
l. Consultation with a mathematics specialist	<input type="radio"/> A	<input type="radio"/> B	VB482594

15. Are you teaching the following mathematics courses to eighth-grade students **this year**? Include honors sections. Fill in **one** oval on each line.

	Yes	No	
a. Remedial mathematics	<input type="radio"/> A	<input type="radio"/> B	VB543643
b. General mathematics	<input type="radio"/> A	<input type="radio"/> B	VB543644
c. Introduction to algebra/pre-algebra	<input type="radio"/> A	<input type="radio"/> B	VB543645
d. Algebra	<input type="radio"/> A	<input type="radio"/> B	VB543646
e. Integrated or sequential mathematics	<input type="radio"/> A	<input type="radio"/> B	VB543647
f. Geometry	<input type="radio"/> A	<input type="radio"/> B	VB543648



## Part II: Classroom Organization and Instruction – Mathematics

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one eighth-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, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching mathematics to this class?

VC311698

- Ⓐ 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

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more

VB543515

3. How many hours of mathematics instruction do your students receive in a typical week?

- Ⓐ 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

HE002412

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

HE001104

5. Do you create groups within this class for mathematics instruction on the basis of ability?

- Ⓐ Yes
- Ⓑ No



HE001130  
6. How often do you use each of the following to assess student progress in mathematics?  
Fill in **one** oval on each line.

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

VC976308  
7. Approximately how much mathematics homework do you assign to students in your  
mathematics class each day?

- A None
- B Less than 1 hour
- C About 1 hour
- D About 2 to 3 hours
- E More than 3 hours

VB543554

8. To what extent are students permitted to use calculators during mathematics lessons?

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted.

VB535973

9. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ 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?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

11. 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.

	<b>Little or no emphasis</b>	<b>Moderate emphasis</b>	<b>Heavy emphasis</b>	
a. Numbers and operations	Ⓐ	Ⓑ	Ⓒ	ID110366
b. Measurement	Ⓐ	Ⓑ	Ⓒ	ID110367
c. Geometry	Ⓐ	Ⓑ	Ⓒ	ID110368
d. Data analysis, statistics, and probability	Ⓐ	Ⓑ	Ⓒ	VC767633
e. Algebra and functions	Ⓐ	Ⓑ	Ⓒ	VC767634

VB543516

12. Are computers available for use by you or your students?

- Ⓐ 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.

VC976333

13. In your eighth-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.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976334
b. Extend mathematics learning with enrichment activities on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976335
c. Research a mathematics topic on the Internet or CD-ROM	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976336
d. Use a drawing program for geometric shapes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976339
e. Use a graphing program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976353
f. Play mathematics computer games	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976355





14. 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?

VC976295

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

15. When you teach mathematics to your eighth-grade class, do you do any of the following?  
Fill in **one** oval on each line.

VC976362

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Set different achievement standards for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976363
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976364
c. Have some students engage in different classroom activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976365
d. Use a different set of methods in teaching some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976366
e. Pace my teaching differently for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976367

16. 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.

	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	
a. Discuss the student's current level of performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976304
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976305
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976306
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976307

