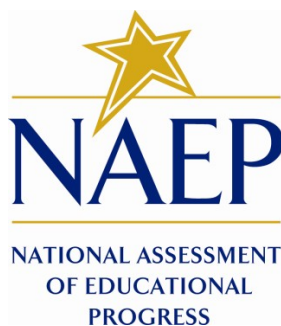


NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Volume II
Protocols – Scripts, Items and Probes

***NAEP Pretesting Survey Questions for Core, Reading, Writing, and
Mathematics – Cognitive Interviews***

OMB# 1850-0803 v.117



October 31, 2014

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I. INTERVIEWER WELCOME SCRIPT AND ASSENT/CONSENT

The following script does not have to be read verbatim. You, as the interviewer, should be familiar enough with the script to introduce the participant to the cognitive interview process in a conversational manner. The text in italics is suggested content for you to become thoroughly familiar with in advance. You should project a warm and reassuring manner toward the participant in order to develop a friendly rapport and should use conversational language throughout the interview.

After answering questions and giving further explanation, begin the interview with the first item.

Student Welcome Script:

Hello, my name is <name>.

Thank you for agreeing to participate in our study. Your help is very important to us. Let me tell you a bit more about what we are going to do today.

I have some questions that students in many different schools across the country will be asked to answer about themselves and their families. The questions will be part of the National Assessment of Educational Progress (NAEP).

Some of the questions may be difficult to understand or answer. Our goal is to make these questions better so that other students can easily understand them. That is why we need your feedback.

We want you to help us find out which questions are easy to understand and which are difficult to understand. There are no right or wrong answers. Your feedback will help the National Center for Education Statistics (NCES), which is part of the United States Department of Education, make these questions clearer for students like you. In the next hour we will try to get through as many questions as possible.

This interview is being audio recorded so that researchers can review the recordings later. No one else will hear the recording. Participant responses are voluntary and will be used only for research purposes. They will not be disclosed or used, in identifiable form, for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C. § 9573].

Do you have any questions?

If, for any reason, the participant is no longer interested in participating, thank the participant for his/her time and end the interview.

Teacher Welcome Script

Hello, my name is <name>.

Thank you for coming here today to help us.

I have some questions that teachers in many different schools will be asked to answer about themselves, their instructional practices, and their schools. The questions will be part of the National Assessment of Educational Progress (NAEP). Some of the questions may not be easy to understand or answer. There are no wrong answers, but please try to answer the questions to the best of your ability. Your feedback will help the National Center for Education Statistics (NCES), part of the United States Department of Education, make these questions clearer for teachers like you. In the next hour we will try to get through as many questions as possible.

This interview is being audio recorded so that researchers can review the recordings later. Participant responses are voluntary, will be used only for research purposes, and will not be disclosed or used, in identifiable form, for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C. § 9573].

Do you have any questions?

If, for any reason, the participant is no longer interested in participating, thank the participant for his/her time and end the interview.

School Administrator Welcome Script

Hello, my name is <name >.

Thank you for coming here today to help us.

I have some questions that school administrators in many different schools will be asked to answer about their school policies and characteristics. The questions will be part of the National Assessment of Educational Progress (NAEP). Some of the questions may not be easy to understand or answer. There are no wrong answers, but please try to answer the questions to the best of your ability. Your feedback will help the National Center for Education Statistics (NCES), part of the United States Department of Education, make these questions clearer for school administrators like you. In the next hour we will try to get through as many questions as possible.

This interview is being audio recorded so that researchers can review the recordings later. Participant responses are voluntary, will be used only for research purposes, and will not be disclosed or used, in identifiable form, for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C. § 9573].

Do you have any questions?

If, for any reason, the participant is no longer interested in participating, thank the participant for his/her time and end the interview.

II. ITEMS AND PROBES¹

After the participant is welcomed and the purpose of the study is explained, the cognitive interview starts.

Please ask the participant to read each item first and provide his/her response. Then, start with the generic probes for each item, followed by the specific probes. The probes that are generic are included for all items. The probes that are item specific apply only to particular aspects of a given item. Note that some follow-up probes are conditional based on previous participant responses.

In the tables below each item are suggested probes for each question, written in italics, which you should be thoroughly familiar with in advance.

All participant responses should be captured. The note taker should also record approximate participant response times for reading and answering each item.

The maximum duration of each cognitive interview will be no more than 90 minutes².

Generic Probes for Discrete Items

No.	Probe
1	Ask the participant to read the question (preferably to him/herself) and ask him/her to select an answer. Once he/she has read and answered the question, ask the following probes: <i>Can you tell me, in your own words, what the question is asking?</i>
2	<i>Why did you select this choice? How did you know what answer to select?</i>
3	<i>Did you find any part of the question confusing? Were there any words that you didn't know?</i> <i>If yes: Which part did you find confusing? Why? What could we do to make the question easier to understand?</i>
4	<i>Overall, how easy or difficult was it to answer this question? Would you say choosing an answer to this question was very easy, easy, difficult, or very difficult?</i>

¹ Different versions of the questionnaire booklets will be created for the actual cognitive interviews using the items presented in this document.

² Please note that the 90 minutes includes time for introductions (maximum 15 minutes), conducting the interview (60 minutes), and debriefing and/or time for additional questions/feedback from the participants (maximum 15 minutes).

Generic Probes for Matrix Items

No.	Probe
1	Ask the participant to read the question stem (preferably to him/herself). Please note, the participant should only read the stem and <u>not</u> the options (i.e., sub-items). Once he/she has read the question stem, ask the following probe: <i>Can you tell me, in your own words, what you think this question is asking you to do?</i>
2	The interviewer should then ask the participant to read each option/sub-item and to describe each option/sub-item and his/her response to that option/sub-item. The probes in this cell should be asked for each option/sub-item. <i>a) Can you tell me, in your own words, what [option a., b., c., etc.] means to you?</i> <i>b) Why did you select this choice? How did you know what answer to select?</i>
3	<i>Did you find any part of the question confusing? Were there any words that you didn't know?</i> <i>If yes: Which part did you find confusing? Why? What could we do to make the question easier to understand?</i>
4	<i>Overall, how easy or difficult was it to answer this question? Would you say choosing an answer to this question was very easy, easy, difficult, or very difficult?</i>

Generic Probes for Free Response Items

No.	Probe
1	Ask the participant to read the question (preferably to him/herself) and ask him/her to write in his/her answer. Once he/she has read and answered the question ask the following probes: <i>Can you tell me, in your own words, what the question is asking?</i>
2	<i>Why did you give this answer? How did you know to give this answer?</i>
3	<i>Did you find any part of the question confusing? Were there any words that you didn't know?</i> <i>If yes: Which part did you find confusing? Why? What could we do to make the question easier to understand?</i>
4	<i>Overall, how easy or difficult was it to answer this question? Would you say choosing an answer to this question was very easy, easy, difficult, or very difficult?</i>

READING COGNITIVE INTERVIEW ITEMS AND PROBES

Student Items – Grade 4 and 8 (Cross Grade)

[Grade 4 & 8 Reading: Student #1]

TechUse_4

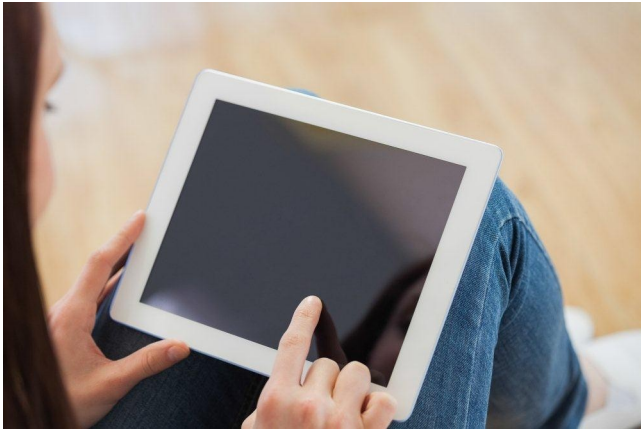
For school this year, how often do you use the following to read a story, article, or book? Select **one** answer choice on each row.

	Never	Once or twice this year	Once or twice a month	At least once a week	
a. Desktop Computer	A	B	C	D	TechUse_4_01
b. Laptop Computer	A	B	C	D	TechUse_4_02
c. Tablet Computer	A	B	C	D	TechUse_4_03

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In this question, what does the word “article” mean to you?</i>	Specific	Required
3	<i>How do you refer to this [show picture of a tablet*], as a tablet or tablet computer?</i>	Specific	Required

* Please note we will use the picture of the tablet that is part of the directions block of the 2015 Computer Familiarity Study.



[Grade 4 & 8 Reading: Student #2]

BookRes_1a

How often do you borrow books from your school or local library?

- A. Never or almost never
- B. A few times a year
- C. Once or twice a month
- D. At least once a week

Alternative stem: n/a

Alternative versions of answer choices: Never or hardly ever/Once every few weeks/About once a week/Two or three times a week/Every day or almost every day OR Never/Once or twice a month/Once or twice a week/Every day or almost every day

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

In this school year, how often have you borrowed reading materials (such as books or magazines) from your school library or media resource center?

- A. Never or almost never
- B. A few times a year
- C. Once or twice a month
- D. At least once a week

Alternative stem: n/a

Alternative versions of answer choices: Never or hardly ever/Once every few weeks/About once a week/Two or three times a week/Every day or almost every day OR Never/Once or twice a month/Once or twice a week/Every day or almost every day

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required
2	<i>In this question, what does the phrase "media resource center" mean to you? Can you give me examples of things you might find in a "media resource center"?</i>	Specific	Required

How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I read only if I have to.	A	B	C	D	E	Realnt_1_01
b. Reading is one of my favorite activities.	A	B	C	D	E	Realnt_1_02
c. I like talking about books with other people.	A	B	C	D	E	Realnt_1_03
d. I find it difficult to finish books.	A	B	C	D	E	Realnt_1_04
e. I feel happy if I receive a book as a present.	A	B	C	D	E	Realnt_1_05
f. For me, reading is not important.	A	B	C	D	E	Realnt_1_06
g. I enjoy going to a bookstore or a library.	A	B	C	D	E	Realnt_1_07
h. I read only to get information that I need.	A	B	C	D	E	Realnt_1_08
i. I can't sit still and read for more than a few minutes.	A	B	C	D	E	Realnt_1_09
j. I like to express my opinions about books I have read.	A	B	C	D	E	Realnt_1_10
k. I like to exchange books with my friends.	A	B	C	D	E	Realnt_1_11

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option g, did you consider online bookstores and online libraries when answering this item?</i>	Specific	Required
3	<i>In option i, what does the phrase "a few minutes" mean to you?</i>	Specific	Required
4	<p><i>In option k, what does the phrase "exchange books" mean to you?</i></p> <p>If the student has trouble explaining what the phrase "exchange books" means or gives an inaccurate description ask the following probes:</p> <p><i>What does the phrase "trade books" mean to you? Which phrase is easier for you to understand, "exchange books" or "trade books"?</i></p>	Specific	Required

[Grade 4 & 8 Reading: Student #4b]

RealInt_1							
How much do you agree with each of the following statements? Select one answer choice on each row.							
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. I read only if I have to.	A	B	C	D	E	F	RealInt_1_01
b. Reading is one of my favorite activities.	A	B	C	D	E	F	RealInt_1_02
c. I like talking about books with other people.	A	B	C	D	E	F	RealInt_1_03
d. I find it difficult to finish books.	A	B	C	D	E	F	RealInt_1_04
e. I feel happy if I receive a book as a present.	A	B	C	D	E	F	RealInt_1_05
f. For me, reading is not important.	A	B	C	D	E	F	RealInt_1_06
g. I enjoy going to a bookstore or a library.	A	B	C	D	E	F	RealInt_1_07
h. I read only to get	A	B	C	D	E	F	RealInt_1_08

information that I need.							
i. I can't sit still and read for more than a few minutes.	A	B	C	D	E	F	RealInt _1_09
j. I like to express my opinions about books I have read.	A	B	C	D	E	F	RealInt _1_10
k. I like to exchange books with my friends.	A	B	C	D	E	F	RealInt _1_11

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option g, did you consider online bookstores and online libraries when answering this item?</i>	Specific	Required
3	<i>In option i, what does the phrase "a few minutes" mean to you?</i>	Specific	Required
4	<i>In option k, what does the phrase "exchange books" mean to you?</i> If the student has trouble explaining what the phrase "exchange books" means or gives an inaccurate description ask the following probes: <i>What does the phrase "trade books" mean to you? Which phrase is easier for you to understand, "exchange books" or "trade books"?</i>	Specific	Required

How easy or difficult was this test?

- A. Very difficult
- B. Difficult
- C. Somewhat difficult
- D. Somewhat easy
- E. Easy
- F. Very easy

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

What percentage of items do you think you answered correctly on this test?

- A. 10%
- B. 20%
- C. 30%
- D. 40%
- E. 50%
- F. 60%
- G. 70%
- H. 80%
- I. 90%
- J. 100%

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required
2	<i>When answering this question, how did you figure out the percentage of items you answered correctly on this test? Was it very easy, easy, difficult, or very difficult to figure out the percentage of items you answered correctly on this test?</i>	Specific	Required

How many items do you think you answered correctly on this test?

- A. Less than half
- B. Half
- C. More than half
- D. Almost all

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

How similar were the questions on this test to the questions on your reading quizzes and tests?

- A. Not at all similar
- B. Not similar
- C. Somewhat similar
- D. Similar
- E. Very similar

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

How much do you agree with each of the following statements? Select **one** answer choice on each row.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. Taking this test was fun.	A	B	C	D	E	F	Debrief _04_01
b. I applied a lot of effort to succeed on this test.	A	B	C	D	E	F	Debrief _04_02
c. Taking this test was stressful.	A	B	C	D	E	F	Debrief _04_03
d. Taking this test was challenging.	A	B	C	D	E	F	Debrief _04_04
e. I liked taking this test.	A	B	C	D	E	F	Debrief _04_05
f. I felt time pressure when taking this test.	A	B	C	D	E	F	Debrief _04_06

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

How much time do you spend reading **outside of school** on a normal school day?

- A. Less than 30 minutes
- B. 30 minutes up to 1 hour
- C. From 1 hour up to 2 hours
- D. 2 hours or more

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required
2	<i>Can you give me examples of things you might read outside of school?</i>	Specific	Required

On a typical school day, about how many hours do you use a computer (desktop, laptop, or tablet) to do your English/language arts schoolwork, including homework?

- A. None
- B. Less than an hour
- C. 1-2 hours
- D. 3-4 hours
- E. More than 4 hours

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required
2	<i>What does the phrase "English/language arts schoolwork" mean to you? What are some examples of "English/language arts schoolwork"?</i>	Specific	Required

[Grade 4 & 8 Reading: Student #11]

TechUse_2			
Were you taught any of the following at school? Select one answer choice on each row.			
	Yes	No	
a. How to search for information on the Internet	A	B	TechUse_2_01
b. How to look up the meaning of a word using a computer	A	B	TechUse_2_02
c. How to look up online resources to practice things in reading that you were having trouble learning	A	B	TechUse_2_03

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>Can you tell me, in your own words, what option c is asking?</i>	Specific	Required
3	<i>In option c, what does the phrase "online resources" mean to you?</i>	Specific	Required

[Grade 4 & 8 Reading: Student #12]

TechUse_3			
Which of the following are true about the ways in which you and your teachers use computers or other digital devices in your English/language arts class? Select one answer choice on each row.			
	Yes	No	
a. There are laptop, desktop, or tablet computers that I can use for my English/language arts schoolwork.	A	B	TechUse_3_01
b. There is Wi-Fi or some other Internet connection that I can use for my English/language arts schoolwork.	A	B	TechUse_3_02
c. My English/language arts teacher uses computers or other digital devices when teaching my class.	A	B	TechUse_3_03
d. My English/language arts teacher requires us to use computers or other digital devices to complete assignments.	A	B	TechUse_3_04

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>What devices did you include when you thought about the word "computer"?</i>	Specific	Required
3	<i>Are there times when you can use a computer but, choose not to?</i>	Specific	Required
4	If student answers "no" to option A ask the following: <i>Are there computer labs that can be used?</i>	Conditional	Required
5	<i>In option b, what does the word "Wi-Fi" mean to you?</i>	Specific	Required

OutSch_1

In this school year, have you done the following things outside of the classroom? Select **one** answer choice on each row.

	Yes	No	
a. I talked about books (print or online) with other people.	A	B	OutSch_1_01
b. I was part of a book club.	A	B	OutSch_1_02
c. I participated in a spelling bee competition.	A	B	OutSch_1_03
d. I participated in a summer reading program.	A	B	OutSch_1_04
e. I went to my local library to borrow books (print or online).	A	B	OutSch_1_05
f. I read text messages.	A	B	OutSch_1_07
g. I read blogs, forums, or social media.	A	B	OutSch_1_08
h. I read emails.	A	B	OutSch_1_09
i. I attended help sessions after school to improve my reading.	A	B	OutSch_1_10
j. I helped friends with reading homework.	A	B	OutSch_1_11

Alternative stem: In this school year, how often have you done the following things outside of the classroom? Select **one** answer choice on each row.

Alternative response options: Never or rarely/ Sometimes/Often/Always or almost always OR Never/ A few times / Once every few weeks/ About once a week / More than once a week

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option g, what does the word "blog" mean to you?</i>	Specific	Required
3	<i>In option g, what does the word "forum" mean to you?</i>	Specific	Required
4	<i>In option g, what does the phrase "social media" mean to you? Can you provide examples of "social media"?</i>	Specific	Required
5	For option j, If the student answers "yes" ask the following probe: <i>Can you give me examples of how you helped your friends with reading homework?</i>	Conditional	Required

[Grade 4 & 8 Reading: Student #14]

Please note: The item below is a follow-up item for students that responded "Yes" to OutSch_1_04.

OutSch_2

Was the summer reading program you participated in required by your school?

A. Yes

B. No

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

Thinking about your English/language arts class this school year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I finished whatever I began in reading.	A	B	C	D	E	Grit_1_01
b. I stayed committed to my reading goals, even if they took a long time to complete.	A	B	C	D	E	Grit_1_04
c. I kept working hard even when I felt like quitting.	A	B	C	D	E	Grit_1_05
d. I continued working on what I set out to do, even if it took a long time to complete.	A	B	C	D	E	Grit_1_06
e. I kept trying to improve myself, even if it took a long time to get there.	A	B	C	D	E	Grit_1_07
f. I came to class prepared.	A	B	C	D	E	Grit_1_08
g. I remembered and followed directions for my reading assignments.	A	B	C	D	E	Grit_1_09
h. I started working on assignments right away rather than waiting until the last minute.	A	B	C	D	E	Grit_1_10
i. I paid attention and resisted distractions.	A	B	C	D	E	Grit_1_11
j. I worked independently with focus on reading assignments.	A	B	C	D	E	Grit_1_12

k. I stayed on task without reminders from my teacher.	A	B	C	D	E	Grit _1_13
l. I paid attention in class even when I was bored.	A	B	C	D	E	Grit _1_14

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option b, what does the phrase "stayed committed" mean to you?</i>	Specific	Required
3	<i>In option k, what does the phrase "stayed on task" mean to you?</i>	Specific	Required

Curi_1

Thinking about your English/language arts class this school year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I wanted to explore new reading texts.	A	B	C	D	E	Curi_1_01
b. I asked questions to help me learn reading skills better.	A	B	C	D	E	Curi_1_02
c. I showed interest in learning reading skills.	A	B	C	D	E	Curi_1_03
d. I was curious to learn more reading skills.	A	B	C	D	E	Curi_1_04
e. I looked for opportunities to improve my reading skills.	A	B	C	D	E	Curi_1_05

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

In this school year, how often were you involved in the following reading activities? Select **one** answer choice on each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Reading emails	A	B	C	D	LeaAct__01
b. Chatting online	A	B	C	D	LeaAct__02
c. Reading online news	A	B	C	D	LeaAct__03
d. Use an online dictionary or encyclopedia	A	B	C	D	LeaAct__04
e. Searching online information to learn about a particular topic	A	B	C	D	LeaAct__05
f. Taking part in online group discussions or forums	A	B	C	D	LeaAct__06
g. Searching for information online (for example, schedules, events, tips, recipes)	A	B	C	D	LeaAct__07
h. Text messaging	A	B	C	D	LeaAct__08

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option c, what does the word "news" mean to you?</i>	Specific	Required

How often do you read these things outside of the school day (print or online)? Select **one** answer choice on each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Stories or novels	A	B	C	D	InfForRea_1_01
b. Poems	A	B	C	D	InfForRea_1_02
c. Plays	A	B	C	D	InfForRea_1_03
d. Autobiographies	A	B	C	D	InfForRea_1_04
e. Comic books	A	B	C	D	InfForRea_1_05
f. Magazines	A	B	C	D	InfForRea_1_06
g. Blogs or personal web pages	A	B	C	D	InfForRea_1_07
h. E-mails	A	B	C	D	InfForRea_1_08
i. Text messages	A	B	C	D	InfForRea_1_09

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

Thinking about you English/language arts class, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I want to show others that I am good at my English/language arts schoolwork.	A	B	C	D	E	AchGoal_1_0 2
b. I want to show others that my schoolwork is easy for me.	A	B	C	D	E	AchGoal_1_0 3
c. I want to look smart in comparison to the other students in my class.	A	B	C	D	E	AchGoal_1_0 4
d. In this class I want to learn as much as I can.	A	B	C	D	E	AchGoal_1_0 7
e. I want to master new reading skills this year.	A	B	C	D	E	AchGoal_1_0 8
f. It is important to me that I understand my schoolwork.	A	B	C	D	E	AchGoal_1_0 9
g. It is important to me that I improve my reading skills this year.	A	B	C	D	E	AchGoal_1_1 0
h. In this class I want to get a better grade than most of the other students.	A	B	C	D	E	AchGoal_1_1 1
i. It is important for me to do better than other students.	A	B	C	D	E	AchGoal_1_1 3
j. I want to master the material	A	B	C	D	E	AchGoal_1_1 4

presented in this class.						
k. It is important for me to understand everything I learn in this class.	A	B	C	D	E	AchGoal_1_1 6

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option a, what does the phrase "show others that I am good at" mean to you?</i>	Specific	Required
3	<i>In option c, what does the phrase "look smart" mean to you?</i>	Specific	Required
4	<i>In option e, what does the phrase "new reading skills" mean to you?</i>	Specific	Required
5	<i>In option h, what does the phrase "most of the other students" mean to you?</i>	Specific	Required
6	<i>Do you think "class work" and "schoolwork" are the same?</i> <u>If yes:</u> How are they the same? <u>If no:</u> How are they different?	Specific	Required

Thinking about your English/language arts class, how much do you agree with each of the following statements?
Select **one** answer choice on each row.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. I want to show others that I am good at my English/language arts schoolwork.	A	B	C	D	E	F	AchGoal_1_02
b. I want to show others that my schoolwork is easy for me.	A	B	C	D	E	F	AchGoal_1_03
c. I want to look smart in comparison to the other students in my class.	A	B	C	D	E	F	AchGoal_1_04
d. In this class I want to learn as much as I can.	A	B	C	D	E	F	AchGoal_1_07
e. I want to master new reading skills this year.	A	B	C	D	E	F	AchGoal_1_08
f. It is important to me that I understand my schoolwork.	A	B	C	D	E	F	AchGoal_1_09
g. It is important to me that I improve my reading skills this year.	A	B	C	D	E	F	AchGoal_1_10
h. In this class I want to get a better grade than most of the other students.	A	B	C	D	E	F	AchGoal_1_11
i. It is important for me to do better than other students.	A	B	C	D	E	F	AchGoal_1_13
j. I want to master the material presented in this class.	A	B	C	D	E	F	AchGoal_1_14

k. It is important for me to understand everything I learn in this class.	A	B	C	D	E	F	AchGo al_1_1 6
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option a, what does the phrase "show others that I am good at" mean to you?</i>	Specific	Required
3	<i>In option c, what does the phrase "look smart" mean to you?</i>	Specific	Required
4	<i>In option e, what does the phrase "new reading skills" mean to you?</i>	Specific	Required
5	<i>In option h, what does the phrase "most of the other students" mean to you?</i>	Specific	Required
6	<i>Do you think "class work" and "schoolwork" are the same?</i> <u>If yes:</u> How are they the same? <u>If no:</u> How are they different?	Specific	Required

Student Items - Grade 4

[Grade 4 Reading: Student #1]

VE659013

How often do you receive help from a tutor, family member, or friend with English/language arts outside of school or after school?

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

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

Do you think you would be able to do each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	A	B	C	D	E	SelfEff_1_01
b. Explain the meaning of something you have read to your teacher	A	B	C	D	E	SelfEff_1_02
c. Understand the feelings of characters in a story	A	B	C	D	E	SelfEff_1_03
d. Figure out the main idea of a text	A	B	C	D	E	SelfEff_1_04_a
e. Tell your teacher your ideas about something you have read	A	B	C	D	E	SelfEff_1_05
f. Understand figures of speech (for example, similes and metaphors)	A	B	C	D	E	SelfEff_1_07
g. Find text in a reading passage to help you answer a question on a test	A	B	C	D	E	SelfEff_1_13
h. Recognize when you don't understand something you are reading	A	B	C	D	E	SelfEff_1_14
i. Recognize the difference between fact and opinion in a text	A	B	C	D	E	SelfEff_1_15

Alternative Stem: How confident do you feel that you could do each of the following? Select **one** answer choice on each row.

Alternative versions of answer choices: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option a, what does the word "text" mean to you?</i>	Specific	Required
3	<i>In option b, what does the phrase "something you have read" mean to you? Can you provide examples of things you might read?</i>	Specific	Required

Thinking about your English/language arts class this school year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. Thinking about reading is not my idea of fun.	A	B	C	D	E	NFCM_1_02
b. I like reading things that challenge my thinking abilities.	A	B	C	D	E	NFCM_1_03
c. I don't like thinking really hard about something I have read.	A	B	C	D	E	NFCM_1_04
d. I like thinking hard about something I have read.	A	B	C	D	E	NFCM_1_05

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option b, what does the phrase "thinking abilities" mean to you?</i>	Specific	Required

Student Items – Grade 8

[Grade 8 Reading: Student #1]

VF174671

How often do you receive help from a tutor, family member, or friend with English/language arts outside of school or after school?

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

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select **one** answer choice on each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Summarize the passage	A	B	C	D	VC504023
b. Interpret the meaning of the passage	A	B	C	D	VC504024
c. Question the motives or feelings of the characters	A	B	C	D	VC504025
d. Identify the main themes or main ideas of the passage	A	B	C	D	VE589611
e. Analyze two or more texts on the same topic and identify which texts are accurate and which are not	A	B	C	D	StuActInClas_05

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option c, what does the word “motives” mean to you?</i>	Specific	Required

[Grade 8 Reading: Student #3]

VF009272

In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select **one** answer choice on each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	I don't know.	
a. Evaluate the main evidence in a persuasive/argument passage	A	B	C	D	VF009274_versionb

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

Do you think you would be able to do each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	A	B	C	D	E	SelfEff_1_01
b. Explain the meaning of something you have read to your teacher	A	B	C	D	E	SelfEff_1_02
c. Understand the feelings of characters in a story	A	B	C	D	E	SelfEff_1_03
d. Figure out the main theme of a text	A	B	C	D	E	SelfEff_1_04_b
e. Tell your teacher your ideas about something you have read	A	B	C	D	E	SelfEff_1_05
f. Understand figures of speech (for example, similes and metaphors)	A	B	C	D	E	SelfEff_1_07
g. Recognize when punctuation is used for effect (for example, "I'm hungry!")	A	B	C	D	E	SelfEff_1_08
h. Understand how specific word choices affect the meaning of a sentence (for example, "my friend was happy" versus "my friend was ecstatic")	A	B	C	D	E	SelfEff_1_10
i. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	A	B	C	D	E	SelfEff_1_11
j. Credit others for their	A	B	C	D	E	SelfEff_1_12

ideas (for example, citing sources, using endnotes and footnotes in reports)						
k. Find text in a reading passage to help you answer a question on a test	A	B	C	D	E	SelfEff_1_13
l. Recognize when you don't understand something you are reading	A	B	C	D	E	SelfEff_1_14
m. Recognize the difference between fact and opinion in a text	A	B	C	D	E	SelfEff_1_15
n. Analyze the author's organization of information in a passage	A	B	C	D	E	SelfEff_1_16
o. Critique the author's craft or technique	A	B	C	D	E	SelfEff_1_17
p. Evaluate the evidence presented in a text	A	B	C	D	E	SelfEff_1_18
q. Identify the author's perspective in a persuasive text	A	B	C	D	E	SelfEff_1_19

Alternative stem: How confident do you feel that you could do each of the following? Select **one** circle in each row.

Alternative versions of answer choices: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option a, what does the word "text" mean to you?</i>	Specific	Required
3	<i>In option b, what does the phrase "something you have read" mean to you? Can you provide examples of things you might read?</i>	Specific	Required
4	<i>In option q, what does the phrase "persuasive text" mean to you?</i>	Specific	Required
5	<p>The following probe should be asked of every participant only once, and the timing should alternate. That is for one participant this probe should be asked after the participant has answered 1/4 of the sub-items; for the next three participants this probe should be asked after the participants have answered 1/2, 3/4, and all of the sub-items.</p> <p><i>Can you tell me what the question at the beginning asked you to do?</i></p>	Specific	Required

Thinking about your English/language arts class this school year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I prefer complex reading texts.	A	B	C	D	E	NFCM_1_01
b. Thinking about reading is not my idea of fun.	A	B	C	D	E	NFCM_1_02
c. I like reading things that challenge my thinking abilities.	A	B	C	D	E	NFCM_1_03
d. I don't like thinking really hard about something I have read.	A	B	C	D	E	NFCM_1_04
e. I like thinking hard about something I have read.	A	B	C	D	E	NFCM_1_05
f. I like reading assignments that require little effort.	A	B	C	D	E	NFCM_1_06
g. Learning new ways to think in English/language arts class doesn't excite me very much.	A	B	C	D	E	NFCM_1_07

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option b, what does the phrase "thinking abilities" mean to you?</i>	Specific	Required

Teacher – Grade 4 and 8 (Cross Grade)

[Grade 4 & 8 Reading: Teacher #1]

VF017603

How many students are in this class? Enter the number of students.

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for free response items, see page 4</i>	General	Required

[Grade 4 & 8 Reading: Teacher #2]

CompRes_1

At your school, does your student have any of the following? Select **one** answer choice on each row.

	Yes	No	
a. A laptop or desktop computer that is only for the student	A	B	CompRes_1_01
b. A laptop or desktop computer that is shared between other students	A	B	CompRes_1_02
c. A tablet computer that is only for the student	A	B	CompRes_1_03
d. A tablet computer that is shared between other students	A	B	CompRes_1_04
e. Wi-Fi or some other Internet connection	A	B	CompRes_1_05

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate and recall (e.g., identify main ideas, or focus on specific elements of a story)	A	B	C	D	VC310623
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	A	B	C	D	VC310625
c. Critique and evaluate (e.g., evaluate text critically from many perspectives, or evaluate overall text quality)	A	B	C	D	VC310627

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

In your view, to what extent do the following limit how you teach this class? Select **one** answer choice on each row.

	Not applicable	Not at all	Same	A lot	
a. Students lacking prerequisite knowledge or skills	A	B	C	D	LimRes_1_01
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	A	B	C	D	LimRes_1_04
c. Disruptive students	A	B	C	D	LimRes_1_05
d. Uninterested students	A	B	C	D	LimRes_1_06

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>Are there any other reasons, not mentioned in this item, that limit how you teach this class?</i>	Specific	Required

In your school, how severe is each problem? Select **one** answer choice on each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	A	B	C	D	LimRes_2_01
b. Classrooms are overcrowded.	A	B	C	D	LimRes_2_02
c. Teachers have too many teaching hours.	A	B	C	D	LimRes_2_03
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	A	B	C	D	LimRes_2_04
e. Teachers do not have adequate instructional materials and supplies.	A	B	C	D	LimRes_2_05

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>When answering option a, did you consider or include your classroom?</i>	Specific	Required

As part of your formal education and/or training, to what extent did you study the following areas?
Select **one** answer choice on each row.

	Not at all	Overview or Introduction to topic	It was an area of emphasis	
a. English	A	B	C	Train_1_01
b. Pedagogy/teaching reading	A	B	C	Train_1_02
c. Educational psychology	A	B	C	Train_1_03
d. Remedial reading	A	B	C	Train_1_04
e. Reading theory	A	B	C	Train_1_05
f. Special education	A	B	C	Train_1_06
g. Second language learning	A	B	C	Train_1_07
h. Assessment methods in reading	A	B	C	Train_1_08

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>When answering this item what kinds of formal education did you consider?</i>	Specific	Required
3	<i>When answering this item what kinds of training did you consider?</i>	Specific	Required
4	<p>For option g, if participant answers B or C ask the following probe:</p> <p><i>If you taught a student who already spoke two languages, would you still use the phrase “second language learning” or would you use some other phrase?</i></p> <p>If the participant says they would use another phrase, ask the following:</p> <p><i>What other phrase would you use?</i></p>	Conditional	Required

Thinking about your English/language arts class this school year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I was eager to explore new reading texts.	A	B	C	D	E	Curi_1_01
b. I collaborated with other teachers to help me improve my reading lessons.	A	B	C	D	E	Curi_1_02
c. I showed interest in teaching reading skills.	A	B	C	D	E	Curi_1_03
d. I was eager to find new reading material to incorporate into my lessons.	A	B	C	D	E	Curi_1_04
e. I looked for opportunities to extend my teaching skills.	A	B	C	D	E	Curi_1_05
f. I was curious about my students understanding of reading skills.	A	B	C	D	E	Curi_1_06
g. I was curious about how my students think about reading skills.	A	B	C	D	E	Curi_1_07

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

Do you think you would be able to do each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Prepare lessons that are appropriate for students with varying reading abilities	A	B	C	D	E	SelfEff_3_01
b. Select relevant and challenging reading materials for students	A	B	C	D	E	SelfEff_3_02
c. Provide students with concrete and actionable feedback	A	B	C	D	E	SelfEff_3_03
d. Provide support to students who are struggling with reading	A	B	C	D	E	SelfEff_3_04
e. Help students understand the meaning of challenging reading texts	A	B	C	D	E	SelfEff_3_05
f. Help students make connections between their thinking and the reading material	A	B	C	D	E	SelfEff_3_06

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

How often do you do use each of the following to assess student progress in English/language arts? Select **one** answer choice on each row.

	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. Multiple-choice tests	A	B	C	D	E	Assess_1_1_01
b. Short written responses (e.g., a phrase or sentence)	A	B	C	D	E	Assess_1_1_02
c. Long written responses (e.g., several sentences or paragraphs)	A	B	C	D	E	Assess_1_1_03
d. Group projects or presentations	A	B	C	D	E	Assess_1_1_05
e. Individual projects or presentations	A	B	C	D	E	Assess_1_1_06
f. Observation checklists	A	B	C	D	E	Assess_1_1_07
g. Exit cards or exit slips	A	B	C	D	E	Assess_1_1_08

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>Are there other types of assessments that you use to assess student progress?</i>	Specific	Required
3	<i>In option g, what does the phrase "exit cards or exit slips" mean to you?</i>	Specific	Required

How often do you use assessments to do each of the following? Select **one** answer choice on each row.

	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. Determine the student's current level of performance	A	B	C	D	E	Assess_2_1_01
b. Set goals for specific progress the student would like to make	A	B	C	D	E	Assess_2_1_02
c. Monitor progress the student has made toward goals previously set	A	B	C	D	E	Assess_2_1_03
d. Adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	A	B	C	D	E	Assess_2_1_04

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>What does the word "assessments" mean to you?</i>	Specific	Required

Suppose that your students did badly on a quiz you gave this week. How likely are you to consider each of the following reasons in this situation? Select **one** answer choice on each row.

	Not at all likely	Unlikely	Somewhat likely	Likely	Very likely	
a. The topic is new and my students are still learning.	A	B	C	D	E	Attri_1_01
b. This is a challenging topic and my students may need more time to learn the concepts.	A	B	C	D	E	Attri_1_02
c. I have little support from my school to teach the material.	A	B	C	D	E	Attri_1_03
d. I have little support from my district to teach the material.	A	B	C	D	E	Attri_1_04
e. I may not have explained the concepts well this week.	A	B	C	D	E	Attri_1_05
f. Sometimes my students are unlucky.	A	B	C	D	E	Attri_1_07
g. My students did not study enough.	A	B	C	D	E	Attri_1_08

Alternative Stem: n/a

Alternative versions of answer choices: 1 = Least likely reason / 2 = Second likely reason / 3 = Likely reason

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

Suppose you start reading a new book in your English/language arts class and your students find it difficult to understand at first. How likely are you to consider each of the following reasons in this situation? Select **one** answer choice on each row.

	Not at all likely	Unlikely	Somewhat likely	Likely	Very likely	
a. I selected a challenging book.	A	B	C	D	E	Attri_2_01
b. My students were not fully paying attention when reading.	A	B	C	D	E	Attri_2_02
c. The words are challenging.	A	B	C	D	E	Attri_2_03

Alternative Stem: n/a

Alternative versions of answer choices: 1 = Least likely reason / 2 = Second likely reason / 3 = Likely reason

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

Suppose your students really did well on their last English/language arts test. How likely are you to consider each of the following reasons in this situation? Select **one** answer choice on each row.

	Not at all likely	Unlikely	Somewhat likely	Likely	Very likely	
a. They were lucky.	A	B	C	D	E	Attri_3_01
b. They studied and were prepared.	A	B	C	D	E	Attri_2_02
c. They put a lot of effort.	A	B	C	D	E	Attri_3_03
d. They always do well on English/language arts tests.	A	B	C	D	E	Attri_3_04
e. I taught the concepts well.	A	B	C	D	E	Attri_3_05

Alternative Stem: n/a

Alternative versions of answer choices: 1 = Least likely reason / 2 = Second likely reason / 3 = Likely reason

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>Can you tell me, in your own words, what option a is asking?</i>	Specific	Required

Excluding preparation for class, how often do you use a computer (desktop, laptop, or tablet) or other technological resources (e.g., smartboard) in school for English/language arts instruction and/or English/language arts activities?

- A. Never or hardly ever
- B. Once or twice a month
- C. Once or twice a week
- D. Almost everyday

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

Teacher – Grade 4

[Grade 4 Reading: Teacher #1a]

VB608498

In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics.

- A. Less than 3 hours
- B. 3–6 hours
- C. 7–9 hours
- D. 10–13 hours
- E. 14 or more hours

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required
2	As part of generic probe 2 (see page 3), if the teacher selected answer choice E ask the following: <i>Can you recall approximately how many hours you spend in a typical week?</i>	Conditional	Required

VB608498

In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes.

_____ hours and _____ minutes per week

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for free response items, see page 4</i>	General	Required

In your fourth-grade English/language arts class this year, how often do your students use a **desktop** computer to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976534
b. Increase reading fluency and comprehension	A	B	C	D	VC976535
c. Practice spelling and grammar	A	B	C	D	VC976536
d. Access reading-related websites	A	B	C	D	VC976539
e. Conduct research for reading projects	A	B	C	D	VC976540

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option d, what does the phrase "reading-related websites" mean to you? Can you provide examples of "reading-related websites"?</i>	Specific	Required
3	<i>Do you consider "reading fluency" and "reading comprehension" similar activities?</i> <u>If yes:</u> How are they similar? <u>If no:</u> How are they different?	Specific	Required

In your fourth-grade English/language arts class this year, how often do your students use a **laptop** computer to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976534_1_1
b. Increase reading fluency and comprehension	A	B	C	D	VC976535_1_2
c. Practice spelling and grammar	A	B	C	D	VC976536_1_3
d. Access reading-related websites	A	B	C	D	VC976539_1_4
e. Conduct research for reading projects	A	B	C	D	VC976540_1_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

In your fourth-grade English/language arts class this year, how often do your students use a **tablet** computer to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976534_2_1
b. Increase reading fluency and comprehension	A	B	C	D	VC976535_2_2
c. Practice spelling and grammar	A	B	C	D	VC976536_2_3
d. Access reading-related websites	A	B	C	D	VC976539_2_4
e. Conduct research for reading projects	A	B	C	D	VC976540_2_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

In your fourth-grade English/language arts class this year, how often do your students use other **digital devices** (e.g., a smartboard) to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976534_3_1
b. Increase reading fluency and comprehension	A	B	C	D	VC976535_3_2
c. Practice spelling and grammar	A	B	C	D	VC976536_3_3
d. Access reading-related websites	A	B	C	D	VC976539_3_4
e. Conduct research for reading projects	A	B	C	D	VC976540_3_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>What does the phrase "digital devices" mean to you?</i>	Specific	Required

Do you think you would be able to support students in learning each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word they don't know by using other words in the text	A	B	C	D	E	SelfEff_2_01
b. Explain the meaning of something they have read to their teacher	A	B	C	D	E	SelfEff_2_02
c. Understand the feelings of characters in a story	A	B	C	D	E	SelfEff_2_03
d. Figure out the main idea of a text	A	B	C	D	E	SelfEff_2_04_a
e. Express their ideas about something they have read	A	B	C	D	E	SelfEff_2_05
f. Understand figures of speech (e.g., similes and metaphors)	A	B	C	D	E	SelfEff_2_07
g. Find text in a reading passage to help them answer a question on a test	A	B	C	D	E	SelfEff_2_13
h. Recognize when they don't understand something they are reading	A	B	C	D	E	SelfEff_2_14
i. Recognize the difference between fact and opinion in a text	A	B	C	D	E	SelfEff_2_15

Alternative Stem: How confident do you feel you can support students in learning the following? Select one answer choice on each row.

Alternative versions of answer choices: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option a, what does the word "text" mean to you?</i>	Specific	Required
3	<i>In option b, what does the phrase "something they have read" mean to you? Can you provide examples of things students might read?</i>	Specific	Required

[Grade 4 Reading: Teacher #7]

PriOnlRes_1

When you have English/language arts instruction and/or do English/language arts activities with the students, how do you use the following resources? Select **one** answer choice on each row.

	Not used	Supplement	Basis for instruction	
a. Hardback Textbooks	A	B	C	PriOnlRes_1_01
b. Electronic Textbooks	A	B	C	PriOnlRes_1_02
c. Reading series (e.g., basal readers, graded readers)	A	B	C	PriOnlRes_1_03
d. Workbooks or worksheets	A	B	C	PriOnlRes_1_04
e. A variety of children's books (e.g., novels, collections of stories, nonfiction)	A	B	C	PriOnlRes_1_05a
f. Materials from different curricular areas	A	B	C	PriOnlRes_1_06
g. Children's newspapers and/or magazines	A	B	C	PriOnlRes_1_07a
h. Computer software for reading instruction	A	B	C	PriOnlRes_1_08
i. Reading-related websites	A	B	C	PriOnlRes_1_09
j. Reading-related apps	A	B	C	PriOnlRes_1_10
k. Reference materials (e.g., encyclopedia, dictionary)	A	B	C	PriOnlRes_1_11
l. Reading-related educational games	A	B	C	PriOnlRes_1_12

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

When reading a story with your students, how often do you ask your students to do the following? Select **one** answer choice on each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Summarize the passage	A	B	C	D	VC976480
b. Interpret the meaning of the passage	A	B	C	D	VC976481
c. Question the motives or feelings of the characters	A	B	C	D	VC976482
d. Identify the main themes or main ideas of the passage	A	B	C	D	VC976484
e. Analyze two or more texts on the same topic and identify which texts are accurate and which are not	A	B	C	D	ActInClas_05

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

Teacher – Grade 8

[Grade 8 Reading: Teacher #1a]

VB345730

In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes?

- A. Less than 3 hours
- B. 3–6 hours
- C. 7–9 hours
- D. 10–13 hours
- E. 14 or more hours

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required
2	<i>As part of generic probe 2 (see page 3), if the teacher selected answer choice E ask the following: Can you recall approximately how many hours you spend on a typical week?</i>	Conditional	Required

VB345730

In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.

_____ hours and _____ minutes per week

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 3</i>	General	Required

When reading a story with your students, how often do you ask your students to do the following? Select **one** answer choice on each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Summarize the passage	A	B	C	D	VC976480
b. Interpret the meaning of the passage	A	B	C	D	VC976481
c. Question the motives or feelings of the characters	A	B	C	D	VC976482
d. Identify the main themes or main ideas of the passage	A	B	C	D	VC976484
e. Analyze two or more texts on the same topic and identify which texts are accurate and which are not	A	B	C	D	ActInClas_05
f. Evaluate the main evidence in a persuasive/argument passage	A	B	C	D	VE658924
g. Analyze the author's organization of information in a passage	A	B	C	D	VE658925
h. Critique the author's craft or technique	A	B	C	D	VE658926

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

In your eighth-grade English/language arts class this year, how often do your students use a **desktop** computer to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976572
b. Increase reading fluency and comprehension	A	B	C	D	VC976573
c. Access reading-related websites	A	B	C	D	VC976577
d. Conduct research for reading projects	A	B	C	D	VC976578

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option d, what does the phrase "reading-related websites" mean to you? Can you provide examples of "reading-related websites"?</i>	Specific	Required
3	<i>Do you consider "reading fluency" and "reading comprehension" similar activities?</i> <u>If yes:</u> How are they similar? <u>If no:</u> How are they different?	Specific	Required

In your eighth-grade English/language arts class this year, how often do your students use a **laptop** computer to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976572_1_1
b. Increase reading fluency and comprehension	A	B	C	D	VC976573_1_2
c. Access reading-related websites	A	B	C	D	VC976577_1_4
d. Conduct research for reading projects	A	B	C	D	VC976578_1_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

In your eighth-grade English/language arts class this year, how often do your students use a **tablet** computer to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976572_2_1
b. Increase reading fluency and comprehension	A	B	C	D	VC976573_2_2
c. Access reading-related websites	A	B	C	D	VC976577_2_4
d. Conduct research for reading projects	A	B	C	D	VC976578_2_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

In your eighth-grade English/language arts class this year, how often do your students use other **digital devices** (e.g., a smartboard) to do each of the following? Select **one** answer choice on each row.

	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	A	B	C	D	VC976572_3_1
b. Increase reading fluency and comprehension	A	B	C	D	VC976573_3_2
c. Access reading-related websites	A	B	C	D	VC976577_3_4
d. Conduct research for reading projects	A	B	C	D	VC976578_3_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>What does the phrase "digital devices" mean to you?</i>	Specific	Required

Do you think you would be able to support students in learning each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word they don't know by using other words in the text	A	B	C	D	E	SelfEff_2_01
b. Explain the meaning of something they have read to their teacher	A	B	C	D	E	SelfEff_2_02
c. Understand the feelings of characters in a story	A	B	C	D	E	SelfEff_2_03
d. Figure out the main theme of a text	A	B	C	D	E	SelfEff_2_04_b
e. Express their ideas about something they have read	A	B	C	D	E	SelfEff_2_05
f. Understand figures of speech (e.g., similes and metaphors)	A	B	C	D	E	SelfEff_2_07
g. Recognize when punctuation is used for effect (e.g., "I'm hungry!")	A	B	C	D	E	SelfEff_2_08
h. Understand how specific word choices affect the meaning of a sentence (e.g., "my friend was happy" versus "my friend was ecstatic")	A	B	C	D	E	SelfEff_2_10
i. Judge the reliability of sources (e.g., how a website might be biased or inaccurate)	A	B	C	D	E	SelfEff_2_11
j. Credit others for their ideas (e.g., citing sources, using endnotes and footnotes in reports)	A	B	C	D	E	SelfEff_2_12
k. Find text in a reading passage to help them	A	B	C	D	E	SelfEff_2_13

answer a question on a test						
l. Recognize when they don't understand something they are reading	A	B	C	D	E	SelfEff_2_14
m. Recognize the difference between fact and opinion in a text	A	B	C	D	E	SelfEff_2_15
n. Analyze the author's organization of information in a passage	A	B	C	D	E	SelfEff_2_16
o. Critique the author's craft or technique	A	B	C	D	E	SelfEff_2_17
p. Evaluate the evidence presented in a text	A	B	C	D	E	SelfEff_2_18
q. Identify the author's perspective in a persuasive text	A	B	C	D	E	SelfEff_2_19

Alternative Stem: How confident do you feel you can support students in learning the following? Select one answer choice on each row.

Alternative versions of answer choices: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option a, what does the word "text" mean to you?</i>	Specific	Required
3	<i>In option b, what does the phrase "something they have read" mean to you? Can you provide examples of things students might read?</i>	Specific	Required

[Grade 8 Reading: Teacher #8]

PriOnlRes_1

When you have English/language arts instruction and/or do English/language arts activities with the students, how do you use the following resources? Select **one** answer choice on each row.

	Not used	Supplement	Basis for instruction	
a. Hardback Textbooks	A	B	C	PriOnlRes_1_01
b. Electronic Textbooks	A	B	C	PriOnlRes_1_02
c. Reading series (e.g., basal readers, graded readers)	A	B	C	PriOnlRes_1_03
d. Workbooks or worksheets	A	B	C	PriOnlRes_1_04
e. A variety of books (e.g., novels, collections of stories, nonfiction)	A	B	C	PriOnlRes_1_05b
f. Materials from different curricular areas	A	B	C	PriOnlRes_1_06
g. Newspapers and/or magazines	A	B	C	PriOnlRes_1_07b
h. Computer software for reading instruction	A	B	C	PriOnlRes_1_08
i. Reading-related websites	A	B	C	PriOnlRes_1_09
j. Reading-related apps	A	B	C	PriOnlRes_1_10
k. Reference materials (e.g., encyclopedia, dictionary)	A	B	C	PriOnlRes_1_11
l. Reading-related educational games	A	B	C	PriOnlRes_1_12

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

School – Grade 4 and 8 (Cross Grade)

[Grade 4 & 8 Reading: School #1]

VB380370

During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use of English/language arts across the curriculum	A	B	C	D	VB380371
b. Interpreting and analyzing literature	A	B	C	D	VB380372
c. Interpreting and analyzing informational texts	A	B	C	D	VE634273
d. Understanding the cognitive process of an individual when they are reading or writing	A	B	C	D	VB380373
e. Use of scoring guides to evaluate student work	A	B	C	D	VE634274
f. Instructional strategies for teaching English/language arts	A	B	C	D	VB380374

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>What does the phrase "scoring guides" mean to you?</i>	Specific	Required
3	<i>What does the phrase "in your school" mean to you?</i>	Specific	Required

[Grade 4 & 8 Reading: School #2]

ReaRes_1

How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?
Select **one** answer choice on each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in reading	A	B	C	D	ReaRes_1_01
b. Computer software for reading instruction	A	B	C	D	ReaRes_1_02
c. Library books	A	B	C	D	ReaRes_1_03
d. Audio-visual resources for reading instruction	A	B	C	D	ReaRes_1_04

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

School - Grade 4

[Grade 4 Reading: School #1]

VE659100

To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students on various reading topics	A	B	C	D	VE658962
b. Provide one-on-one help to students at various achievement levels	A	B	C	D	VE659111

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

To what extent is your school's English/language arts program structured according to the following resources?
Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Commercially developed programs	A	B	C	D	VC190995

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required
2	<i>In option a, what does the phrase "commercially developed programs" mean to you? Can you provide examples of what "commercially developed programs"?</i>	Specific	Required

School - Grade 8

[Grade 8 Reading: School #1]

VE659230

To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students on various reading topics	A	B	C	D	VF009700
b. Provide one-on-one help to students at various achievement levels	A	B	C	D	VF009703

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes for matrix items, see page 4</i>	General	Required

MATHEMATICS COGNITIVE INTERVIEW ITEMS AND PROBES

Student Items – Grades 4 and 8 (Cross Grades)

[Grades 4 and 8 Mathematics: Student #1]

<p>In this school year, how often did you use a computer, tablet, or other digital device (excluding hand-held calculators) for math at school?</p> <p>A. Never or hardly ever B. Once every few weeks C. About once a week D. Two or three times a week E. Every day or almost every day</p>	VB525162
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>What does other digital device mean to you?</i>	Specific	Required
3	<i>What types of problems do you think of when you hear the word “math”?</i>	Specific	Required
4	<i>What types of problems do you think of when you hear the word “mathematics”?</i>	Specific	Required

This school year, how often did you use the following digital devices to work on math problems including homework? Select **one** answer choice on each row.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost everyday	
a. Hand-held calculator	A	B	C	D	E	Calc2_1
b. Desktop computer	A	B	C	D	E	Calc2_2
c. Laptop computer	A	B	C	D	E	Calc2_3
d. Tablet computer	A	B	C	D	E	Calc2_4
e. Smartphone	A	B	C	D	E	Calc2_5
f. Other device: (Please specify) _____	A	B	C	D	E	Calc2_6

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>[For option f] Which digital device were you thinking of?</i>	Specific	Required
3	<i>What does the word "Smartphone" mean to you?</i>	Specific	Required

In this school year, how often did the following things happen in your math class? Select **one** answer choice on each row.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost everyday	
a. My teacher used computers or tablets to show us how to work through math problems.	A	B	C	D	E	TechU se5_1
b. I used Wi-Fi or some other Internet connection for my math work.	A	B	C	D	E	TechU se5_2
c. My teacher used computers when teaching math to my class.	A	B	C	D	E	TechU se5_3
d. My teacher required us to use computers, tablets, or other digital devices to complete math assignments.	A	B	C	D	E	TechUse 5_4

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>[For option b] What does the term “Wi-Fi” mean to you?</i>	Specific	Required
3	<i>[For option c] Which devices did you include when you thought about the word “computer”?</i>	Specific	Required
4	<i>[For each option] How did you calculate the number of times a computer, tablet, or other digital device was used?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Student #5] _

TechUse6_0

In this school year, how often have you used a computer, tablet, or other digital device (excluding hand-held calculators) for each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Once or twice a month	About once a week	Two or three times a week	Every day or almost every day	
a. Complete your math assignment	A	B	C	D	E	TechUse6_1
b. Look online for resources for help with your math assignment	A	B	C	D	E	TechUse6_2
c. Take an online practice test	A	B	C	D	E	TechUse6_4

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>[For all options] How did you calculate the number of times you used a computer, tablet, or other digital device to do this?</i>	Specific	Required
3	<i>What does the word “resources” mean to you?</i>	Specific	Required

						Interest1_0
How much does each of the following statements describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I enjoy doing math.	A	B	C	D	E	Interest1_1
b. I look forward to my math class.	A	B	C	D	E	Interest1_2
c. I am interested in the things I learned in math.	A	B	C	D	E	Interest1_4
d. I think making an effort in math is worthwhile.	A	B	C	D	E	Interest1_6
e. I think math will help me in my daily life.	A	B	C	D	E	Interest1_8
f. I think it is important to do well in math.	A	B	C	D	E	Interest1_9

Alternate Item Stem: How much do you agree that each of the following statements describe a person like you? Select **one** answer choice on each row.

Alternate Response Options: Strongly disagree / Disagree / Somewhat disagree / Somewhat agree / Agree / Strongly agree

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>Which answer option is the easiest for you to answer?</i>	Specific	Required
3	<i>What types of math problems do you think of when you hear the word “mathematics”?</i>	Specific	Required
4	<i>What types of math problems do you think of when you hear the word “math”?</i>	Specific	Required
5	<i>[For option d] Would it be helpful to have examples?</i>	Specific	Required
6	<i>What does the term “putting in effort” mean to you?</i>	Specific	Required
7	<i>[For option d] What does the word “worthwhile” mean to you?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Student #7]

<p>In this school year, how often have you used math on a daily basis outside of the classroom?</p> <p>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</p>	<p>Otschool4_0</p>
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>What does the term "outside of the classroom" mean to you?</i>	Specific	Required
3	<i>What does the term "used math" mean to you?</i>	Specific	Required
4	<i>What does the term "daily basis" mean to you?</i>	Specific	Required
5	<i>Can you give an example of using math on a daily basis outside of school?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Student #8]

Over the past seven days, have you helped your friends with their math homework? A. Yes B. No	Outschool1_20
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>If yes, how did you help your friends? Can you give an example?</i>	General	Required

[Grades 4 and 8 Mathematics: Student #9]

("Ask this question if the student answered 'yes' to 'Otschool1_20'")

Over the past seven days, how many days did you help your friends with their math homework? Enter the number of days.	Otschool1_9
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for discrete item generic probes.	General	Required
2	Would this question be easier to answer if you were given a specific number of days to refer to such as, one day or two days?	Specific	Required

[Grades 4 and 8 Mathematics: Student #10]

Over the past seven days, how many days did you participate in a math study group? Enter the number of days. _____	Outschoo1_10
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>Would this question be easier to answer if you were given a specific number of days to refer to, such as one day or two days?</i>	Specific	Required
3	<i>What does the term “study group” mean to you?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Student #11]

Have you ever participated in a summer program for math? A. Yes B. No	Outschool2_0
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>What does the term “a summer program for math” mean to you?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Student #12]

(Ask this question if the student answered 'yes' to 'Outschool2_0')

This past summer did you participate in a summer program for math? A. Yes B. No	Outschool3_0
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>[If yes] What program did you attend?</i>	General	Required

AchGoal1_0 Thinking about your math class this year, how much does each of the following statements describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I want other students to think I am good at math.	A	B	C	D	E	AchGoal1_1
b. I want to show others that math schoolwork is easy for me.	A	B	C	D	E	AchGoal1_2
c. I want to look smart compared to other students in my math class.	A	B	C	D	E	AchGoal1_4
d. I want to master a lot of new skills in my math class.	A	B	C	D	E	AchGoal1_7
e. I want to improve my math skills this year.	A	B	C	D	E	AchGoal1_10
f. I want to get better grades than the other students in my math class.	A	B	C	D	E	AchGoal1_11
g. I want to learn as much as possible in my math class.	A	B	C	D	E	AchGoal1_15
h. I want to understand as much as I can in my math class.	A	B	C	D	E	AchGoal1_16

G

Alternate Item Stem: Thinking about your math class this year, how much do you agree with each of the following statements? Select **one** answer choice on each row.

Alternate Response Options: Strongly disagree / Disagree / Somewhat disagree / Somewhat agree / Agree / Strongly agree

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required
2	[For option c] What does the term "look smart" mean to you?	Specific	Required
3	[For option d] What does the word "master" mean to you?	Specific	Required

Grit1_0 Thinking about your math class this school year, how much does each of the following statements	
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describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I finished whatever I began in math.	A	B	C	D	E	Grit1 1_1
b. I stayed committed to my math goals, even if they took a long time to complete.	A	B	C	D	E	Grit1 _4
c. I kept working even when I felt like quitting in my math class.	A	B	C	D	E	Grit1 _5
d. I continued working on what I set out to do, even if it took a long time to complete.	A	B	C	D	E	Grit1 _6
e. I kept trying to improve myself in math, even if it took a long time to get there.	A	B	C	D	E	Grit1 _7
f. I came to math class prepared.	A	B	C	D	E	Grit1 _8
g. I remembered and followed directions for my math assignments.	A	B	C	D	E	Grit1 _9

Item Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>(Grade 8 Only)[For options a-d] If these options asked you about your English class, would you answer in the same way?</i>	Specific	Required
3	<i>[If no to if these options asked you about your English class..."]How would you answer differently?</i>	Specific	Required
4	<i>(Grade 8 Only) [For options a-d] If these options asked you about your science class, would you answer in the same way?</i>	Specific	Required
5	<i>[If no to "if these items asked you about your science class..."] How would you answer differently?</i>	Specific	Required
6	<i>What does the term "long time" in option b mean to you?</i>	Specific	Required

Grit2_0						
Thinking about your math class this school year, how much does each of the following statements describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I started working on my math assignments right away rather than waiting until the last minute.	A	B	C	D	E	Grit1 _10
b. I paid attention and resisted distractions during math class.	A	B	C	D	E	Grit1 _11
c. I worked independently with focus on math assignments.	A	B	C	D	E	Grit1 _12
d. I stayed on task without reminders from my math teacher.	A	B	C	D	E	Grit1 _13
e. I paid attention in my math class even when I was bored.	A	B	C	D	E	Grit1 _14

Item Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required
2	In option c, what does the term "with focus" mean to you?	Specific	Required
3	In option d, what does the term "stayed on task" mean to you?	Specific	Required

Curiosity0_0						
Thinking about your math class this school year, how much does each of the following statements describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I wanted to explore new math concepts.	A	B	C	D	E	Curiosity1_0
b. I asked questions so that I could better learn math concepts.	A	B	C	D	E	Curiosity1_1
c. I showed interest in learning how to solve math problems.	A	B	C	D	E	Curiosity1_2
d. I was curious to learn to solve different types of math problems.	A	B	C	D	E	Curiosity1_3
e. I looked for opportunities to improve my math skills.	A	B	C	D	E	Curiosity1_4

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>[For Grade 4 only] What does the word "concepts" in option a mean to you?</i>	Specific	Required

Student Items – Grade 4 Specific

[Grade 4, Mathematics: Student #1]

						Calc1_1
In your math class this year, how often have you used the following types of calculators? Select one answer choice on each row.						
	Never or almost never	Rarely	Sometimes	Often	Always or almost always	
a. Basic four-function calculator	A	B	C	D	E	Calc1_2
b. Calculator app on a Smartphone	A	B	C	D	E	Calc1_4
c. Calculator on a tablet computer	A	B	C	D	E	Calc1_5
d. Calculator on a desktop or laptop computer	A	B	C	D	E	Calc1_6
e. I preferred not to use a calculator.	A	B	C	D	E	Calc1_7

Item-Specific Probe:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required

[Grade 4 Mathematics: Student #2]

Interest2_0

In your math class this year, how much do you enjoy solving the following types of math problems?
Select **one** answer choice on each row.

	Not at all	Not very much	Somewhat	Mostly	Very much	
a. Addition, subtraction, multiplication, and division	A	B	C	D	E	Interest2_1
b. Working with geometric figures like rectangles and squares	A	B	C	D	E	Interest2_6
c. Finding the area and parameter of different shapes	A	B	C	D	E	Interest2_7
d. Looking at patterns, graphs, and charts	A	B	C	D	E	Interest2_9

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>Are there other math activities that you enjoy?</i>	Specific	Required

SelfEff1_0					
Thinking about math, do you think that you would be able to do each of the following with a calculator? Do not actually solve the problems. Select one answer choice on each row.					
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can
a. Solve $4 \times 50 \times 9 = ?$	A	B	C	D	E
b. Solve $301 - 75 = ?$	A	B	C	D	E
c. Solve $65 \times 21 = ?$	A	B	C	D	E
d. Solve $125 \div 6 = ?$	A	B	C	D	E
e. Solve $24 + 14 = ?$	A	B	C	D	E
					SelfEff1_9

Alternate Item Stem: How confident do you feel that you could do each of the following **with** a calculator? Do not try to solve them. Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>When answering this question, did you try to solve any of the problems?</i>	Specific	Required
3	<i>[Looking at both versions of the question] Which option is easiest for you to answer?</i>	Specific	Required

[Grade 4 Mathematics: Student #4]

						SelfEff2_0
Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select one answer choice on each row.						
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Solve $4 \times 50 \times 9 = ?$	A	B	C	D	E	SelfEff2_1
b. Solve $1,000,000 - 513,462 = ?$	A	B	C	D	E	SelfEff2_3
c. Solve $301 - 75 = ?$	A	B	C	D	E	SelfEff2_4
d. Solve $65 \times 21 = ?$	A	B	C	D	E	SelfEff2_6
e. Solve $125 \div 6 = ?$	A	B	C	D	E	SelfEff2_7

Alternate Item Stem: How confident do you feel that you could do each of the following **without** a calculator? Do not try to solve them. Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required
2	After looking at this question, did you think you were supposed to use a calculator?	Specific	Required

[Grade 4 Mathematics: Student #4]

SelfEff2_0

Thinking about math, Do you think that you would be able to do each of the following? Do not actually solve the problems. Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lbs)	A	B	C	D	E	SelfEff3_17
b. Divide 42 stickers by 6 students	A	B	C	D	E	SelfEff3_18
c. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	A	B	C	D	E	SelfEff3_15
d. When to take a turkey out of the oven if, the time is 10:00 a.m. and it takes 3 hours and 45 minutes to cook	A	B	C	D	E	SelfEff3_16

Alternate Item Stem: How confident do you feel that you could do each of the following **without** a calculator? Do not try to solve them. Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>After looking at this question, did you think you were supposed to use a calculator?</i>	Specific	Required

Thinking about math, do you think you would be able to do each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Determine what the problem is asking and the best way to solve it	A	B	C	D	E	SelfEff4_1
b. Read problems carefully to see what I know and what I need to know	A	B	C	D	E	SelfEff4_2
c. Use different steps to solve the same problem	A	B	C	D	E	SelfEff4_3
d. Talk about the steps I used to solve a problem	A	B	C	D	E	SelfEff4_4
e. Use different tools like a ruler or calculator to solve problems	A	B	C	D	E	SelfEff4_5
f. Use charts, lists, or drawings to solve math problems	A	B	C	D	E	SelfEff4_6

Alternate Item Stem: How confident do you feel that you could do each of the following? Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required

During the school year, how often did you participate in the following activities outside of the classroom?
Select **one** answer choice on each row.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Talk about math problems with your friends	A	B	C	D	E	Outschool1_1
b. Play chess	A	B	C	D	E	Outschool1_6
c. Participate in a math club	A	B	C	D	E	Outschool1_8
d. Use online forums to look for help with your math homework	A	B	C	D	E	Outschool1_11
e. Use online games or apps to solve math problems	A	B	C	D	E	Outschool1_12
f. Measure ingredients when cooking or baking at home	A	B	C	D	E	Outschool1_14
g. Attend tutoring with other students	A	B	C	D	E	Outschool1_15
h. Attend extra-help sessions after school	A	B	C	D	E	Outschool1_16
i. Play an instrument and read music	A	B	C	D	E	Outschool1_17
j. Go to websites for help with your math homework	A	B	C	D	E	Outschool1_18

Alternate Response Options: Never or almost never / Rarely / Sometimes / Often / Always or Almost Always

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required

2	<i>Can you give an example of using math on a daily basis outside of school?</i>	Specific	Required
3	<i>[For option e] Would this question be easier to answer if you were given examples?</i>	Specific	Required
4	<i>Can you think of any online games that you or your friends play to help with your math skills?</i>	Specific	Required
5	<i>[For option g] Can you give an example of what “tutoring with other students” would be at your school?</i>	Specific	Required
6	<i>Can you think of other out of school math activities that you don't see listed here?</i>	Specific	Required
7	<i>What does the term "online forums" mean to you?</i>	Specific	Required

NFCM1_0

Thinking about your math class this year, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. Thinking about math is my idea of fun.	A	B	C	D	E	NFCM1_2
b. I like math problems that challenge my thinking abilities.	A	B	C	D	E	NFCM1_3
c. I try to avoid situations where I will have to think about math in depth.	A	B	C	D	E	NFCM1_4
d. I enjoy thinking about new solutions to math problems.	A	B	C	D	E	NFCM1_7
e. I like to solve puzzles with numbers and equations.	A	B	C	D	E	NFCM1_9

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required

Student Items – Grade 8 Specific

[Grade 8, Mathematics: Student #1]

<p>What math classes are you taking this year? Select one or more answer choices.</p> <ul style="list-style-type: none"> A. Integrated or sequential math B. Eighth-grade math C. General eighth-grade math D. Algebra I course E. First year of a two-year algebra course F. Second year of a two-year algebra course G. Algebra I (one-year course) H. Algebra II I. Geometry J. Other 	VB543277
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>What does the term “algebra II” mean to you?</i>	Specific	Required
3	<i>What does the term “integrated math” mean to you?</i>	Specific	Required

						Calc1_1
In your math class this year, how often have you used the following types of calculators? Select one answer choice on each row.						
	Never or almost never	Rarely	Sometimes	Often	Always or almost always	
a. Basic four-function calculator	A	B	C	D	E	Calc1_2
b. Graphing calculator	A	B	C	D	E	Calc1_3
c. Calculator app on a Smartphone	A	B	C	D	E	Calc1_4
d. Calculator on a tablet computer	A	B	C	D	E	Calc1_5
e. Calculator on a desktop or laptop computer	A	B	C	D	E	Calc1_6
f. I preferred not to use a calculator.	A	B	C	D	E	Calc1_7

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required

In your math class this year, how much do you enjoy solving the following types of math problems? Select **one** answer choice on each row.

	Not at all	Not very much	Somewhat	Mostly	Very much	
a. Addition, subtraction, multiplication, and division	A	B	C	D	E	Interest2_1
b. Finding areas of shapes and figures	A	B	C	D	E	Interest2_2
c. Solving odds and probabilities problems	A	B	C	D	E	Interest2_3
d. Solving equations or simplifying expressions	A	B	C	D	E	Interest2_4
e. Constructing and building different types of graphs (e.g., bar graph, line graph, or box and whisker plots)	A	B	C	D	E	Interest2_5
e. Working with geometric figures like rectangles and squares	A	B	C	D	E	Interest2_6
f. Finding the area and parameter of different shapes	A	B	C	D	E	Interest2_7
g. Looking at patterns, graphs, and charts	A	B	C	D	E	Interest2_9

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>Are there other math activities that you enjoy?</i>	Specific	Required

Thinking about math, do you think that you would be able to do each of the following **with** a calculator? Do not actually solve the problems. Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Solve $4 \times 50 \times 9 = ?$	A	B	C	D	E	SelfEff1_1
b. Solve $1,000,000 - 513,462 = ?$	A	B	C	D	E	SelfEff1_4
c. Solve $301 - 75 = ?$	A	B	C	D	E	SelfEff1_5
d. Solve $65 \times 21 = ?$	A	B	C	D	E	SelfEff1_7
e. Solve $125 \div 6 = ?$	A	B	C	D	E	SelfEff1_8
f. Solve $24 + 14 = ?$	A	B	C	D	E	SelfEff1_9
g. Solve $3x + 5 = 17$	A	B	C	D	E	SelfEff1_14

Alternate Item Stem: How confident do you feel that you could do each of the following **with** a calculator? Do not try to solve them. Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>[Looking at both versions] Which option is easiest for you to answer?</i>	Specific	Required
2	<i>See page 3 for matrix generic probes.</i>	Specific	Required
3	<i>When answering this question, did you try to solve any of the problems?</i>	Specific	Required

Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Solve $4 \times 50 \times 9 = ?$	A	B	C	D	E	SelfEff2_1
b. Solve $1,000,000 - 513,462 = ?$	A	B	C	D	E	SelfEff2_3
c. Solve $301 - 75 = ?$	A	B	C	D	E	SelfEff2_4
d. Solve $65 \times 21 = ?$	A	B	C	D	E	SelfEff2_6
e. Solve $125 \div 6 = ?$	A	B	C	D	E	SelfEff2_7
f. Solve $3x + 5 = 17$	A	B	C	D	E	SelfEff1_14
g. Solve for h if, $h = 73 + 2.5 (400)$	A	B	C	D	E	SelfEff2_12
h. Solve $3 \times (__ + 5) = 30$	A	B	C	D	E	SelfEff2_13

Alternate Item Stem: How confident do you feel that you could do each of the following **without** a calculator? Do not try to solve them. Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>After looking at this question did you think you were supposed to use a calculator?</i>	Specific	Required

Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lbs)	A	B	C	D	E	SelfEff3_17
b. Divide 42 stickers by 6 students	A	B	C	D	E	SelfEff3_18
c. Calculate how many square feet of tile you need to cover your classroom floor	A	B	C	D	E	SelfEff3_1
d. Find the actual distance between two places on a map with a 1:10,000 scale	A	B	C	D	E	SelfEff3_4
e. Calculate the gas mileage of a car	A	B	C	D	E	SelfEff3_6
f. Determine a 20% tip of a \$67 restaurant dinner bill	A	B	C	D	E	SelfEff3_9
g. Estimate the area of your classroom floor using square feet	A	B	C	D	E	SelfEff3_11
h. Describe the properties shared by every isosceles right triangle	A	B	C	D	E	SelfEff3_12
e. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	A	B	C	D	E	SelfEff3_15
f. Know when to take a turkey out of the oven if, the time is 10:00 a.m. and it takes 3	A	B	C	D	E	SelfEff3_16

hours and 45 minutes to cook						
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Alternate Item Stem: How confident do you feel that you could do each of the following **without** a calculator? Do not try to solve them. Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>After looking at this question did you think you were supposed to use a calculator?</i>	Specific	Required

Thinking about math, do you think you would be able to do each of the following? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Determine what the problem is asking and the best way to solve it	A	B	C	D	E	SelfEff4_1
b. Read problems carefully to see what I know and what I need to know	A	B	C	D	E	SelfEff4_2
c. Relate what I have learned in math class to the real world	A	B	C	D	E	SelfEff4_10
d. Use the correct math terms when describing and solving math problems	A	B	C	D	E	SelfEff4_7
e. Look at patterns in tables and graphs to describe relationships	A	B	C	D	E	SelfEff4_8
f. Discover patterns and make statements about them	A	B	C	D	E	SelfEff4_9
g. Create equations	A	B	C	D	E	SelfEff4_11

Alternate Item Stem: How confident do you feel that you could do each of the following? Select **one** answer choice on each row.

Alternate Response Options: Not at all confident / Not very confident / Confident / Very confident

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required

During this school year, how often did participate in the following activities outside of the classroom?
Select **one** answer choice on each row.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Talk about math problems with your friends	A	B	C	D	E	Otschool1_1
b. Work on math homework outside of the classroom	A	B	C	D	E	Otschool1_2
c. Play chess	A	B	C	D	E	Otschool1_6
d. Program computers	A	B	C	D	E	Otschool1_7
e. Participate in a math club	A	B	C	D	E	Otschool1_8
f. Use online forums to look for help with your math homework	A	B	C	D	E	Otschool1_11
g. Use online games or apps to solve math problems	A	B	C	D	E	Otschool1_12
h. Measure ingredients when cooking or baking at home	A	B	C	D	E	Otschool1_14
i. Attend tutoring with other students	A	B	C	D	E	Otschool1_1 5
j. Attend extra-help sessions after school	A	B	C	D	E	Otschool1_1 6
k. Play an instrument and read music	A	B	C	D	E	Otschool1_1 7
l. Go to websites for help with your math homework	A	B	C	D	E	Otschool1_1 8

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required

2	<i>Can you give an example of using math on a daily basis outside of school?</i>	Specific	Required
3	<i>[For option g] Would this question be easier to answer if you were given examples?</i>	Specific	Required
4	<i>Can you think of any online games that you or your friends play to help with your math skills?</i>	Specific	Required
5	<i>[For option i] Can you give an example of what “tutoring with other students” would be at your school?</i>	Specific	Required
6	<i>Can you think of other out of school math activities that you don't see listed here?</i>	Specific	Required
7	<i>What does the term "online forums" mean to you?</i>	Specific	Required

						NFCM1_0
Thinking about your math class this year how much does each of the following statements describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. In math class, I prefer complex problems to simple problems.	A	B	C	D	E	NFCM1_1
b. Thinking about math is my idea of fun.	A	B	C	D	E	NFCM1_2
c. I like math problems that challenge my thinking abilities.	A	B	C	D	E	NFCM1_3
d. I try to avoid situations where I will have to think about math in depth	A	B	C	D	E	NFCM1_4
e. I like to think about challenging math questions	A	B	C	D	E	NFCM1_5
f. I like math tasks that require little thought once I have learned them.	A	B	C	D	E	NFCM1_6
g. I enjoy thinking about new solutions to math problems.	A	B	C	D	E	NFCM1_7
h. Learning new ways to think in math class excites me.	A	B	C	D	E	NFCM1_8
i. I like to solve puzzles with numbers and equations.	A	B	C	D	E	NFCM1_9

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required

Teacher Items – Grades 4 and 8 (Cross Grades)

[Grades 4 and 8 Mathematics: Teacher #1]

					HE001130
How often do you use each of the following to assess student progress in mathematics? Select one answer choice on each row.					
	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	
a. Multiple-choice tests	A	B	C	D	HE001131
b. Problem sets	A	B	C	D	HE001132
c. Short written responses (e.g., a phrase or sentence)	A	B	C	D	HE001133
d. Long written responses (e.g., several sentences or paragraphs)	A	B	C	D	Instr1_0
e. Project-based assignments	A	B	C	D	Inst1_2
f. Collaboration on group assignments	A	B	C	D	Inst1_3
g. District or state mandated tests	A	B	C	D	Assess1_0

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>If your state uses common core standards, would you include them in your answer?</i>	General	Required

[Grades 4 and 8 Mathematics: Teacher #2]

FrmAsses2_0

In your mathematics class this year, how often do you use assessments to do each of the following? Select **one** answer choice on each row.

	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 with him or her	A	B	C	D	E	FrmAsses2_1
b. Set goals for specific progress that your students would like to make	A	B	C	D	E	FrmAsses2_2
c. Discuss the progress your students have made toward individually set goals	A	B	C	D	E	FrmAsses2_3
d. Determine how to adjust your teaching strategies to meet the current learning needs of individual students	A	B	C	D	E	FrmAsses2_4
e. Determine how to adjust your teaching strategies to reflect your goals for the classroom	A	B	C	D	E	FrmAsses2_5
f. Discuss class progress with school administrators	A	B	C	D	E	FrmAsses2_6
g. Discuss class progress with other colleagues	A	B	C	D	E	FrmAsses2_7
h. Compare your school's mathematics progress with that of other schools in your district or state	A	B	C	D	E	FrmAsses2_8

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	Specific	Required

[Grades 4 and 8 Mathematics: Teacher #3]

VC976197

In your mathematics class this year, how often did your students use a computer, tablet, or other digital device to do each of the following? Select **one** answer choice on each row.

	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. Practice or review mathematics topics	A	B	C	D	E	VC976199
b. Extend mathematics learning with enrichment activities	A	B	C	D	E	VC976201
c. Research mathematics topics on the Internet	A	B	C	D	E	Revised/ VC976202

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required

[Grades 4 and 8 Mathematics: Teacher #4]

VC976303						
In your mathematics class this year, how often did you do each of the following with individual students to evaluate their progress in mathematics? Select one answer choice on each row.						
	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	A	B	C	D	E	VC976 304
b. Set goals for specific progress the student would like to make	A	B	C	D	E	VC976 305
c. Discuss progress the student has made toward goals previously set	A	B	C	D	E	VC976 306
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	A	B	C	D	E	VC976 307
e. Determine how to adjust your teaching strategies to meet the student's goals	A	B	C	D	E	Inst2_0

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required
2	Does the phrasing in the leading question make sense to you?	Specific	Required
3	[If no, to question 2] What phrasing do you think would work better?	Specific	Required

[Grades 4 and 8 Mathematics: Teacher #5]

NewOrg1_0			
Where do your instructional materials come from? Select one answer choice on each row.			
	Yes	No	
a. Text books provided by your district or school	A	B	NewOrg1_1
b. Materials provided by your district	A	B	NewOrg1_2

c. Materials found on the Internet	A	B	NewOrg1_3
d. Other materials: (Please specify) _____	A	B	NewOrg1_4

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>What does the word “materials” mean to you?</i>	Specific	Required
3	<i>[If yes, to option d] Where else do you get instructional materials from?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Teacher #6]

TeachAttr9_0

Suppose your students really did well on their last mathematics test. How likely are the following to be reasons for the student's success? Select **one** answer choice on each row.

	Not at all likely	Not likely	Somewha t likely	Likely	Very likely	
a. Students studied and were prepared.	A	B	C	D	E	TeachAttr9_2
b. Students put in a lot of effort.	A	B	C	D	E	TeachAttr9_3
c. Students always do well on tests.	A	B	C	D	E	TeachAttr9_4
d. I taught the concepts well.	A	B	C	D	E	TeachAttr9_5
e. The students guessed well on the quiz.	A	B	C	D	E	TeachAttr9_7
f. Sometimes students are just lucky.	A	B	C	D	E	TeachAttr9_8
g. Many of the students are just good at math.	A	B	C	D	E	TeachAttr9_9

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>What might be other reasons why students would do really well that are not listed here?</i>	Specific	Required
3	<i>In general, how do you feel about teaching mathematics after looking at his question?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Teacher #7]

						TeachCur1_0
During your mathematics class this year, how much does each of the following statements describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I was eager to explore new concepts in mathematics with my students.	A	B	C	D	D	TeachCu r1_1
b. I collaborated with other teachers to improve my mathematics lessons.	A	B	C	D	D	TeachCu r1_2
c. I took an active interest in learning new mathematics concepts to share with my students.	A	B	C	D	D	TeachCu r1_3
d. I was curious to learn more mathematics concepts to incorporate into my lessons.	A	B	C	D	D	TeachCu r1_4
e. I looked for opportunities to extend my approach to teaching mathematics.	A	B	C	D	D	TeachCu r1_5
f. I was curious about my students understanding of mathematical concepts.	A	B	C	D	D	TeachCu r1_6
g. I was curious about the ways my students think about mathematical concepts.	A	B	C	D	D	TeachCu r1_7

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix generic probes.	General	Required

[Grades 4 and 8 Mathematics: Teacher #8]

<p>In your mathematics class this year, how often did you incorporate new technology into mathematics instruction?</p> <p>A. Never or hardly ever</p> <p>B. A few times a year</p> <p>C. Once or twice a month</p> <p>D. Once or twice a week</p> <p>E. Every day or almost every day</p>	NewTech1_0
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>In this context, what does the word "new" mean to you?</i>	Specific	Required
3	<i>In this context, what does the term "new technology" mean to you?</i>	Specific	Required
4	<i>When you think of the term "new technology," are you thinking of technology that is new to you, or new to students and new as an instructional tool?</i>	Specific	Required

[Grades 4 and 8 Mathematics: Teacher #9]

In your mathematics class this year, how often did you encourage your students to participate in mathematics activities outside of school? 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	OutSchool6_0
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>When answering this question, were you thinking of specific activities?</i>	Specific	Required
3	<i>[If yes to, "when answering this question..."] Which activities did you think of?</i>	Specific	Required

<p>In your mathematics class this year, how often did you provide opportunities for your students to participate in mathematics activities outside of school?</p> <p>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</p>	<p>OutSchool7_0</p>
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>When answering this question, were you thinking of specific activities?</i>	Specific	Required
3	<i>[If yes, to “when answering this question...”] Which activities did you think of?</i>	General	Required

Teacher Items – Grade 4 Specific

[Grade 4 Mathematics: Teacher #1]

					TeachEff1_0
Thinking about your fourth-grade mathematics classes this year, how much emphasis did you place on the following? Select one answer choice on each row.					
	Little to no emphasis	Not much emphasis	Some emphasis	A lot of emphasis	
a. How to determine what the problem is asking and the best way to solve it	A	B	C	D	TeachEff3_0
b. How to use alternate methods to solve problems when the first method does not work	A	B	C	D	TeachEff3_1
c. Ways to explain ones thinking and make connections between models and equations	A	B	C	D	TeachEff3_2
d. How to make assumptions and approximations	A	B	C	D	TeachEff3_3
e. How to represent a problem situation with numbers, words, pictures, or charts	A	B	C	D	TeachEff3_4
f. Understanding of tools for problem solving and limitations of use	A	B	C	D	TeachEff3_6
g. How to use clear and precise language when students are discussing their problem solving and reasoning	A	B	C	D	TeachEff3_7

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix item generic probes.	General	Required
2	[Present participant with both versions of item] Of the two response options, which is	Specific	Required

	<i>easiest to answer?</i>		
3	<i>After reading through this question, do you feel evaluated in any way?</i>	General	Required

Teacher Items – Grade 8 Specific

[Grade 8 Mathematics: Teacher #1]

TeachEff4_0 Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on the following when teaching mathematics? Select one answer choice on each row.					
	Little to no emphasis	Not much emphasis	Some emphasis	A lot of emphasis	
a. How to make assumptions and approximations	A	B	C	D	TeachEff3_3
b. Ways to use models to explain calculations	A	B	C	D	TeachEff3_8
c. How to represent a problem situation in multiple ways including numbers, words, pictures, and charts.	A	B	C	D	TeachEff3_9
d. How to evaluate a problem-solving process	A	B	C	D	TeachEff3_10
e. How to create equations	A	B	C	D	TeachEff3_11
f. Ways for students to relate what they know to the real world and make sense of it mathematically	A	B	C	D	TeachEff3_12
g. How to use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	A	B	C	D	TeachEff3_13
h. Ways to examine patterns in tables and graphs to generate equations and describe relationships	A	B	C	D	TeachEff3_14

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[Present participant with both versions of item] Of the two response options, which is easiest to answer?</i>	Specific	Required
3	<i>After reading through this question, do feel evaluated in any way?</i>	General	Required

School Items – Grades 4 and 8 (Cross Grades)

[Grades 4 and 8 Mathematics: School #1]

OutSchoolS3_0 In this school year, did your school provide the following out of school activities? Select one answer choice on each row.			
	Yes	No	
a. Opportunities for students to discuss math work and math homework with their teachers	A	B	OutSchoolS3_1
b. Peer tutoring	A	B	OutSchoolS3_2
c. Math competitions	A	B	OutSchoolS3_3
d. Chess clubs	A	B	OutSchoolS3_4
e. Computer programming classes	A	B	OutSchoolS3_5
f. Mathematics clubs	A	B	OutSchoolS3_6
g. Mathematics study groups	A	B	OutSchoolS3_7
h. Teacher led tutoring sessions for groups of students	A	B	OutSchoolS3_8
i. Teacher led extra help sessions	A	B	OutSchoolS3_9
j. Family mathematics night	A	B	OutSchoolS3_10

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes</i>	General	Required
2	<i>[For option j] Are there other activities for families that you can think of?</i>	Specific	Required

[Grades 4 and 8 Mathematics: School #3]

To what extent does your school provide up to date technology resources for mathematics teaching and learning?

- A. Not at all
- B. Small extent
- C. Moderate extent
- D. Large extent

SchoolTech1_0

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required

School Items – Grade 4 Specific

[Grade 4 Mathematics: School #1]

In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? A. Yes B. No	VB525182
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>Is this information that you would expect 4th grade teachers to know?</i>	Specific	Required

Approximately what percentage of your school's classrooms has the following technological resources for fourth-grade mathematics instruction? Select **one** answer choice on each row.

	0%	1– 25%	26– 50%	51– 75%	76– 99 %	100%	
a. Cable/satellite/closed-circuit television	A	B	C	D	E	F	VE013352
b. Videodisc player/VCR/DVD player	A	B	C	D	E	F	VE013353
c. Digital/video camera	A	B	C	D	E	F	VE013354
d. Video conferencing equipment	A	B	C	D	E	F	VE013355
e. Scanner for images or text	A	B	C	D	E	F	VE013356
f. Device for projecting images directly from a computer	A	B	C	D	E	F	VE013357
g. Computer	A	B	C	D	E	F	VE013359
h. Internet	A	B	C	D	E	F	VE013360
i. Printer	A	B	C	D	E	F	VE013362
j. Handheld devices (e.g., personal digital assistants)	A	B	C	D	E	F	VE509167
k. Interactive white board	A	B	C	D	E	F	Res1_1
l. Document reader	A	B	C	D	E	F	Res1_3
m. Document camera	A	B	C	D	E	F	Res1_4

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>Keeping in mind current practices, is this question wording the best wording to use?</i>	Specific	Required
3	<i>Are there any technological resources that you would include in this question?</i>	Specific	Required
4	<i>Are there any technological resources that you would exclude in this question?</i>	Specific	Required

[Grade 4 Mathematics: School #3]

In your school, how often are fourth-grade students' mathematics placements evaluated?

- A. Once a year
- B. Once a marking period (semester, trimester)
- C. More than once a marking period
- D. Students are not grouped by achievement level.

VB525183

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required

In this school year, to what extent are each of the following a responsibility of the mathematics resource teacher(s) available to fourth-grade students at your school? Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide mathematics remediation/intervention to individual students	A	B	C	D	VE659422
b. Provide mathematics remediation/intervention to groups of students	A	B	C	D	VE659423
c. Provide mathematics enrichment to individual students	A	B	C	D	VE659424
d. Provide mathematics enrichment to groups of students	A	B	C	D	VE659425
e. Provide extra help sessions for students during regular school hours	A	B	C	D	ResInst1_0
f. Provide after-school tutoring for students	A	B	C	D	ResInst1_1

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required

School Items – Grade 8 Specific

[Grade 8 Mathematics: School #1]

<p>In your school, what percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.</p> <p>A. 0-10%</p> <p>B. 11-20%</p> <p>C. 21-30%</p> <p>D. 31-40%</p> <p>E. 41-50%</p> <p>F. More than 50%</p>	VB525194
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required

[Grade 8 Mathematics: School #2]

In your school, are eighth-grade students typically assigned to mathematics classes by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? A. Yes B. No	VE013898
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete item generic probes.</i>	General	Required
2	<i>Keeping in mind current practices, is this question wording the best wording to use?</i>	Specific	Required

Approximately what percentage of your school's classrooms has the following technological resources for eighth-grade mathematics instruction? Select **one** answer choice on each row.

	0%	1–25%	26–50%	51–75%	76–99%	100%	
a. Cable/satellite/closed-circuit television	A	B	C	D	E	F	VE013908
b. Videodisc player/VCR/DVD player	A	B	C	D	E	F	VE013909
c. Digital/video camera	A	B	C	D	E	F	VE013910
d. Video conferencing equipment	A	B	C	D	E	F	VE013914
e. Scanner for images or text	A	B	C	D	E	F	VE013916
f. Device for projecting images directly from a computer	A	B	C	D	E	F	VE013917
g. Computer	A	B	C	D	E	F	VE013919
h. Internet	A	B	C	D	E	F	VE013922
i. Printer	A	B	C	D	E	F	VE013923
j. Handheld devices (e.g., personal digital assistants)	A	B	C	D	E	F	VE509176
k. Interactive white board	A	B	C	D	E	F	TechRes1_2
l. Document reader	A	B	C	D	E	F	TechRes1_4
m. Document camera	A	B	C	D	E	F	TechRes1_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>Keeping in mind current practices, is this question wording the best wording to use?</i>	Specific	Required
3	<i>Are there any technological resources that you would include in this question?</i>	Specific	Required
4	<i>Are there any technological resources that you would not include in this question?</i>	Specific	Required

<p>In this school year, what percentage of students has gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction?</p> <p>A. 0-10%</p> <p>B. 11-20%</p> <p>C. 21-30%</p> <p>D. 31-40%</p> <p>E. 41-50%</p> <p>F. More than 50%</p>	OutsideMath1_0
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for discrete generic probes.</i>	General	Required
2	<i>How do you feel about answering a question like this?</i>	Specific	Required
3	<i>When answering this question, which students did you think of when calculating your answer? Did you consider a specific grade or did you count all students?</i>	Specific	Required

[Grade 8 Mathematics: School #5]

OutSideMath2_0

Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select **one** answer choice on each row.

	Yes	No	
a. There are students in my school who take high school classes for mathematics	A	B	Outsidemath2_1
b. My school provides credit for students who take high school or college mathematics classes	A	B	Outsidemath2_2
c. My school provides credit for mathematics classes taken by students outside of your school	A	B	Outsidemath2_3
d. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course	A	B	Outsidemath2_4
e. Algebra I courses offered in my school contain the same material as algebra I courses offered at the high school level	A	B	Outsidemath2_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required
2	<i>If yes, what are the requirements that have been specified for students to receive credit for the classes they have taken?</i>	Specific	Required

[Grade 8 Mathematics: School #6]

This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. _____	Res2_0
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for free response generic probes.	General	Required

In this school year, to what extent are each of the following a responsibility of the mathematics resource teachers(s) available to eighth-grade students at your school? Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide mathematics remediation/intervention to individual students	A	B	C	D	VE659436
b. Provide mathematics remediation/intervention to groups of students	A	B	C	D	VE659434
c. Provide mathematics enrichment to individual students	A	B	C	D	VE659435
d. Provide mathematics enrichment to groups of students	A	B	C	D	VE659433
e. Provide extra help sessions for students during regular school hours	A	B	C	D	ResInst1_0
f. Provide after-school tutoring for students	A	B	C	D	ResInst1_1

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix generic probes.</i>	General	Required

WRITING COGNITIVE INTERVIEW ITEMS AND PROBES

Student Items – Grades 8 and 12 (Cross-grade)

[Grades 8 & 12 Writing: Student # 1]

In your English/language arts class this year, how often did you get the following writing assignments?						St01_000
Select one answer choice on each row.						St01_001
	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. Assignments that you have to complete under a strict time limit	A	B	C	D	E	St01_01
b. Assignments that you have to complete within one session	A	B	C	D	E	St01_02
c. Assignments that you can work on over extended periods of time (for example, several sessions)	A	B	C	D	E	St01_03
d. Assignments that you have to complete together with other students	A	B	C	D	E	St01_04
e. Assignments that you have to complete on a computer	A	B	C	D	E	St01_05
f. Assignments for which you have to do research on the Internet	A	B	C	D	E	St01_06
g. Assignments of up to a few sentences	A	B	C	D	E	St01_07
h. Assignments of several paragraphs	A	B	C	D	E	St01_08
i. Assignments of at least a couple of pages (for example, a paper or report)	A	B	C	D	E	St01_09

Item-specific probes:

No	Probe	Type of Probe	Required/Conditional
1	For sub-item a: <i>How would you describe "a strict time limit"?</i>	Specific	Required
2	For sub-item b: <i>How would you describe "one session"?</i>	Specific	Required
3-6	For sub-items e, g, h, i: <i>Can you give me an example of a recent assignment of that kind?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #2]

When you work on a longer writing assignment , how often do you typically do each of the following? Select one answer choice on each row.						St02_000
	Never or hardly ever	Sometimes	About half of the time	Often	Always or almost always	St02_001
a. Plan how to spend my time on different phases of writing (for example, planning, drafting, editing and revising)	A	B	C	D	E	St02_01
b. Organize my ideas prior to writing (for example, by creating an outline)	A	B	C	D	E	St02_02
c. Write a first draft	A	B	C	D	E	St02_03
d. Reread and revise my draft writing	A	B	C	D	E	St02_04
e. Use word processing software to edit text (for example, to make words bold, put words in italics, or underline words)	A	B	C	D	E	St02_05
f. Use word processing software to revise text (for example, to use the backspace key or cut, copy, and paste text using the computer keyboard)	A	B	C	D	E	St02_06
g. Use a spell-check in word processing software	A	B	C	D	E	St02_07
h. Use a grammar-check in word processing software	A	B	C	D	E	St02_08
i. Use a thesaurus or dictionary in word processing software	A	B	C	D	E	St02_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	How would you describe "longer writing assignment"?	Specific	Required
2	For sub-item h: Do you think there is a difference between "spell-check" and "grammar-check" in word processing software? <u>If yes:</u> How would you describe the difference between "spell-check" and "grammar-check"?	Specific	Required

[Grades 8 & 12 Writing: Student # 3a]

In your English/language arts class this year, how often have you practiced each of the following? Select one answer choice on each row.						St03_000
	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	St03_001
a. Using correct grammar in writing	A	B	C	D	E	St03_01
b. Using complex sentences in writing	A	B	C	D	E	St03_02
c. Using new vocabulary in writing	A	B	C	D	E	St03_03
d. Typing on a computer keyboard	A	B	C	D	E	St03_04
e. Using word processing software to edit and revise text	A	B	C	D	E	St03_05
f. Expressing ideas effectively in writing	A	B	C	D	E	St03_06
g. Organizing ideas in writing	A	B	C	D	E	St03_07
h. Writing for different audiences	A	B	C	D	E	St03_08
i. Writing for different purposes	A	B	C	D	E	St03_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>What does the word "practiced" mean to you here? Would you interpret this question differently if it said "How often have you learned each of the following?" Would that change make the question easier to answer or more difficult?</i>	Specific	Required
2	<i>b. How would you describe what "complex sentences" are?</i>	Specific	Required
3	<i>c. How would you describe "new vocabulary"?</i>	Specific	Required
4	<i>e. Can you give me an example for the software you used? How would you describe "word processing software"?</i>	Specific	Required
5	<i>f. How would you describe "expressing ideas effectively"?</i>	Specific	Required
6	<i>g. How would you describe "organizing ideas in writing"?</i>	Specific	Required
7	<i>h. How would you describe "audience"? Can you give me examples of audiences you wrote for?</i>	Specific	Required
8	<i>i. How would you describe "purposes"? Can you give me examples of purposes you wrote for?</i>	Specific	Required

[Grades 8 & 12 Writing: Student # 3b]

In your English/language arts class this year, how often have you practiced each of the following? Select one answer choice on each row.						St03_000
	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	St03_001
a. Writing different forms of text	A	B	C	D	E	St03_10
b. Planning writing	A	B	C	D	E	St03_11
c. Evaluating writing	A	B	C	D	E	St03_12
d. Using sources correctly in writing	A	B	C	D	E	St03_13
e. Create an outline prior to writing	A	B	C	D	E	St03_14
f. Improve writing by revising first drafts	A	B	C	D	E	St03_15
g. Use details to develop ideas in writing	A	B	C	D	E	St03_16
h. Using voice and tone in writing	A	B	C	D	E	St03_17

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>What does the word "practiced" mean to you here? Would you interpret this question differently if it said "How often have you learned each of the following?" Would that change make the question easier to answer or more difficult?</i>	Specific	Required
2	<i>a. How would you describe "different forms of texts"? Can you give me examples of different forms of texts you have written?</i>	Specific	Required
3	<i>b. How would you describe "planning writing"? Can you give me examples of times when you have practiced planning writing?</i>	Specific	Required
4	<i>c. How would you describe "evaluating writing"? Can you give me examples of times when you have practiced evaluating writing?</i>	Specific	Required
5	<i>d. How would you describe "using sources correctly"? Can you give me examples of times when you have practiced using sources correctly?</i>	Specific	Required
6	<i>g. Can you give me examples how you have used details to develop ideas in writing?</i>	Specific	Required
7	<i>h. How would you describe "tone"? How would you describe "voice"? Can you give me examples how you have used voice and tone in writing?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #4]

In your English/language arts class this year, how often do you use each of the following for writing? Select one answer choice on each row.						St04_000
	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	St04_001
a. Paper and pencil	A	B	C	D	E	St04_01
b. Desktop or laptop computer	A	B	C	D	E	St04_02
c. Tablet	A	B	C	D	E	St04_03
d. Other digital device (Please specify): -----	A	B	C	D	E	St04_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>a. What does the word "pencil" mean to you here? Would you include writing done on paper with a pen, or would you only include writing done with a pencil?</i>	Specific	Required
2	<i>c. Can you give me examples of what you consider a tablet?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #5]

Outside of school , how often do you use each of the following for writing? Select one answer choice on each row.					
	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. Paper and pencil	A	B	C	D	E
b. Desktop or laptop computer	A	B	C	D	E
c. Tablet	A	B	C	D	E
d. Other digital device (Please specify): -----	A	B	C	D	E

St05_000

St05_001

St05_01

St05_02

St05_03

St05_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Would you include activities done for your homework when answering this question?</i>	Specific	Required
2	<i>b. Do you know about how much you have written outside of school this past week? If yes, what would be the easiest way for you to measure how much? For example, number of words? Something else?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #6]

During this school year, how often have you done each of the following outside of school? Select one answer choice on each row.						St06_000
	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	St06_001
a. Participated in online discussions (for example, in forums or social networks)	A	B	C	D	E	St06_01
b. Wrote for a blog, website, or online newspaper	A	B	C	D	E	St06_02
c. Communicated using technology (for example, text messages, e-mails, tweets)	A	B	C	D	E	St06_03
d. Practiced my keyboarding skills	A	B	C	D	E	St06_04
e. Wrote journal entries	A	B	C	D	E	St06_05
f. Got tutoring to improve my writing	A	B	C	D	E	St06_06
g. Participated in writing competitions	A	B	C	D	E	St06_07
h. Helped other students with writing assignments or writing homework	A	B	C	D	E	St06_08
i. Practiced writing on my own in addition to my homework	A	B	C	D	E	St06_09
j. Engaged in other writing activities outside of school (Please specify): _____	A	B	C	D	E	St06_10

Item-specific probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>Would you include activities done for your homework when answering this question?</i>	Specific	Required
2	<i>a. How would you describe "forums or social networks"? Can you give me examples of what you consider a forum or social network?</i>	Specific	Required
3	<i>d. How would you describe "practiced my keyboarding skills"? Would you include activities such as typing a paper at home when answering this question?</i>	Specific	Required
4	<i>e. How would you describe "wrote journal entries"? Would you include activities such as typed journal entries when answering this question?</i>	Specific	Required
5	<i>g. How would you describe "writing competitions"?</i>	Specific	Required
6	<i>i. How would you describe "practiced writing on my own"?</i>	Specific	Required
7	<i>j. How would you describe "other writing activities outside of school"?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #7]

How much does each of the following statements describe a person like you?						St07_000
Select one answer choice on each row.						St07_001
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I enjoy writing for different purposes (for example, writing to persuade or writing to explain).	A	B	C	D	E	St07_01
b. I enjoy expressing my thoughts in writing.	A	B	C	D	E	St07_02
c. I enjoy writing for different audiences (for example, writing a letter to an editor versus a letter to a friend).	A	B	C	D	E	St07_03
d. The activity of writing is satisfying for me.	A	B	C	D	E	St07_04
e. Drafting and revising my writing is satisfying for me.	A	B	C	D	E	St07_05
f. I try to avoid writing as much as possible.	A	B	C	D	E	St07_06
g. I enjoy sharing my writing with others.	A	B	C	D	E	St07_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>d. How would you describe "the activity of writing"?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #8]

Please indicate how much you disagree or agree with the following statements about writing .							St08_000
Select one answer choice on each row.							St08_001
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. Revising is mostly about fixing errors in my grammar.	A	B	C	D	E	F	St08_01
b. Good writers do not make errors in spelling.	A	B	C	D	E	F	St08_02
c. The main problem of poor writers is using incorrect grammar.	A	B	C	D	E	F	St08_03
d. Good writers do not need to revise a lot because they get it right the first time.	A	B	C	D	E	F	St08_04
e. Good writers have to be able to write long sentences correctly.	A	B	C	D	E	F	St08_05
f. Good writing is about thinking and finding the right words to express my thoughts.	A	B	C	D	E	F	St08_06
g. Revising is mostly about better expressing my thoughts.	A	B	C	D	E	F	St08_07
h. Good writers discover new ideas while writing.	A	B	C	D	E	F	St08_08
i. Good writers revise their writing to clarify their ideas.	A	B	C	D	E	F	St08_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	i. How would you describe "to clarify their ideas"?	Specific	Required

[Grades 8 & 12 Writing: Student # 9]

Do you think that you would be able to do each of the following?						St09_000
Select one answer choice on each row.						St09_001
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Write a paper using correct grammar	A	B	C	D	E	St09_01
b. Write a paper without spelling mistakes	A	B	C	D	E	St09_02
c. Write clear and complete sentences	A	B	C	D	E	St09_03
d. Vary the structure of sentences in my writing	A	B	C	D	E	St09_04
e. Write long sentences without mistakes	A	B	C	D	E	St09_05
f. Use different voices and tones in my writing	A	B	C	D	E	St09_06
g. Use academic vocabulary correctly in my writing	A	B	C	D	E	St09_07
h. Choose words in my writing that will effectively communicate my ideas	A	B	C	D	E	St09_08
i. Change the style of my writing to communicate the same information for different audiences	A	B	C	D	E	St09_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	How would you describe the difference between "Maybe" and "I probably can"?	Specific	Required
2	How would you describe the difference between "Maybe" and "I probably can't"?	Specific	Required
3	How would you describe the difference between "probably" and "definitely"?	Specific	Required
4	b. When answering this question did you consider whether spell check is available to you?	Specific	Required
5	d. How would you describe "the structure of sentences"?	Specific	Required
6	f. How would you describe "different voices and tones"?	Specific	Required
7	g. How would you describe "academic vocabulary"?	Specific	Required
8	i. How would you describe "different audiences"?	Specific	Required

[Grades 8 & 12 Writing: Student #10]

Do you think that you would be able to do each of the following?						St10_000
Select one answer choice on each row.						St10_001
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Type a longer text (several paragraphs) with few errors using a computer keyboard	A	B	C	D	E	St10_01
b. Type a longer text (several paragraphs) with few errors using a virtual keyboard on a touch screen	A	B	C	D	E	St10_02
c. Use a stylus to write or edit my writing on a tablet	A	B	C	D	E	St10_03
d. Use a spell-check in word processing software	A	B	C	D	E	St10_04
e. Use a grammar-check in word processing software	A	B	C	D	E	St10_05
f. Select the correct word from spell-check when editing my writing	A	B	C	D	E	St10_06
g. Find words to use in my writing from the thesaurus in word processing software	A	B	C	D	E	St10_07
h. Use word processing software to make words bold, put words in italics, or underline words	A	B	C	D	E	St10_08
i. Cut, copy, and paste text using the computer keyboard	A	B	C	D	E	St10_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>b. How would you describe "a virtual keyboard on a touch screen"?</i>	Specific	Required
2	<i>c. How would you describe "a stylus"?</i>	Specific	Required
3	<i>g. Were you thinking only about a thesaurus in word processing software or also about a dictionary when answering this question?</i>	Specific	Required
4	<i>i. Were you thinking only about a computer keyboard or also about using a mouse to cut, copy, and paste text?</i>	Specific	Required

[Grades 8 & 12 Writing: Student # 11]

Do you think that you would be able to do each of the following?						St11_000
Select one answer choice on each row.						St11_001
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create an outline prior to writing	A	B	C	D	E	St11_01
b. Write a well-organized essay with an introduction, body, and conclusion	A	B	C	D	E	St11_02
c. Write a paragraph with a clear topic sentence	A	B	C	D	E	St11_03
d. Quickly come up with ideas about what to write for a timed writing task	A	B	C	D	E	St11_04
e. Start an essay with an interesting introduction	A	B	C	D	E	St11_05
f. End an essay with a strong conclusion	A	B	C	D	E	St11_06
g. Complete a first draft of an essay within a class period	A	B	C	D	E	St11_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	c. How would you describe "topic sentence"?	Specific	Required
2	g. How would you describe a "class period"?	Specific	Required

[Grades 8 & 12 Writing: Student #12]

Do you think that you would be able to do each of the following?						St12_000
Select one answer choice on each row.						St12_001
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain something in my writing	A	B	C	D	E	St12_01
b. Convince someone about something in my writing	A	B	C	D	E	St12_02
c. Tell an imaginary story in my writing	A	B	C	D	E	St12_03
d. Present a clear position in my writing	A	B	C	D	E	St12_04
e. Support a position with reasons and examples in my writing	A	B	C	D	E	St12_05
f. Take different points of view into account in my persuasive writing	A	B	C	D	E	St12_06
g. Synthesize the points expressed in several different pieces of writing	A	B	C	D	E	St12_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>a. How would you describe what "something" means here?</i>	Specific	Required
2	<i>b. How would you describe what "something" means here?</i>	Specific	Required
3	<i>f. How would you describe what "persuasive" means here?</i>	Specific	Required
4	<i>g. How would you describe "synthesize the points expressed"?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #13]

Do you think that you would be able to do each of the following?						St13_000
Select one answer choice on each row.						St13_001
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Plan ahead to get my writing done by a deadline	A	B	C	D	E	St13_01
b. Avoid distractions while I write	A	B	C	D	E	St13_02
c. Evaluate whether I am making progress in my writing	A	B	C	D	E	St13_03
d. Set goals for improving my writing	A	B	C	D	E	St13_04
e. Use the Internet to find information to include in my writing	A	B	C	D	E	St13_05
f. Judge the reliability of an online source for use in my writing (for example, whether a source from the Internet is biased)	A	B	C	D	E	St13_06
g. Credit others for their ideas in my writing (for example, citing sources, using endnotes and footnotes in reports)	A	B	C	D	E	St13_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grades 8 & 12 Writing: Student #14]

Thinking about your English/language arts class this year, how much does each of the following statements describe a person like you?						St14_000
Select one answer choice on each row.						St14_001
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I want to improve how I express my ideas.	A	B	C	D	E	St14_01
b. I want to keep people from thinking I'm a poor writer.	A	B	C	D	E	St14_02
c. I want to get a good grade in the class.	A	B	C	D	E	St14_03
d. I want to hide that I have a hard time writing.	A	B	C	D	E	St14_04
e. I want to become a better writer.	A	B	C	D	E	St14_05
f. I want to have my classmates believe I can write well.	A	B	C	D	E	St14_06
g. I want to pass this class.	A	B	C	D	E	St14_07
h. I want to avoid making mistakes in front of my classmates.	A	B	C	D	E	St14_08
i. I want to complete all the assignments for the class.	A	B	C	D	E	St14_09
j. I want to persuade others with my writing.	A	B	C	D	E	St14_10
k. I want to be a better writer than my classmates.	A	B	C	D	E	St14_11
l. I want to hide how nervous I am about writing.	A	B	C	D	E	St14_12
m. I want to get my teacher to think I am a good writer.	A	B	C	D	E	St14_13
n. I want to better organize my ideas when writing.	A	B	C	D	E	St14_14

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Do you think the words "I want" are necessary at the beginning of each question? Do you have suggestions how the wording could be changed?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #15]

In a typical school week, on about how many days do you get writing assignments of a paragraph or more during each of the following classes? Fill in a number between 0 and 5 on each row.	
a. English/language arts class	_ days
b. Social studies class such as history, civics, government, or geography	_ days
c. Science class	_ days
d. Mathematics class	_ days

St15_000

St15_001

St15_01

St15_02

St15_03

St15_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	--	Specific	Required

[Grades 8 & 12 Writing: Student #16]

During this school year, how often did you get writing assignments of a paragraph or more during each of the following classes? Select one answer choice on each row.							St16_000
	I don't take this class.	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	St16_001
a. English/language arts class	A	B	C	D	E	F	St16_01
b. Social studies class such as history, civics, government, or geography	A	B	C	D	E	F	St16_02
c. Science class	A	B	C	D	E	F	St16_03
d. Mathematics class	A	B	C	D	E	F	St16_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	[compare with question #15] <i>Which of the two questions is easier to answer? Why?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #17]

In a typical week, how many days do you spend writing **on your own and not for school**—for example, writing stories or keeping a journal at home? Fill in a number between 0 and 7.

St17

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	--	Specific	Required

[Grades 8 & 12 Writing: Student #18]

For school this year, how often did you write for each of the following purposes?				
Select one answer choice on each row.				
	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. To explain something that you know or have read	A	B	C	D
b. To convince or persuade someone	A	B	C	D
c. To convey real experience (for example, write about factual events or personal experiences)	A	B	C	D
d. To convey imagined experience (for example, tell a fictional story)	A	B	C	D
e. To summarize (for example, write a summary of a longer text or story)	A	B	C	D
f. To analyze (for example, collect and describe evidence for an issue or argument)	A	B	C	D

St18_000

St18_001

St18_01

St18_02

St18_03

St18_04

St18_05

St18_06

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	--	Specific	Required

[Grades 8 & 12 Writing: Student #19]

For school this year, how often do you use each of the following when you write a paper or report? Select one answer choice on each row.				
	Never or hardly ever	Sometimes	Very often	Always or almost always
a. Use the Internet to look for information to include in the paper or report	A	B	C	D
b. Use a computer from the beginning to write the paper or report (for example, use a computer to write the first draft)	A	B	C	D
c. Use a computer to make changes to the paper or report (for example, spell-check or cut and paste)	A	B	C	D
d. Use a computer to complete your writing	A	B	C	D

St19_000

St19_001

St19_01

St19_02

St19_03

St19_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>How would you describe the difference between "Very often" and "Always or almost always"?</i>	Specific	Required
2	<i>a. Which response would you choose if you use a computer about half of the time?</i>	Specific	Required
3	<i>b. What kinds of computers do you count there? Do you include writing done on a tablet or other digital device?</i>	Specific	Required
4	<i>d. Can you think of different words to describe "complete your writing"?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #20]

In a typical week, how many pages are you assigned to write for homework in each of the following subjects? Select one answer choice on each row.							St20_000
	I don't take this class.	None	Up to one page	One to three pages	Four to five pages	More than five pages	St20_001
a. English/language arts	A	B	C	D	E	F	St20_01
b. Social studies	A	B	C	D	E	F	St20_02
c. Science	A	B	C	D	E	F	St20_03
d. Mathematics	A	B	C	D	E	F	St20_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Do you think the same about a text that is one page on a computer and one page on paper?</i>	Specific	Required
2	<i>b. Can you give me an example of a recent writing assignment you got for social studies homework?</i>	Specific	Required
3	<i>c. Can you give me an example of a recent writing assignment you got for science homework?</i>	Specific	Required
4	<i>d. Can you give me an example of a recent writing assignment you got for mathematics homework?</i>	Specific	Required

[Grades 8 & 12 Writing: Student #21]

Please indicate how much you disagree or agree with the following statements about writing.							St21_000
Select one answer choice on each row.							St21_001
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. Writing is one of my favorite activities.	A	B	C	D	E	F	St21_01
b. Writing allows me to express my ideas.	A	B	C	D	E	F	St21_02
c. Revising helps me clarify my ideas.	A	B	C	D	E	F	St21_03
d. Writing is easy for me.	A	B	C	D	E	F	St21_04
e. I am a good writer.	A	B	C	D	E	F	St21_05
f. I don't like to write.	A	B	C	D	E	F	St21_06

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>How would you describe the difference between "Somewhat agree" and "Agree"?</i>	Specific	Required
2	<i>How would you describe the difference between "Disagree" and "Somewhat disagree"?</i>	Specific	Required

Teacher Items – Grade 8

[Grade 8 Writing: Teacher # 1]

<p>In your English/language arts class this year, how often do you give the following writing assignments to your students? Select one answer choice on each row.</p>					
	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. Assignments that students have to complete under a strict time limit	A	B	C	D	E
b. Assignments that students have to complete within one session	A	B	C	D	E
c. Assignments that students can work on over extended periods of time (e.g., several sessions)	A	B	C	D	E
d. Assignments that students have to complete together with other students	A	B	C	D	E
e. Assignments that students have to complete on a computer	A	B	C	D	E
f. Assignments for which students have to do research on the Internet	A	B	C	D	E
g. Assignments of up to a few sentences	A	B	C	D	E
h. Assignments of several paragraphs	A	B	C	D	E
i. Assignments of at least a couple of pages (e.g., a paper or report)	A	B	C	D	E

T01_000

T01_001

T01_01

T01_02

T01_03

T01_04

T01_05

T01_06

T01_07

T01_08

T01_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1-4	Sub-items e, g, h, i: <i>Can you give me an example of a recent assignment of that kind?</i>	Specific	Required

[Grade 8 Writing: Teacher # 2]

<p>In your English/language arts class this year, how often have you focused on each of the following with your students when teaching writing?</p> <p>Select one answer choice on each row.</p>					
	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. Grammar	A	B	C	D	E
b. Sentence combining to form complex sentences	A	B	C	D	E
c. Vocabulary	A	B	C	D	E
d. Keyboarding	A	B	C	D	E
e. Using word processing software for editing and revising	A	B	C	D	E
f. Expressing their ideas in their writing	A	B	C	D	E
g. Organizing ideas in their writing	A	B	C	D	E
h. Writing for different audiences	A	B	C	D	E
i. Writing for different purposes	A	B	C	D	E
j. Writing different genres of text (e.g., essays, narratives)	A	B	C	D	E
k. Planning their writing	A	B	C	D	E
l. Evaluating their writing	A	B	C	D	E
m. Synthesizing sources in their writing	A	B	C	D	E
n. Creating an outline prior to writing	A	B	C	D	E
o. Revising their drafts	A	B	C	D	E
p. Using details to develop ideas in their writing	A	B	C	D	E
q. Managing voice and tone in their writing	A	B	C	D	E

T02_000

T02_001

T02_01

T02_02

T02_03

T02_04

T02_05

T02_06

T02_07

T02_08

T02_09

T02_10

T02_11

T02_12

T02_13

T02_14

T02_15

T02_16

T02_17

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	Sub-item b: <i>How would you describe what "complex sentences" are?</i>	Specific	Required

[Grade 8 Writing: Teacher # 3]

In your English/language arts class this year, how often have you done each of the following when teaching writing ? Select one answer choice on each row.					
	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. Asked students to work in small groups to share and revise their writing	A	B	C	D	E
b. Asked students to revise their first drafts based on feedback from other students	A	B	C	D	E
c. Asked students to write more than one draft for a writing assignment	A	B	C	D	E
d. Demonstrated for the class how to plan writing	A	B	C	D	E
e. Shared models of writing done by other students for class discussion	A	B	C	D	E
f. Had students in the class share strategies for improving writing	A	B	C	D	E
g. Used student work to demonstrate how to revise writing	A	B	C	D	E
h. Taught students how to judge the reliability of an online source for use in their writing (e.g., whether a source from the Internet is biased)	A	B	C	D	E
i. Taught students how to credit others for their ideas in students' writing (e.g., citing sources, using endnotes and footnotes in reports)	A	B	C	D	E
j. Shared a rubric with students for evaluating their own writing	A	B	C	D	E

T03_000

T03_001

T03_01

T03_02

T03_03

T03_04

T03_05

T03_06

T03_07

T03_08

T03_09

T03_10

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	d. How would you describe "demonstrated for the class"? Would you include activities such as talking to the class or talking individually with a student when answering this question? Are there any other activities you might include?	Specific	Required

[Grade 8 Writing: Teacher # 4]

In your English/language arts class this year, how often do you use each of the following to assess student progress in writing ?					
Select one answer choice on each row.					
	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. Multiple-choice tests	A	B	C	D	E
b. Short written responses (e.g., a phrase or sentence)	A	B	C	D	E
c. Long written responses (e.g., several sentences or paragraphs)	A	B	C	D	E
d. Group projects or reports	A	B	C	D	E
e. Individual projects or reports	A	B	C	D	E
f. Timed assessments (i.e., tests where students have to produce text under a time limit)	A	B	C	D	E
g. Essays or papers students can complete over extended periods of time in and outside of the classroom	A	B	C	D	E
h. Computer-based writing tests with an extended constructed-response component	A	B	C	D	E

T04_000

T04_001

T04_01

T04_02

T04_03

T04_04

T04_05

T04_06

T04_07

T04_08

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>f. If teachers answer B-E ask the following probe: How long do your "timed assessments" last? Are the assessments you give a standard time or do they vary?</i>	Specific	Required

[Grade 8 Writing: Teacher # 5]

In your English/language arts class this year, how often do you use results from writing assessments for each of the following?					
Select one answer choice on each row.					
	Never or hardly ever	Sometimes	About half of the time	Often	Always or almost always
a. Determine students' current levels of writing performance	A	B	C	D	E
b. Set specific goals for progress for individual students	A	B	C	D	E
c. Monitor progress students have made toward previously set writing goals	A	B	C	D	E
d. Determine how to adjust my teaching strategies to meet students' current learning needs	A	B	C	D	E

T05_000

T05_001

T05_01

T05_02

T05_03

T05_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 6]

In your English/language arts class this year, what kinds of feedback do you typically give your students about their writing assignments ?					
Select one answer choice on each row.					
	Never or hardly ever	Sometimes	About half of the time	Often	Always or almost always
a. I give them a grade.	A	B	C	D	E
b. I write a general comment at the end of the paper.	A	B	C	D	E
c. I correct their spelling and grammar mistakes.	A	B	C	D	E
d. I re-write parts of their paper to model other approaches.	A	B	C	D	E
e. I provide specific suggestions on re-organizing their ideas.	A	B	C	D	E
f. I meet with students one-on-one to go over their writing.	A	B	C	D	E
g. I meet with students one-on-one to explain my written comments.	A	B	C	D	E
h. I organize my classes so students receive help from one another in planning and revising their writing.	A	B	C	D	E
i. I organize my classes so students give each other peer feedback.	A	B	C	D	E

T06_000

T06_001

T06_01

T06_02

T06_03

T06_04

T06_05

T06_06

T06_07

T06_08

T06_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 7]

In your English/language arts class this year, how much time have you devoted to teaching your students each of the following? Select one answer choice on each row.					
	None	A Little	Some	Quite a bit	Very much
a. Writing a paper using correct grammar	A	B	C	D	E
b. Writing a paper without spelling mistakes	A	B	C	D	E
c. Writing clear and complete sentences	A	B	C	D	E
d. Varying the structure of sentences in students' writing	A	B	C	D	E
e. Writing long sentences without mistakes	A	B	C	D	E
f. Using different voices and tones in students' writing	A	B	C	D	E
g. Using academic vocabulary correctly in students' writing	A	B	C	D	E
h. Choosing words in students' writing that will effectively communicate ideas	A	B	C	D	E
i. Changing the style of students' writing to communicate the same information for different audiences	A	B	C	D	E

T07_000

T07_001

T07_01

T07_02

T07_03

T07_04

T07_05

T07_06

T07_07

T07_08

T07_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	How would you describe the difference between "A little" and "Some"?	Specific	Required
2	How would you define the difference between "Some" and "Quite a bit"?	Specific	Required
3	How would you define the difference between "Quite a bit" and "Very much"?	Specific	Required
4	Can you think of different response options that would make it easier for you to answer this question?	Specific	Required

[Grade 8 Writing: Teacher # 8]

In your English/language arts class this year, how much time have you devoted to teaching your students each of the following?					
Select one answer choice on each row.					
	None	A Little	Some	A lot	Very much
a. Typing a longer text (several paragraphs) with few errors using a computer keyboard	A	B	C	D	E
b. Typing a longer text (several paragraphs) with few errors using a virtual keyboard on a touch screen	A	B	C	D	E
c. Using a stylus to write or edit their writing on a tablet	A	B	C	D	E
d. Using a spell-check in word processing software	A	B	C	D	E
e. Using a grammar-check in word processing software	A	B	C	D	E
f. Selecting the correct word from spell-check when editing their writing	A	B	C	D	E
g. Finding words to use in their writing from the thesaurus in word processing software	A	B	C	D	E
h. Using word processing software to make words bold, put words in italics, or underline words	A	B	C	D	E
i. Applying cut, copy, and paste using the computer keyboard	A	B	C	D	E

T08_000

T08_001

T08_01

T08_02

T08_03

T08_04

T08_05

T08_06

T08_07

T08_08

T08_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	How would you define the difference between "Some" and "A lot"?	Specific	Required
2	What would you say is the difference, if any, between "A lot" and "Very much"?	Specific	Required
3	Compared to the previous question, which response options can you relate to better?	Specific	Required
4	e. Do you think there is a difference between "spell-check" and "grammar-check" in a word processing software? <u>If yes:</u> How would you describe the difference between "spell-check" and "grammar-check" in a word processing software?	Specific	Required

[Grade 8 Writing: Teacher # 9]

In your English/language arts class this year, how much time have you spent on teaching your students each of the following?					
Select one answer choice on each row.					
	None	A Little	Some	Quite a bit	Very much
a. Creating an outline prior to writing	A	B	C	D	E
b. Writing a well-organized essay	A	B	C	D	E
c. Writing a paragraph with a clear topic sentence	A	B	C	D	E
d. Coming up with ideas about what to write for a timed writing task	A	B	C	D	E
e. Starting an essay with an interesting introduction	A	B	C	D	E
f. Ending an essay with a strong conclusion	A	B	C	D	E
g. Completing a first draft of an essay within a class period	A	B	C	D	E
h. Completing a writing assignment in a limited amount of time.	A	B	C	D	E

T09_000

T09_001

T09_01

T09_02

T09_03

T09_04

T09_05

T09_06

T09_07

T09_08

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Compared to the previous question, which question wording can you relate to better? Do you see a difference between "have you spent" and "have you devoted" and if yes, how would you describe the difference?</i>	Specific	Required

[Grade 8 Writing: Teacher # 10]

In your English/language arts class this year, how much time have you spent on teaching your students each of the following?						T10_000
Select one answer choice on each row.						T10_001
	None	Not much	Some	Much	Very much	
a. Explaining something in their writing	A	B	C	D	E	T10_01
b. Convincing someone about something in their writing	A	B	C	D	E	T10_02
c. Telling an imaginary story in their writing	A	B	C	D	E	T10_03
d. Presenting a clear position in their writing	A	B	C	D	E	T10_04
e. Supporting a position with reasons and examples in their writing	A	B	C	D	E	T10_05
f. Taking different points of view into account in their writing	A	B	C	D	E	T10_06
g. Synthesizing the points expressed in several different pieces of writing	A	B	C	D	E	T10_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Compared to the previous question, which response choices wording can you relate to better? Why?</i>	Specific	Required

[Grade 8 Writing: Teacher # 11]

In your English/language arts class this year, how much time have you devoted to teaching your students each of the following?						T11_000
Select one answer choice on each row.						T11_001
	None	A Little	Some	Quite a bit	Very much	
a. Planning ahead to get their writing done by a deadline	A	B	C	D	E	T11_01
b. Avoiding distractions while they write	A	B	C	D	E	T11_02
c. Evaluating whether they are making progress in their writing	A	B	C	D	E	T11_03
d. Setting goals for improving their writing	A	B	C	D	E	T11_04
e. Using the Internet to find information to include in their writing	A	B	C	D	E	T11_05
f. Judging the reliability of an online source for use in their writing (e.g., whether a source from the Internet is biased)	A	B	C	D	E	T11_06
g. Crediting others for their ideas in their writing (e.g., citing sources, using endnotes and footnotes in reports)	A	B	C	D	E	T11_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 12]

To what extent do you use each of the following technological resources for writing instruction ?				
Select one answer choice on each row.	Not at all	Small extent	Moderate extent	Large extent
a. Desktop or laptop computer(s)	A	B	C	D
b. Tablet(s)	A	B	C	D
c. Digital projector(s)	A	B	C	D
d. Online content (e.g., online software, podcasts, or streaming videos)	A	B	C	D
e. Interactive web spaces (e.g., forums where students can interact and share materials)	A	B	C	D
f. Smart board(s)	A	B	C	D
g. Other digital device(s) (Please specify): -----	A	B	C	D

T12_000

T12_001

T12_01

T12_02

T12_03

T12_04

T12_05

T12_06

T12_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	How would you describe the difference between "Small extent" and "Moderate extent"?	Specific	Required
2	How would you describe the difference between "Moderate extent" and "Large extent"?	Specific	Required
3	Can you think of response options that would make it easier to express the extent to which you use each of the following technological resources? For example, would you find it easier to answer how often you use each of these resources?	Specific	Required
4	Sub-item e: What do you think about when you hear "interactive web space"? Can you think of an alternative word for what is described in the example?	Specific	Required

[Grade 8 Writing: Teacher # 13]

How often do you ask your students to write for each of the following purposes?				
Select one answer choice on each row.				
	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Explain (i.e., provide information about a topic or steps in a process)	A	B	C	D
b. Persuade (i.e., convince someone to do something)	A	B	C	D
c. Convey real experience (i.e., write about factual events or personal experiences)	A	B	C	D
d. Convey imagined experience (i.e., tell a fictional story)	A	B	C	D
e. Summarize (i.e., write a summary of a longer text or story)	A	B	C	D
f. Analyze (i.e., collect and describe evidence for an issue or argument)	A	B	C	D

T13_000

T13_001

T13_01

T13_02

T13_03

T13_04

T13_05

T13_06

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Do you think the four response categories provide enough possibilities for variation in your response? If no: Can you think of better response categories for this item that would make it easier to answer?</i>	Specific	Required

[Grade 8 Writing: Teacher # 14]

Overall, what percentage of your instructional time teaching writing is spent on each of the following?							T14_000
Select one answer choice on each row.	0- 10%	11- 25%	26- 50%	51- 75%	76- 90%	Over 90%	T14_001
a. Development of ideas	A	B	C	D	E	F	T14_01
b. Organization of ideas	A	B	C	D	E	F	T14_02
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	A	B	C	D	E	F	T14_03
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	A	B	C	D	E	F	T14_04
e. Keyboarding skills	A	B	C	D	E	F	T14_05
f. Word processing skills	A	B	C	D	E	F	T14_06
g. Other (Please specify): _____	A	B	C	D	E	F	T14_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 15]

Overall, what percentage of your instructional time teaching writing is spent on each of the following?	T15_000
Fill-in integer numbers between 0 and 100 so that the total sums up to 100.	T15_001
a. Development of ideas _ _ _ %	T15_01
b. Organization of ideas _ _ _ %	T15_02
c. Effectiveness of expression (e.g., sentence variety, word choice, tone) _ _ _ %	T15_03
d. Mechanics and conventions (e.g., spelling, grammar, punctuation) _ _ _ %	T15_04
e. Keyboarding skills _ _ _ %	T15_05
f. Word processing skills _ _ _ %	T15_06
g. Other (Please specify): _____ _ _ %	T15_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Compared to the previous question, which question do you think is easier to answer? Why?</i>	Specific	Required

[Grade 8 Writing: Teacher # 16]

When grading/evaluating your students' writing , approximately what percentage of the grade/evaluation is based on each of the following?							T16_000
Select one answer choice on each row.	0- 10%	11- 25%	26- 50%	51- 75%	76- 90%	Over 90%	T16_001
a. Development of ideas	A	B	C	D	E	F	T16_01
b. Organization of ideas	A	B	C	D	E	F	T16_02
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	A	B	C	D	E	F	T16_03
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	A	B	C	D	E	F	T16_04
e. Other (Please specify): _____	A	B	C	D	E	F	T16_05

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 17]

When grading/evaluating your students' writing , approximately what percentage of the grade/evaluation is based on each of the following?		T17_000
Fill-in integer numbers between 0 and 100 so that the total sums up to 100.		T17_001
a. Development of ideas	_ _ _ %	T17_01
b. Organization of ideas	_ _ _ %	T17_02
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	_ _ _ %	T17_03
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	_ _ _ %	T17_04
e. Other (Please specify): _____	_ _ _ %	T17_05

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Compared to the previous question, which question do you think is easier to answer? Why?</i>	Specific	Required

[Grade 8 Writing: Teacher # 18]

a. During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) of less than a day aimed at developing and improving practices for writing instruction?	Yes	No			T18_01
b. <i>If yes:</i> How many times?	--				T18_02
c. <i>If yes:</i> To what extent have you implemented lessons learned from these professional development programs in your writing instruction?	Not at all	Small extent	Moderate extent	Large extent	T18_03

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	Item 18b: <i>How would you answer if you don't remember the exact number?</i>	Specific	Required

[Grade 8 Writing: Teacher # 19]

a. During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) of a full day aimed at developing and improving practices for writing instruction?	Yes	No			T19_01
b. <i>If yes:</i> How many times?	--				T19_02
c. <i>If yes:</i> To what extent have you implemented lessons learned from these professional development programs in your writing instruction?	Not at all	Small extent	Moderate extent	Large extent	T19_03

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 20]

a. During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) that took more than one day aimed at developing and improving practices for writing instruction?	Yes	No			T20_01
b. <i>If yes:</i> How many times?	--				T20_02
c. <i>If yes:</i> To what extent have you implemented lessons learned from these professional development programs in your writing instruction?	Not at all	Small extent	Moderate extent	Large extent	T20_03

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 21]

How often do you ask your students to do the following when you ask them to write about something? Select one answer choice on each row.				
	Never or hardly ever	Sometimes	Very often	Always or almost always
a. Use a computer for drafting and revising their writing	A	B	C	D
b. Use a computer to complete writing that is started by hand	A	B	C	D
c. Use word processing tools to check spelling or use a dictionary or thesaurus	A	B	C	D
d. Use the Internet to get information for their writing	A	B	C	D
e. Assess their own writing by using a specific rubric	A	B	C	D
f. Assess the writing of other students by using rubrics	A	B	C	D

T21_000

T21_001

T21_01

T21_02

T21_03

T21_04

T21_05

T21_06

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>How would you describe the difference between "Very often" and "Always or almost always"?</i>	Specific	Required
2	<i>Do you think the question would be clearer if option C would be "Often" instead of "Very often"?</i>	Specific	Required

[Grade 8 Writing: Teacher # 22]

Based on keyboarding instruction at your school, which of the following best describes the keyboarding skills expected of students at the grade level you teach?	No typing skill is expected.	Hunt and peck typing	Basic touch-typing	Rapid and accurate touch-typing			T22_01
How many of your students in your 8th grade English/language arts class meet the expectations regarding their keyboarding skills ?	None	Few students	Some but less than half of the class	About half of the class	Most students	All or almost all students	T22_02
Approximately what percentage of the students in your 8th grade English/language arts class meet the expectations regarding their keyboarding skills ?	<div style="text-align: center;"> _ _ _ % </div>						T22_03

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	a. What does the phrase "Hunt and peck typing" mean to you? Do you think this item would be clearer if any of the following terms would be used instead: "Search and peck typing", "Eagle Finger typing", "Two-finger typing"?	Specific	Required
2	Items 2 and 3: <i>Which of these two questions do you find easier to answer? Why?</i>	Specific	Required

[Grade 8 Writing: Teacher # 23]

Which of the following word processing tools are your 8th grade students expected to be able to use for writing?		T23_000					
Select one answer choice on each row.		Yes	No	T23_001			
a. Cut, copy, and paste		A	B	T23_01			
b. Spell-check		A	B	T23_02			
c. Thesaurus		A	B	T23_03			
d. Formatting tools (e.g., bold, underline, italics)		A	B	T23_04			
How many of your students in your 8th grade English/language arts class meet the expectations regarding their word processing skills ?	None	Few students	Some but less than half of the class	About half of the class	Most students	All or almost all students	T23_05
Approximately what percentage of the students in your 8th grade English/language arts class meet the expectations regarding their word processing skills ?	-- -- %						T23_06

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	Items 5 and 6: Which of these two questions do you find easier to answer? Why?	Specific	Required

[Grade 8 Writing: Teacher # 24]

Which of the following best describes your keyboarding skills ?	No typing skills	Hunt and peck typing	Basic touch-typing	Rapid and accurate touch-typing
Which of the following best describes your word processing skills ?	I don't know how to use word processing software.	Basic skills	Inter-mediate skills	Advanced skills

T24_01

T24_02

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	Item 2: <i>How would you describe "Basic skills"?</i>	Specific	Required
2	Item 2: <i>How would you describe "Intermediate skills"?</i>	Specific	Required
3	Item 2: <i>How would you describe "Advanced skills"?</i>	Specific	Required

[Grade 8 Writing: Teacher #25]

During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving your keyboarding skills ?	Yes	No
During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving your word processing skills ?	Yes	No

T25_01

T25_02

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 26]

To what extent are students at your school asked to write in content areas other than English/language arts—e.g., in social studies, science, or mathematics classes?	Not at all	Small extent	Moderate extent	Large extent
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T26_01

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grade 8 Writing: Teacher # 27]

<p>How often are students at your school given writing assignments in the following classes? Select one answer choice on each row.</p>							T27_000
	There is no specific expectation around this in my school.	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	T27_001
a. English/language arts class	A	B	C	D	E	F	T27_01
b. Social studies class such as history, civics, government, or geography	A	B	C	D	E	F	T27_02
c. Science class	A	B	C	D	E	F	T27_03
d. Mathematics class	A	B	C	D	E	F	T27_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Do you feel that you have the necessary information to answer this question? Do you think your school's administrator could better answer this question?</i>	Specific	Required
2	<i>How do you interpret the answer choice "There is no specific expectation around this in my school"?</i>	Specific	Required
3	<i>Compared to the previous question, which question do you think is easier to answer? Why?</i>	Specific	Required

School Administrator Items – Grades 8 & 12 (Cross-grade)

[Grades 8 and 12 Writing: School Administrator # 1]

Are the following professional development programs (i.e., training sessions and workshops, including online classes) offered in your school for English/ language arts teachers?					Sch01_000
Select one or more answer choices on each row.					Sch01_001
		Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No	
a.	Programs aimed at developing and improving practices for writing instruction	A	B	C	Sch01_01
b.	Programs aimed at developing and improving computer keyboarding skills	A	B	C	Sch01_02
c.	Programs aimed at developing and improving word processing skills	A	B	C	Sch01_03
d.	Other programs (Please specify): -----	A	B	C	Sch01_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 2]

<p>Are the following professional development programs (i.e., training sessions and workshops, including online classes) offered in your school for teachers <u>not</u> teaching English/ language arts?</p> <p>Select one or more answer choices on each row.</p>					Sch02_000
<p style="text-align: center;"> Yes, provided by school or district personnel </p> <p style="text-align: center;"> Yes, provided by professionals outside of my school or district </p> <p style="text-align: center;">No</p>					Sch02_001
a.	Programs aimed at developing and improving practices for writing instruction	A	B	C	Sch02_01
b.	Programs aimed at developing and improving computer keyboarding skills	A	B	C	Sch02_02
c.	Programs aimed at developing and improving word processing skills	A	B	C	Sch02_03
d.	Other programs (Please specify): -----	A	B	C	Sch02_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 3]

To what extent are students at your school asked to write in content areas other than English/language arts—e.g., in social studies, science, or mathematics classes?	Not at all	Small extent	Moderate extent	Large extent
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Sch03_01

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>How would you describe the difference between "Small extent" and "Moderate extent"?</i>	Specific	Required
2	<i>How would you describe the difference between "Moderate extent" and "Large extent"?</i>	Specific	Required
3	<i>Can you think of response options that would make it easier to express the extent to which students are asked to write in other content areas than English/language arts in your school?</i>	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 4]

How often are teachers in your school expected to give students writing assignments in the following classes?								Sch04_000
Select one answer choice on each row.		There is no specific expectation around this in my school.	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	Sch04_001
a.	English/language arts class	A	B	C	D	E	F	Sch04_01
b.	Social studies class such as history, civics, government, or geography	A	B	C	D	E	F	Sch04_02
c.	Science class	A	B	C	D	E	F	Sch04_03
d.	Mathematics class	A	B	C	D	E	F	Sch04_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Do you feel that you have the necessary information to answer this question? Do you think teachers in your school could better answer this question?</i>	Specific	Required
2	<i>How do you interpret the answer choice "There is no specific expectation around this in my school"?</i>	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 5]

Approximately what percentage of their instructional time are teachers in your school expected to devote to teaching writing to <8th>/<12th> grade students in the following subjects? Fill-in integer numbers between 0 and 100 .		
a.	English/language arts class	_ _ _ % There is no specific expectation around this in my school.
b.	Social studies class such as history, civics, government, or geography	_ _ _ % There is no specific expectation around this in my school.
c.	Science class	_ _ _ % There is no specific expectation around this in my school.
d.	Mathematics class	_ _ _ % There is no specific expectation around this in my school.

Sch05_000

Sch05_001

Sch05_01

Sch05_02

Sch05_03

Sch05_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	Would you find it easier to choose out of pre-defined ranges (such as, 10-20 percent, 20-30 percent, etc.)?	Specific	Required
2	Do you feel that you have the necessary information to answer this question? Which answer choice would you select if you don't have the necessary information?	Specific	Required
3	Do you think teachers in your school could better answer this question?	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 6]

Does your school or district offer summer programs in writing remediation or enrichment to students?		
Select one answer choice on each row.		
	Yes	No
a. Remediation	A	B
b. Enrichment	A	B

Sch06_000

Sch06_001

Sch06_01

Sch06_02

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	Are there other programs your school or district is offering that cannot be clearly classified as remediation or enrichment? <u>If yes:</u> How would you describe these programs?	Specific	Required
2	Sub-item a: If yes: Can you give me an example for a remediation program your school offers? What is the approximate proportion of students in your school that participate in these programs? How are students selected?	Specific	Required
3	Sub-item b: If yes: Can you give me an example for an enrichment program your school offers? What is the approximate proportion of students in your school that participate in these programs? How are students selected?	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 7]

Does your school offer students the opportunity to submit their writing to or participate in any of the following?		
Select one answer choice on each row.		
	Yes	No
a. School newspaper	A	B
b. School website	A	B
c. Bulletin board	A	B
d. Discussion blog	A	B

Sch07_000

Sch07_001

Sch07_01

Sch07_02

Sch07_03

Sch07_04

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 8]

Does your school offer any of the following school-sponsored activities to <8th>/<12th> grade students? Select one answer choice on each row.		
	Yes	No
a. Writing club(s)	A	B
b. Writing competition(s)	A	B
c. Fairs or exhibits involving writing activities	A	B
d. Special courses or workshops to improve keyboarding skills	A	B
e. Special courses or workshops to learn how to use word processing software	A	B
f. Special courses or workshops to learn how to write job applications and resumes	A	B
g. Journalistic club(s) (e.g., for school newspaper or website)	A	B
h. Drama club where students write their own plays	A	B
i. Other (Please specify): _____	A	B

Sch08_000

Sch08_001

Sch08_01

Sch08_02

Sch08_03

Sch08_04

Sch08_05

Sch08_06

Sch08_07

Sch08_08

Sch08_09

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	---	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 9]

Approximately what percentage of their instructional time are English/language arts teachers in your school expected to devote to each of the following when teaching writing to <8th>/<12th> grade students?		Sch09_000
Fill-in integer numbers between 0 and 100 so that the total sums up to 100.		Sch09_001
a.	Development of ideas _ _ _ %	Sch09_01
b.	Organization of ideas _ _ _ %	Sch09_02
c.	Effectiveness of expression (e.g., sentence variety, word choice, tone) _ _ _ %	Sch09_03
d.	Mechanics and conventions (e.g., spelling, grammar, punctuation) _ _ _ %	Sch09_04
e.	Keyboarding skills _ _ _ %	Sch09_05
f.	Word processing skills _ _ _ %	Sch09_06
g.	Other (Please specify): _____ _ _ _ %	Sch09_07

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	Would you find it easier to choose out of pre-defined ranges (such as, 10-20 percent, 20-30 percent, etc.)?	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 10]

Which of the following best describes the keyboarding skills expected of English/ language arts teachers in your school?	No typing skill is expected.	Hunt and peck typing	Basic touch-typing	Rapid and accurate touch-typing
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Sch10_01

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>What does the phrase "Hunt and peck typing" mean to you?</i>	Specific	Required
2	<i>Do you think this item would be clearer if any of the following terms would be used instead: "Search and peck typing", "Eagle Finger typing", "Two-finger typing"?</i>	Specific	Required
3	<i>How would you answer this question if you have never explicitly expressed this expectation to teachers?</i>	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 11]

Approximately how many of the English/ language arts teachers in your school meet the expectations regarding their keyboarding skills?	None	Few teachers	Some but less than half of the teachers	About half of the teachers	Most teachers	All or almost all teachers	Sch11_01
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Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Do you feel that you have the necessary information to answer this question? Do you think teachers in your school could better answer this question?</i>	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 12]

Approximately what percentage of the
English/ language arts teachers in your
school meet the expectations regarding their _ _ _ %
keyboarding skills?

Sch12_01

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	In comparison to previous question: <i>Which of these two questions do you find easier to answer? Why?</i>	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 13]

Which of the following best describes the word processing skills expected of English/ language arts teachers in your school?	No word processing skill is expected.	Basic skills	Inter-mediate skills	Advanced skills
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Sch13_01

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>How would you describe "Basic skills"?</i>	Specific	Required
2	<i>How would you describe "Intermediate skills"?</i>	Specific	Required
3	<i>How would you describe "Advanced skills"?</i>	Specific	Required
4	<i>Do you feel that you have the necessary information to answer this question? Do you think teachers in your school could better answer this question?</i>	Specific	Required

[Grades 8 and 12 Writing: School Administrator # 14]

Approximately how many of the English/ language arts teachers in your school meet the expectations regarding their word processing skills?	None	Few teachers	Some but less than half of the teachers	About half of the teachers	Most teachers	All or almost all teachers	Sch14_01
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Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>Do you feel that you have the necessary information to answer this question? Do you think teachers in your school could better answer this question?</i>	Required	Required

[Grades 8 and 12 Writing: School Administrator # 15]

Approximately what percentage of the
English/ language arts teachers in your
school meet the expectations regarding their
word processing skills? - - - %

Sch15_01

Item-specific probes:

No.	Probe	Type of Probe	Required/Conditional
1	In comparison to previous question: <i>Which of these two questions do you find easier to answer? Why?</i>	Specific	Required

CORE COGNITIVE INTERVIEW ITEMS AND PROBES

Student Items – Grades 4, 8, and 12 (Cross Grade)

[Grades 4, 8, 12 Core: Student # 1]

<p>About how many books are there in your home?</p> <p>A. Few (0-10)</p> <p>B. Enough to fill one shelf (11-25)</p> <p>C. Enough to fill one bookcase (26-100)</p> <p>D. Enough to fill several bookcases (more than 100)</p>	VB331335
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>When answering this question did you count digital books?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #2]

<p>How many digital books do you own? Enter the number of books.</p> <p style="text-align: center;">_____</p>	<p>Wealth2</p>
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for free response item generic probes.</i>	General	Required
2	<i>What would you consider to be few digital books?</i>	Specific	Required
3	<i>What would you consider to be a lot of digital books for a student to own?</i>	Specific	Required
4	<i>When counting digital books, did you count digital books that belong to people other than yourself?</i>	Specific	Required
5	<i>Do you think this question would have been easier to answer if the term "eBooks" had been used instead of "digital books"?</i>	Specific	Required

Do you have any of the following in your home? Select **one** answer choice on each row.

	Yes	No	
a. Access to the Internet	A	B	Wealth02
b. High-speed Internet connection	A	B	Wealth2_1
c. Your own bedroom	A	B	Wealth2_5
d. A desktop or laptop computer that you share with others	A	B	Wealth2_8
e. A desktop or laptop computer that is only for your use	A	B	Wealth2_9
f. A tablet computer that you share with others	A	B	Wealth2_10
g. A tablet computer that is only for your use	A	B	Wealth2_11
h. A smartphone that is only for your use	A	B	Wealth2_12
i. A gaming system that you use	A	B	Wealth2_13

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>What does the term "for your use" mean to you?</i>	Specific	Required
3	<i>What devices do you think of when you hear the phrase "tablet computer"?</i>	Specific	Required
4	<i>[Grade 4 only] Do you own a smartphone?</i>	Specific	Required
5	<i>In option b, what does the term "high-speed Internet" mean to you?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #4]

Including yourself, how many people live in your home? Enter the number of people.	Home2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for free response item generic probes</i>	General	Required
2	<i>What does the phrase "live in your home" in this question mean to you?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #5]

<p>How many adults (people older than 18) live with you in your home? Enter the number of adults.</p> <p style="text-align: center;">_____</p>	Home3
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for free response item generic probes.</i>	General	Required
2	<i>[Grade 12 only] Would you include yourself in the count if you are older than 18?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #6]

Please note: This question will directly follow the previous one (Home3). Please also note in TBA delivery there will be a space for as many people as the student indicates lives in their home.

How would you describe each of the adults that live in your home? You can write things like, for example, "Dad", "Mom", or "Grandma". 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____ 8) _____ 9) _____	Home4
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for free response item generic probes.	General	Required
2	What does the word "describe" in this question mean to you? Can you think of a better word than "describe" in this question?	Specific	Required
3	Were the examples helpful in answering the question? Could you think of different examples that would help make this question clearer?	Specific	Required

[Grades 4, 8, 12 Core: Student #7]

How many kids (people younger than 18) live with you in your home? Enter the number of kids. <div style="text-align: center;">_____</div>	Home5
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for free response item generic probes.</i>	General	Required
2	<i>Would you include yourself in the count?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #8]

Please note: This question will directly follow the previous one (Home5). Please also note in TBA delivery there will be a space for as many people as the student indicates lives in their home.

How would you describe each of the kids that live in your home? You can write things like, for example, "My older brother", "My younger sister", or "My stepsister".

Home6

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for free response item generic probes.</i>	General	Required
2	<i>Were the examples helpful in answering the question? Could you think of different examples that would help make this question clearer?</i>	Specific	Required

Do any of the following people live in your home? Select **one** answer choice on each row.

	Yes	No	
a. Mother	A	B	Home1_14
b. Stepmother	A	B	Home1_15
c. Foster mother or other female guardian	A	B	Home1_16
d. Father	A	B	Home1_17
e. Stepfather	A	B	Home1_18
f. Foster father or other male guardian	A	B	Home1_19
g. Sibling(s) (brothers or sisters)	A	B	Home1_7
h. Cousin(s)	A	B	Home1_8
i. Aunt(s) or uncle(s)	A	B	Home1_9
j. Grandparent(s)	A	B	Home1_10
k. Friends	A	B	Home1_11
l. Other people who share a living space with us (Please specify): _____ _____	A	B	Home1_12

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix item generic probes.	General	Required
2	[if yes to l] Who are the other people that live in your home?	Specific	Required
3	[4th grade only] What does the term "other people" in this question mean to you?	Specific	Required

[Grades 4, 8, 12 Core: Student #10 (mother)]

<p>What is your mother doing? Select all that apply.</p> <p>A. Goes to work at a job to earn money</p> <p>B. Does a job at home to earn money</p> <p>C. Takes care of the home and family</p> <p>D. Studies to get a degree at a college or university</p> <p>E. Other (Please specify): _____</p> <p>F. I don't know.</p>	ParOcc2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes, see page 2</i>	General	Required
2	<i>Looking at option B, what do you think it means for a person to do a job at home to earn money?</i>	Specific	Required
3	<i>What do you think it means for a person to stay at home during the day to take care of their children? Do you think this is a full-time job?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #10 (father)]

<p>What is your father doing? Select all that apply.</p> <p>A. Goes to work at a job to earn money</p> <p>B. Does a job at home to earn money</p> <p>C. Takes care of the home and family</p> <p>D. Studies to get a degree at a college or university</p> <p>E. Other (Please specify): _____</p> <p>F. I don't know.</p>	ParOcc2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For generic probes, see page 2</i>	General	Required

[Grades 4, 8, 12 Core: Student #11]

<p>Which of the following best describes where you are living?</p> <p>A. A single family home</p> <p>B. A townhouse</p> <p>C. An apartment or condominium</p> <p>D. A trailer or mobile home</p> <p>E. A community home or shelter</p> <p>F. Other (Please specify): _____</p>	Home7
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What do you think is the difference between an apartment and a condominium?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #12]

How many bedrooms are in your home? Enter the number of bedrooms. <div style="text-align: center;">_____</div>	Home9
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for free response item generic probes.</i>	General	Required
2	<i>When you counted "bedrooms" in your home, what did you count? Talk me through how you counted them.</i>	Specific	Required
3	<i>Are there rooms in your home that could be counted as a bedroom, but are used for something else such as a computer room or office?</i>	Specific	Required

In this school year, have you participated in any of these activities **outside of school**? Select **one** answer choice on each row.

	Yes	No	
a. A birthday party or celebration for yourself	A	B	Extras1_1
b. Going to the movies	A	B	Extras1_2
c. Going on vacation for longer than a weekend	A	B	Extras1_3
d. Going on vacation to a foreign country	A	B	Extras1_4
e. Going to a museum	A	B	Extras1_5
f. Attending private lessons to learn a musical instrument	A	B	Extras1_7
g. Attending private lessons to learn a foreign language	A	B	Extras1_8
h. Eating out in a restaurant other than a fast-food restaurant	A	B	Extras1_9

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[For all options]If yes, how often?</i>	Specific	Required
3	<i>Where would families go if they went on vacation for longer than a weekend?</i>	Specific	Required
4	<i>What types of places do you think of when you hear the word "restaurant"?</i>	Specific	Required
5	<i>What types of places do you think of when you hear the term "fast-food restaurant"?</i>	Specific	Required
6	<i>What kinds of trips do you think of when you hear the word "vacation"?</i>	Specific	Required

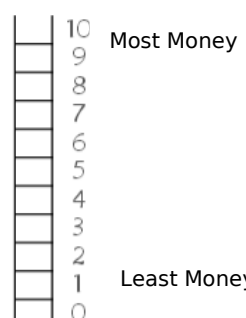
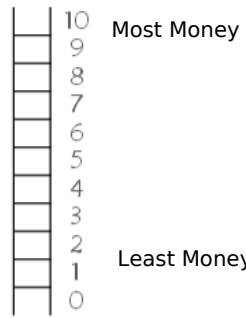
[Grades 4, 8, 12 Core: Student #14]

How often do the following things happen at home? Select one answer choice on each row.						FamSupp1
	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day	
a. People at home ask what I am learning in school.	A	B	C	D	E	FamSupp1 _1
b. I talk about things I have studied in school with someone in my family.	A	B	C	D	E	FamSupp1 _2
c. People at home make sure that I set aside time for my homework.	A	B	C	D	E	FamSupp1 _3
d. People at home check if I do my homework.	A	B	C	D	E	FamSupp1 _4
e. People talk to each other in a language other than English.	A	B	C	D	E	FamSupp1 _5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[For option d] What does the term "check" mean to you?</i>	Specific	Required

Imagine that this ladder pictures how American society is set up. At the top are the people that have the most money and at the bottom are the people who have the least money.

<p>a. Now, think about your family. Where do you think they would be on this ladder?</p>	<p>0-1-2-3-4-5-6-7-8-9-10</p> 	<p>Subjective2_1</p>
<p>b. On which step of the ladder do you think you will stand when you are an adult?</p>	<p>0-1-2-3-4-5-6-7-8-9-10</p> 	<p>Subjective2_2</p>

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>In this item, who do you consider to be your "family"?</i>	Specific	Required
3	<i>What does the term "when you are an adult" mean to you?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #16]

<p>In this school year, did your school assign you a laptop computer that is just for your use?</p> <p>A. No</p> <p>B. Yes, but I cannot take it home with me.</p> <p>C. Yes, and I can take it home with me.</p>	Techn_St_1
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the phrase "just for your use" mean to you?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #17]

<p>In this school year, how often did you use your laptop computer during your classes at school?</p> <p>A. Never B. In some classes C. About half of the classes D. More than half of the classes E. All or almost all classes</p>	<p>Techn_St_2</p>
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8, 12 Core: Student #18]

In this school year, did your school assign you a tablet computer that is just for your use? A. No B. Yes, but I cannot take it home with me. C. Yes, and I can take it home with me.	Techn_St_3
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8, 12 Core: Student #19]

In this school year, how often did you use your tablet computer in your classes? A. Never B. In some classes C. About half of the classes D. More than half of the classes E. All or almost all classes	Techn_St_4
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8, 12 Core: Student #20]

<p>Is there a wireless Internet connection at your school that you can use for classwork?</p> <p>A. No</p> <p>B. Yes, in some places at school.</p> <p>C. Yes, everywhere or almost everywhere in the school.</p>	Techn_St_5
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the phrase "in some places at school" mean to you?</i>	Specific	Required
3	<i>What does the phrase "everywhere or almost everywhere in the school" mean to you?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #21]

<p>In this school year, how often did you use the wireless Internet connection for your classwork?</p> <p>A. Never B. In some classes C. About half of the classes D. More than half of the classes E. All or almost all classes</p>	Techn_St_6
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8, 12 Core: Student #22]

Which best describes the way you type on a computer keyboard? A. I don't know how to type using a computer keyboard. B. I have to search for where the letter keys are. C. I know where most of the letter keys are. D. I can type without looking at the computer keyboard. E. I type using a way other than both hands.	Techn_St_7
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8, 12 Core: Student #23]

Techn_St_10_0

Did you learn how to type on a computer keyboard in any of the following ways? Select **one** answer choice on each row.

	Yes	No	
a. I learned how to type during my regular classes in school.	A	B	Techn_St_10_1
b. I attended a course offered by my school outside of regular classes.	A	B	Techn_St_10_2
c. I attended a private keyboarding course outside of school.	A	B	Techn_St_10_3
d. I took an online course or used computer software to learn how to type.	A	B	Techn_St_10_4
e. I have not learned how to type on a computer keyboard.	A	B	Techn_St_10_5

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>Can you think of other ways how to learn typing on a computer keyboard that are missing here?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #24]

Grit_1

Thinking about school this year, how much does each of the following statements describe a person like you?

Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I finished whatever I began.	A	B	C	D	E	Grit_1_1
b. I tried very hard even after experiencing failure.	A	B	C	D	E	Grit_1_3
c. I stayed committed to my goals, even if they took a long time to complete.	A	B	C	D	E	Grit_1_4
d. I kept working hard even when I felt like quitting.	A	B	C	D	E	Grit_1_5
e. I continued working on what I set out to do, even if it took a long time to complete.	A	B	C	D	E	Grit_1_6
f. I kept trying to improve myself, even if it took a long time to get there.	A	B	C	D	E	Grit_1_7

Alternative stem:

How much does each of the following statements apply to you? Select **one** answer choice on each row.

Alternative Response Options: Not at all / Not much / Somewhat / Mostly / Very much

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>For matrix item generic probes, see page 3</i>	General	Required
2	<i>What does "experiencing failure" mean to you?</i>	Specific	Required
3	<i>[Looking at both versions of the question] Which version of this question is easier for you to answer?</i>	Specific	Required

Thinking about school this year, how much does each of the following statements describe a person like you?
Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I came to class prepared.	A	B	C	D	E	Grit_1_8
b. I remembered and followed directions.	A	B	C	D	E	Grit_1_9
c. I started working on assignments right away rather than waiting until the last minute.	A	B	C	D	E	Grit_1_10
d. I paid attention and resisted distractions.	A	B	C	D	E	Grit_1_11
e. I worked independently with focus.	A	B	C	D	E	Grit_1_12
f. I stayed on task without reminders from my teacher.	A	B	C	D	E	Grit_1_13
g. I paid attention in class even when I was bored.	A	B	C	D	E	Grit_1_14

Alternative stem:

How much does each of the following statements apply to you? Select **one** answer choice on each row.

Alternative Response Options: Not at all / Not much / Somewhat / Mostly / Very much

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>What does the word "prepared" mean to you?</i>	Specific	Required
3	<i>[For 4th graders only] What does the word "focus" mean to you?</i>	Specific	Required
4	<i>[Looking at both versions of the question] Which version of this question is easier for you to answer?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #26]

Please read the descriptions of the following three <eighth-grade students> referred to here as student 1, student 2, and student 3. After you read each description, you will be asked to answer a question about each student based on the information provided.

Student 1 is always focused and works effectively for long periods of time even when others have stopped. This student is committed to finish every task started, no matter how difficult the task becomes.

Based on this information **how persistent and resilient** is student 1?

- A. Not at all persistent and resilient
- B. Not persistent and resilient
- C. Somewhat persistent and resilient
- D. Mostly persistent and resilient
- E. Very persistent and resilient

Grit_4_1

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the word "committed" mean to you?</i>	Specific	Required
3	<i>What does the phrase "persistent and resilient" mean to you?</i>	Specific	Required
4	<i>Do you think being "persistent" and being "resilient" mean the same or something different? Which of the two words describes this student better?</i>	Specific	Required
5	<i>Did you think of this student as a girl or a boy?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #27]

Student 2 is mostly focused and willing to work for long periods of time if needed. This student is determined to complete every task started as long as it doesn't take up too much time.

Based on this information **how persistent and resilient** is student 2?

- A. Not at all persistent and resilient
- B. Not persistent and resilient
- C. Somewhat persistent and resilient
- D. Mostly persistent and resilient
- E. Very persistent and resilient

Grit_4_2

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the word "determined" mean to you?</i>	Specific	Required
3	<i>Did you think of this student as a girl or a boy?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #28]

<p>Student 3 finds it difficult to stay focused and work independently on tasks for long periods of time. This student is easily distracted by other commitments and often leaves tasks unfinished.</p> <p>Based on this information how persistent and resilient is student 3?</p> <p>A. Not at all persistent and resilient B. Not persistent and resilient C. Somewhat persistent and resilient D. Mostly persistent and resilient E. Very persistent and resilient</p>	Grit_4_3
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the word "commitments" mean to you?</i>	Specific	Required
3	<i>Did you think of this student as a girl or a boy?</i>	Specific	Required
4	<i>[This probe refers to all three vignettes] Do you think the last three questions would be easier or more difficult to answer if real names were used instead of student 1, student 2, and student 3?</i>	Specific	Required
5	<i>[This probe refers to all three vignettes] Looking at the descriptions of the three students, can you think of other ways how you would describe a student who is very persistent and resilient?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #29]

How persistent and resilient are you? A. Not at all persistent and resilient B. Not persistent and resilient C. Somewhat persistent and resilient D. Mostly persistent and resilient E. Very persistent and resilient	Grit_4_4
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>How much did you think about the other student descriptions when you answered this question?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #29]

Which of the three students described would you say is most similar to you?	Grit_4_5
<p>A. Student 1</p> <p>B. Student 2</p> <p>C. Student 3</p> <p>D. I don't know.</p>	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>How easy or difficult was it to remember the difference between student 1, student 2, and student 3?</i>	Specific	Required
3	<i>Was there a part of the student descriptions that seemed more important than other parts when you chose your answer?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #30]

						Curiosity_1
Thinking about school this year, how much does each of the following statements describe a person like you?						
Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I was eager to explore new things.	A	B	C	D	E	Curiosity_1_1
b. I asked questions to help me learn better.	A	B	C	D	E	Curiosity_1_2
c. I took an active interest in learning.	A	B	C	D	E	Curiosity_1_3
d. I was curious to learn more.	A	B	C	D	E	Curiosity_1_4
e. I looked for opportunities to extend my knowledge.	A	B	C	D	E	Curiosity_1_5

Alternative stem:

N/A

Alternative Response Options:

N/A

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[For option a, ask students who select the response options somewhat like me to very much like me] Can you provide examples of times when you were eager to explore new things?</i>	Specific	Required
2	<i>What does the phrase "extend my knowledge" mean to you?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #31]

Please read the descriptions of the following three <eighth-grade students> referred to here as student 1, student 2, and student 3. After you read each description, you will be asked to answer a question about each student based on the information provided.

Student 1 often asks questions in class to get a deeper understanding of the material. This student wants to investigate new topics, and is highly motivated to learn more in all subjects.

Based on this information, how **curious and eager to learn** is student 1?

- A. Not at all curious and eager to learn
- B. Not very curious and eager to learn
- C. Somewhat curious and eager to learn
- D. Mostly curious and eager to learn
- E. Very much curious and eager to learn

DesForLearn_1_1

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>What does the phrase "curious and eager" mean to you?</i>	Specific	Required
3	<i>Do you think being "curious" and being "eager to learn" means the same or something different? Which of the two words describes this student better?</i>	Specific	Required
5	<i>Did you think of this student as a girl or a boy?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #32]

<p>Student 2 sometimes enjoys exploring new topics, but does not actively seek them out. This student occasionally asks questions to get a deeper understanding of the material.</p> <p>Based on this information, how curious and eager to learn is student 2?</p> <p>A. Not at all curious and eager to learn B. Not very curious and eager to learn C. Somewhat curious and eager to learn D. Mostly curious and eager to learn E. Very much curious and eager to learn</p>	DesForLearn_1_2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>Did you think of this student as a girl or a boy?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #33]

<p>Student 3 never asks questions in class to get a deeper understanding of the material. This student rarely expresses interest in class material, and avoids investigating or exploring new topics.</p> <p>Based on this information, how curious and eager to learn is student 3?</p> <p>A. Not at all curious and eager to learn B. Not very curious and eager to learn C. Somewhat curious and eager to learn D. Mostly curious and eager to learn E. Very much curious and eager to learn</p>	DesForLearn_1_3
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>Did you think of this student as a girl or a boy?</i>	Specific	Required
3	<i>[This probe refers to all three vignettes] Do you think the last three questions would be easier or more difficult to answer if real names were used instead of student 1, student 2, and student 3?</i>	Specific	Required
4	<i>[This probe refers to all three vignettes] Looking at the descriptions of the three students, can you think of other ways how you would describe a student who is very curious and eager to learn?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #34]

How curious and eager to learn are you?	DesForLearn_1_4
A. Not at all curious and eager to learn	
B. Not very curious and eager to learn	
C. Somewhat curious and eager to learn	
D. Mostly curious and eager to learn	
E. Very much curious and eager to learn	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>How much did you think about the other student descriptions when you answered this question?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #35]

<p>Which of the three students described is most similar to you?</p> <p>A. Student 1 often asks questions in class to get a deeper understanding of the material. This student is eager to investigate new topics, and is highly motivated to learn more in all subjects.</p> <p>B. Student 2 sometimes enjoys exploring new topics, but does not actively seek them out. This student occasionally asks questions to get a deeper understanding of the material.</p> <p>C. Student 3 never asks questions in class to get a deeper understanding of the material. This student rarely expresses interest in class material, and avoids investigating or exploring new topics.</p> <p>D. I don't know.</p>	DesForLearn_1_5
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Did you read the student descriptions or did you answer the question based on your memory of the three students described earlier?</i>	Specific	Required
3	<i>Was there a part of the student descriptions that seemed more important than other parts when you chose your answer?</i>	Specific	Required

The following statements are about peoples' intelligence. How much do you agree with each of the following statements? Select **one** answer choice on each row.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. You have a certain amount of intelligence, and you really can't do much to change it.	A	B	C	D	E	F	Growth Mind_1_1
b. Your intelligence is something about you that you can't change very much.	A	B	C	D	E	F	Growth Mind_1_2
c. You can learn new things, but you can't really change your basic intelligence.	A	B	C	D	E	F	Growth Mind_1_3
d. You have a certain amount of intelligence, but you can change it if you apply yourself.	A	B	C	D	E	F	Growth Mind_1_4
e. Your intelligence is something about you that you can change during your life.	A	B	C	D	E	F	Growth Mind_1_5
f. As you are learning new things, your intelligence can grow.	A	B	C	D	E	F	Growth Mind_1_6

Alternative stem:

N/A

Alternative Response Options:

N/A

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>What does the term "intelligence" mean to you?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #37]

Thinking about your grades in school, which of the following do you think is more important to get good grades? A. How intelligent you are B. How much effort you apply C. Both about the same D. I don't know.	GrowthMind_1_7
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

SchoolClim1_0						
In this school year, how often have you felt any of the following ways about your school? Select one answer choice on each row.						
	Almost never	Less than half of the time	About half of the time	Most of the time	Almost always	
a. I felt like an outsider (or left out of things) at school.	A	B	C	D	E	SchoolClim1_1
b. I felt like I belong at school.	A	B	C	D	E	SchoolClim1_3
c. I felt that I was treated fairly by my teachers.	A	B	C	D	E	SchoolClim1_4
d. I felt that teachers encouraged me to do my best.	A	B	C	D	E	SchoolClim1_5
e. I worried about crime and violence at my school.	A	B	C	D	E	SchoolClim1_6
f. I felt excited about something I learned in my classes.	A	B	C	D	E	SchoolClim1_7
g. I felt awkward and out of place at school.	A	B	C	D	E	SchoolClim1_8
h. I felt happy at school.	A	B	C	D	E	SchoolClim1_9

Alternative Response Options:

Never or almost never / Rarely / Sometimes / Often / Always or almost always

OR

Never or almost never / Rarely / Sometimes / Most of the time / Always or almost always

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[Looking at all three answer options] Which answer option is easiest to answer with this question?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #39]

SchoolClim1_0						
In this school year, how often have you felt any of the following ways about your school? Select one answer choice on each row.						
	Almost never	Less than half of the time	About half of the time	Most of the time	Almost always	
a. I looked forward to going to school in the morning.	A	B	C	D	E	SchoolClim1_10
b. I felt lonely at school.	A	B	C	D	E	SchoolClim1_11
c. I did not feel safe on my way to and from school.	A	B	C	D	E	SchoolClim1_12
d. I felt that I learned something that I can use in my daily life.	A	B	C	D	E	SchoolClim1_13
e. I felt that I learned something that will help me in the future.	A	B	C	D	E	SchoolClim1_14
f. I felt that I would like to go to a different school if I could.	A	B	C	D	E	SchoolClim1_15
g. Things are ideal in my school.	A	B	C	D	E	Belong_1_8
h. I am satisfied with my school.	A	B	C	D	E	Belong_1_9
i. I have given up on school.	A	B	C	D	E	Belong_1_10
j. I am proud to go to this school.	A	B	C	D	E	Belong_1_12

Alternative Response Options:

Never or almost never / Rarely / Sometimes / Often / Always or almost always

OR

Never or almost never / Rarely / Sometimes / Most of the time / Always or almost always

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 3 for matrix item generic probes.	General	Required
2	[For option g] What does the word "ideal" mean to you?	Specific	Required
3	[Looking at all three answer options] Which answer option is easiest to answer with this question?	Specific	Required

In this school year, have other students from your school done any of the following things to you? Select **one** answer choice on each row.

	It hasn't happened to me	Only once or twice this year	2 or 3 times a month	About once a week	Several times a week	
a. Made fun of me or called me names	A	B	C	D	E	Bullying_1_1
b. Left me out of their games or activities	A	B	C	D	E	Bullying_1_2
c. Spread lies about me	A	B	C	D	E	Bullying_1_3
d. Stole something from me	A	B	C	D	E	Bullying_1_4
e. Hit or hurt me (for example, shoving, hitting, kicking)	A	B	C	D	E	Bullying_1_5
f. Made me do things I didn't want to do	A	B	C	D	E	Bullying_1_6
g. Threatened me	A	B	C	D	E	Bullying_1_7
h. Shared embarrassing information about me online	A	B	C	D	E	Bullying_1_8
i. Posted mean or hurtful messages about me on the Internet.	A	B	C	D	E	Bullying_1_11
j. Took embarrassing pictures or videos of me	A	B	C	D	E	Bullying_1_13

Alternative Response Options: Yes / No; if "Yes": How often? Follow-up question (open response)

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[For options a, c, and g] Did you think about cyber-bullying when answering this question?</i>	Specific	Required
3	<i>[For options i, j] What does the term "online" mean to you? What is the difference, if any, between "online" and "on the Internet"?</i>	Specific	Required
4	<i>[Looking at both answer options] Which answer option is easier for you to answer?</i>	Specific	Required
5	<i>[For alternative response option only] If yes: How often?</i>	Specific	Required

[Grades 4, 8, 12 Core: Student #40]

TeacherExp_St_1

Thinking about the teachers in your school, how much does each of the following statements describe your school? Select **one** circle in each row.

	Not at all	Mostly not	Somewhat	Mostly yes	Very much	
a. Teachers in this school encourage students to take school seriously.	A	B	C	D	E	TeacherExp_St_1_2
b. Teachers in this school believe that all students can get good grades.	A	B	C	D	E	TeacherExp_St_1_3
c. Teachers in this school have high expectations for students.	A	B	C	D	E	TeacherExp_St_1_4
d. Teachers in this school encourage students to compete with each other.	A	B	C	D	E	TeacherExp_St_1_5
e. Teachers in this school challenge us to achieve more than we thought we could.	A	B	C	D	E	TeacherExp_St_1_6
f. Teachers in this school encourage us that we can master difficult material if we apply enough effort.	A	B	C	D	E	TeacherExp_St_1_7

Alternative Response Options:

Never or almost never / Once or twice a month / Once or twice a week / Every day or almost every day

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[Looking at both response options] Which option is easier for you to answer?</i>	Specific	Required

Student Items – Grades 8 and 12 (Cross Grade)

[Grades 8, 12 Core: Student #1]

						Grit_2
How much does each of the following statements describe a person like you? Select one answer choice on each row.						
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. New ideas and projects sometimes distract me from previous ones.	A	B	C	D	E	Grit_2_1
b. Setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.	A	B	C	D	E	Grit_2_2
c. I am a hard worker.	A	B	C	D	E	Grit_2_4
d. I often set a goal but later choose to pursue (follow) a different one.	A	B	C	D	E	Grit_2_5
e. I finish whatever I begin.	A	B	C	D	E	Grit_2_7
f. I am diligent (hard working and careful).	A	B	C	D	E	Grit_2_8

Alternative Response Options: Almost never / Very rarely / Rarely / Sometimes / Often / Very often / Almost always

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>When answering each of these questions, did you think especially about how you see yourself at school or did you think about how you see yourself in general?</i>	Specific	Required
3	<i>[Looking at both answer options] Which answer options are easier for you to answer?</i>	Specific	Required

How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. At school, new ideas and projects sometimes distract me from previous ones.	A	B	C	D	E	Grit_3_1
b. At school, setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.	A	B	C	D	E	Grit_3_2
c. At school, I am a hard worker.	A	B	C	D	E	Grit_3_4
d. At school, I often set a goal but later choose to pursue (follow) a different one.	A	B	C	D	E	Grit_3_5
e. At school, I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.	A	B	C	D	E	Grit_3_6
f. At school, I finish whatever I begin.	A	B	C	D	E	Grit_3_7
g. At school, I am diligent (hard working and careful).	A	B	C	D	E	Grit_3_8

Alternative Response Options: Almost never / Very rarely / Rarely / Sometimes / Often / Very often / Almost always

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>When answering each of these questions, did you think especially about how you see yourself at school or did you think about how you see yourself in general?</i>	Specific	Required
3	<i>[Looking at both answer options] Which answer options are easier for you to answer?</i>	Specific	Required

How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. I prefer complex to simple problems.	A	B	C	D	E	NFC_1_1
b. I like activities that challenge my thinking abilities.	A	B	C	D	E	NFC_1_3
c. I try to avoid situations where I will have to think in depth about something.	A	B	C	D	E	NFC_1_4
d. I find satisfaction in thinking hard and for long hours.	A	B	C	D	E	NFC_1_5
e. I like tasks that require little thought once I've learned them.	A	B	C	D	E	NFC_1_6
f. I enjoy thinking about new solutions to problems.	A	B	C	D	E	NFC_1_7
g. Learning new ways to think doesn't excite me very much.	A	B	C	D	E	NFC_1_8
h. I like to think of my life as a puzzle that I must solve.	A	B	C	D	E	NFC_1_9
i. I don't find thinking abstractly very enjoyable.	A	B	C	D	E	NFC_1_10
j. I don't care how things work as long as they do.	A	B	C	D	E	NFC_1_11

Alternative stem:

How much does each of the following statements apply to you? Select **one** answer choice on each row.

Alternative Response Options:

Not at all / Not much / Somewhat / Mostly / Very much

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>When answering each of these questions, did you think especially about how you see yourself at school or did you think about how you see yourself in general?</i>	Specific	Required
3	<i>[Looking at both questions] Which version of this question is easier for you to answer?</i>	Specific	Required

How much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me	
a. At school, I prefer complex to simple problems.	A	B	C	D	E	NFC_2_1
b. At school, thinking is not my idea of fun.	A	B	C	D	E	NFC_2_2
c. At school, I like activities that challenge my thinking abilities.	A	B	C	D	E	NFC_2_3
d. At school, I find satisfaction in thinking hard for long hours.	A	B	C	D	E	NFC_2_5
e. At school, I like tasks that require little thought once I've learned them.	A	B	C	D	E	NFC_2_6
f. At school, I enjoy thinking about new solutions to problems.	A	B	C	D	E	NFC_2_7
g. At school, I like to think of my life as a puzzle that I must solve.	A	B	C	D	E	NFC_2_9
h. At school, I don't find thinking abstractly very enjoyable.	A	B	C	D	E	NFC_2_10
i. At school, I don't care how things work as long as they do.	A	B	C	D	E	NFC_2_11

Alternative stem:

How much does each of the following statements apply to you? Select **one** answer choice on each row.

Alternative Response Options:

Not at all / Not much / Somewhat / Mostly / Very much

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[For option h] What does the word “abstractly” mean to you?</i>	Specific	Required
3	<i>When answering each of these questions, did you think especially about how you see yourself at school or did you think about how you see yourself in general?</i>	Specific	Required
4	<i>[Looking at both questions] Which question is easier for you to answer?</i>	Specific	Required

Teacher Items – Grades 4 and 8 (Cross Grade)

[Grades 4, 8 Core: Teacher #1]

<p>In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all that apply.</p> <p>A. Desktop computers B. Laptop computers C. Tablet computers D. Other digital devices (Please specify): _____.</p>	<p>Techn_T_1_0</p>
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 2 for discrete item generic probes.	General	Required

[Grades 4, 8 Core: Teacher #2]

[Present this question only if teachers indicated that desktop computers are available in question #1]

<p>Where are desktop computers available for student use?</p> <p>A. In some classrooms B. In all classrooms C. In separate computer rooms only D. Other (Please specify): _____</p>	Techn_T_1
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Looking at the response options, what did you consider to be a "classroom" when you chose your answer?</i>	Specific	Required

[Grades 4, 8 Core: Teacher #3]

[Present this question only if teachers indicated that desktop computers are available in question #1]

What is the average age of the desktop computers in your school? A. Less than 1 year B. 1-2 years C. 3-5 years D. 6-10 years E. 11 or more years F. I don't know.	Techn_T_2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Looking at the response options provided, how easy or difficult was it to provide the age of the desktop computers in your school?</i>	Specific	Required
3	<i>Do "new" computers typically arrive at your school brand new and out of a box or do they arrived used and second-hand?</i>	Specific	Required

[Grades 4, 8 Core: Teacher #4]

[Present this question only if teachers indicated that desktop computers are available in question #1]

What is the technical condition of the desktop computers in your school?	Techn_T_3
A. All computers are functional and operate quickly.	
B. All computers are functional, but some run more slowly than others.	
C. All computers are functional, but all or almost all run slowly.	
D. Some of the computers do not operate and cannot be used.	
E. Most of the computers do not operate and cannot be used.	
F. I don't know.	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the phrase "do not operate" mean to you? Is there better wording that can be used?</i>	Specific	Required
3	<i>What would you consider to be a "functional computer"?</i>	Specific	Required

[Grades 4, 8 Core: Teacher #5]

[Present this question only if teachers indicated that desktop computers are available in question #1]

<p>Where are laptop computers available for student use?</p> <p>E. In some classrooms F. In all classrooms G. In separate computer rooms only H. Other (Please specify): _____</p>	Techn_T_1
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 2 for discrete item generic probes.	General	Required

[Grades 4, 8 Core: Teacher #6]

[Present this question only if teachers indicated that laptop computers are available in question #1]

What is the average age of the laptop computers in your school?	Techn_T_4
A. Less than 1 year	
B. 1-2 years	
C. 3-5 years	
D. 6-10 years	
E. 11 or more years	
F. I don't know.	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 2 for discrete item generic probes.	General	Required

Grades 4, 8 Core: Teacher #7]

[Present this question only if teachers indicated that laptop computers are available in question #1]

What is the technical condition of the laptop computers in your school?	Techn_T_5
<p>A. All computers are functional and operate quickly.</p> <p>B. All computers are functional but, some run slower than others.</p> <p>C. All computers are functional, but all or almost all run slowly.</p> <p>D. Some of the computers do not operate and cannot be used.</p> <p>E. Most of the computers do not operate and cannot be used.</p> <p>F. I don't know.</p>	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8 Core: Teacher #8]

[Present this question only if teachers indicated that tablet computers are available in question #1]

<p>Where are tablet computers available for student use?</p> <p>I. In some classrooms</p> <p>J. In all classrooms</p> <p>K. In separate computer rooms only</p> <p>L. Other (Please specify): _____</p>	Techn_T_1
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 2 for discrete item generic probes.	General	Required

[Grades 4, 8 Core: Teacher #9]

[Present this question only if teachers indicated that tablet computers are available in question #1]

<p>What is the average age of the tablet computers in your school?</p> <p>A. Less than 1 year B. 1-2 years C. 3-5 years D. 6 or more years E. I don't know.</p>	Techn_T_6
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 2 for discrete item generic probes.	General	Required

[Grades 4, 8: Core Teacher #10]

[Present this question only if teachers indicated that tablet computers are available in question #1]

What is the technical condition of the tablet computers in your school?	Techn_T_7
<p>A. All computers are functional and operate quickly.</p> <p>B. All computers are functional, but some run slower than others.</p> <p>C. All computers are functional, but all or almost all run slowly.</p> <p>D. Some of the computers do not operate and cannot be used.</p> <p>E. Most of the computers do not operate and cannot be used.</p> <p>F. I don't know.</p>	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What operations should a tablet computer be able to do for you to consider the tablet "functional" ?</i>	Specific	Required

[Grades 4, 8 Core: Teacher #11]

In this school year, did your school assign each student a laptop computer that can be used for schoolwork? A. No B. Yes, but students cannot take it home. C. Yes, and students can take it home.	Techn_T_8
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8: Core Teacher #12]

<p>In this school year, did your school assign each student a tablet computer that can be used for schoolwork?</p> <p>A. No B. Yes, but students cannot take it home. C. Yes, and students can take it home.</p>	Techn_T_9
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8: Core Teacher #13]

<p>Is there a wireless Internet connection in your school that students can use for schoolwork?</p> <p>A. No</p> <p>B. Yes, in some areas of the school.</p> <p>C. Yes, everywhere or almost everywhere in the school.</p>	Techn_T_10
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does “everywhere” in option c mean to you?</i>	Specific	Required
3	<i>Looking at response options b and c, do these response options make sense to you? Is there wording that can be used here to make them clearer or more specific?</i>	Specific	Required

[Grades 4, 8: Core Teacher #14]

<p>In this school year, did your school provide you with a laptop computer to use for teaching and class preparation?</p> <p>A. No B. Yes, but I cannot take it home. C. Yes, and I can take it home.</p>	Techn_T_11
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8: Core Teacher #15]

In this school year, did your school provide you with a **tablet computer** to use for teaching and class preparation?

- A. No
- B. Yes, but I cannot take it home.
- C. Yes, and I can take it home.

Techn_T_12

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8: Core Teacher #16]

Does your school offer technical support to teachers for computers and other digital technology in the school? A. No B. Yes, but availability is very limited. C. Yes, and support is available when needed.	Techn_T_13
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8 Core: Teacher #17]

[This item is only administered to teachers who indicated that technical support is offered in the previous item]

During the past year, have you used the technical support?

- A. No
- B. Once
- C. Twice
- D. Several times

Techn_T_14

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grades 4, 8: Core Teacher #18]

<p>In this school year, did your school offer training for teachers on how to use computers (e.g., software, hardware, or the Internet)?</p> <p>A. Yes B. No</p>	Techn_T_15
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Does your school provide you with training for other digital devices or technology hardware used in your school?</i>	Specific	Required
3	<i>Does your school provide you with other training related to technology that is not listed here?</i>	Specific	Required
4	<i>[If yes to “does your school provide you with other training”] What is the other training that your school provides?</i>	Specific	Required

[Grades 4, 8: Core Teacher #19]

[This item is only administered to teachers who indicated that training is offered in the previous item]

In this school year, have you participated in computer training? A. No B. Once C. Twice D. Several times	Techn_T_16
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	See page 2 for discrete item generic probes.	General	Required

The following statements are about peoples' intelligence. To what extent do you agree with each of the following statements? Select **one** answer choice on each row.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. You have a certain amount of intelligence, and you really can't do much to change it.	A	B	C	D	E	F	Growth Mind_T_1_1
b. Your intelligence is something about you that you can't change very much.	A	B	C	D	E	F	Growth Mind_T_1_2
c. You can learn new things, but you can't really change your basic intelligence.	A	B	C	D	E	F	Growth Mind_T_1_3
d. You have a certain amount of intelligence, but you can change it if you apply yourself.	A	B	C	D	E	F	Growth Mind_T_1_4
e. Your intelligence is something about you that you can change during your life.	A	B	C	D	E	F	Growth Mind_T_1_5
f. As you are learning new things, your intelligence can grow as well.	A	B	C	D	E	F	Growth Mind_T_1_6

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>What does the term "intelligence" mean to you?</i>	Specific	Required

[Grades 4, 8: Teacher #21]

<p>Based on your experience as a teacher, which of the following do you consider more critical for student success in school?</p> <p>A. Students' general intelligence B. Students' level of effort applied C. Both about the same D. I don't know.</p>	GrowthMind_T_2_0
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Alternate Response Options: How intelligent a student is / How much effort a student applies / Both about the same / I don't know.

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Are there other factors that are not included in the answer options that should be?</i>		

[Grades 4, 8 Core: Teacher #22]

TeacherSat_1							
How frequently do you feel the following way about being a teacher? Select one answer choice on each row.							
	Almost never	Very rarely	Sometimes	Often	Very often	Almost always	
a. I am content with my profession as a teacher.	A	B	C	D	E	F	TeacherSat _1_1
b. I am satisfied with being a teacher at this school.	A	B	C	D	E	F	TeacherSat _1_2
c. I find my work full of meaning and purpose.	A	B	C	D	E	F	TeacherSat _1_3
d. I am enthusiastic about my job.	A	B	C	D	E	F	TeacherSat _1_4
e. My work inspires me.	A	B	C	D	E	F	TeacherSat _1_5
f. I am proud of the work I do.	A	B	C	D	E	F	TeacherSat _1_6
g. I am frustrated as a teacher.	A	B	C	D	E	F	TeacherSat _1_7
h. I am supported by the teachers at my school.	A	B	C	D	E	F	TeacherSat _1_8
i. I am going to continue teaching for as long as I can.	A	B	C	D	E	F	TeacherSat _1_9

Alternate Item: How much does each the following statements apply to you? Select **one** answer choice on each row.

Alternate Response Options: Not at all / Not much / Somewhat / Mostly / Very much

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>[Looking at option i] Would you answer differently if this option was stated as "I am going to continue teaching for as long as I can because I enjoy teaching"?</i>	Specific	Required
3	<i>[Looking at both versions of the question] Which option is easier for you to answer?</i>	Specific	Required

[Grades 4, 8: Teacher #23]

<p>In comparison to a year ago, are you now more or less satisfied with being a teacher at this school?</p> <p>A. I was not at this school a year ago. B. Less satisfied than last year C. About the same D. More satisfied than last year</p>	TeacherSat_2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>How would you answer this question if you planned to transition out of your current school?</i>	Specific	Required
3	<i>[Follow-up to probe 2] Are there any response options you think we should include?</i>	Specific	Required

[Grades 4, 8: Teacher #24]

<p>A year from now, do you expect to be more or less satisfied with being a teacher at this school?</p> <p>A. Less satisfied than this year B. About the same C. More satisfied than this year D. I do not plan to be a teacher at this school next year.</p>	TeacherSat_3
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>How would you answer this question if you planned to transition out of your current school?</i>	Specific	Required
3	<i>[Follow-up to probe 2] Are there any response options you think we should include?</i>	Specific	Required

On average, how often do you do the following in this school? Select **one** answer choice on each row.

	Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more	
a. Teach jointly in the same class	A	B	C	D	E	F	TALIS_2_1
b. Observe other teachers' classes and provide feedback	A	B	C	D	E	F	TALIS_2_2
c. Engage in joint activities across different classes and age groups (e.g., projects)	A	B	C	D	E	F	TALIS_2_3
d. Exchange teaching materials with colleagues	A	B	C	D	E	F	TALIS_2_4
e. Engage in discussions about the learning development of specific students	A	B	C	D	E	F	TALIS_2_5
f. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	A	B	C	D	E	F	TALIS_2_6
g. Attend team conferences	A	B	C	D	E	F	TALIS_2_7
h. Take part in collaborative professional learning	A	B	C	D	E	F	TALIS_2_8

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required

In your teaching, how important do you consider each of the following? Select **one** answer choice on each row.

	Not important at all	Not important	Somewhat important	Important	Very important	
a. Get students to believe they can do well in schoolwork	A	B	C	D	E	TALIS_3_1
b. Help my students to value learning	A	B	C	D	E	TALIS_3_2
c. Craft good questions for my students	A	B	C	D	E	TALIS_3_3
d. Maintain order in the classroom	A	B	C	D	E	TALIS_3_4
e. Motivate students who show low interest in schoolwork	A	B	C	D	E	TALIS_3_5
f. Make my expectations about student behavior clear	A	B	C	D	E	TALIS_3_6
g. Help students to think critically	A	B	C	D	E	TALIS_3_7
h. Get students to follow classroom rules	A	B	C	D	E	TALIS_3_8
i. Calm a student who is disruptive or noisy	A	B	C	D	E	TALIS_3_9
j. Use a variety of assessment strategies	A	B	C	D	E	TALIS_3_10
k. Provide an alternative explanation or example when students are confused	A	B	C	D	E	TALIS_3_11
l. Implement alternative instructional strategies in my classroom	A	B	C	D	E	TALIS_3_12
m. Facilitate students' own inquiry	A	B	C	D	E	TALIS_3_13
n. Teach students to find solutions to problems on their own	A	B	C	D	E	TALIS_3_14

o. Allow students to think of solutions to practical problems themselves before showing them how they are solved	A	B	C	D	E	TALIS_3_15
p. Teach students to improve their thinking and reasoning processes	A	B	C	D	E	TALIS_3_16
q. Teach students specific curriculum content	A	B	C	D	E	TALIS_3_17

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
	<i>[For each of the options] Do you consider this aspect of teaching to be important? [For respondents that answer "yes"] Why? [For respondents that answer "no"] Why not?</i>	Specific	Required

School Items – Grades 4, 8, and 12

[Grade 4, 8, and 12: Core School #1]

<p>In your school, are there laptop computers that students can use for schoolwork?</p> <p>A. No</p> <p>B. Yes, in some classrooms.</p> <p>C. Yes, in all classrooms.</p>	Techn_Sc_1
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required
3	<i>Looking at the response options, do the ones presented here make sense to you for this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #2]

<p>In your school, are there tablet computers that students can use for schoolwork?</p> <p>A. No</p> <p>B. Yes, in some classrooms.</p> <p>C. Yes, in all classrooms.</p>	Techn_Sc_2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required
3	<i>Which rooms did you include and/or count when answering this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #3]

Does your school assign each student a laptop computer that can be used for schoolwork? A. No B. Yes, but students cannot take it home. C. Yes, and students can take it home.	Techn_Sc_3
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #4]

Does your school assign each student a tablet computer that can be used for schoolwork? A. No B. Yes, but students cannot take it home. C. Yes, and students can take it home.	Techn_Sc_4
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #5]

<p>In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p>A. No</p> <p>B. Yes, in some areas of the school.</p> <p>C. Yes, everywhere or almost everywhere in the school.</p>	Techn_Sc_5
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required
3	<i>What does the term "in some areas" mean to you in this question?</i>	Specific	Required
4	<i>What does the word "everywhere" mean to you in this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #6]

<p>This school year, did your school provide teachers with laptop computers for teaching and class preparation?</p> <p>A. No B. Yes, some teachers. C. Yes, all teachers.</p>	Techn_Sc_6
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #7]

<p>This school year, did your school provide teachers with tablet computers for teaching and class preparation?</p> <p>A. No B. Yes, some teachers. C. Yes, all teachers.</p>	Techn_Sc_7
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #8]

<p>This school year, did your school offer technical support to teachers for computers and tablet computers used in this school?</p> <p>A. No</p> <p>B. Yes, we have technical support staff in the school.</p> <p>C. Yes, we are partnering with a provider outside of the school.</p>	Techn_Sc_8
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the term “technical support” mean to you?</i>	Specific	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #9]

<p>Does your school offer computer training for teachers (e.g., software, hardware, or the Internet)?</p> <p>A. No</p> <p>B. Yes, and training is mandatory.</p> <p>C. Yes, but training is not mandatory.</p>	Techn_Sc_9
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Is there other training that your school offers to teachers, such as, training for tablets, other digital devices, or technology?</i>	Specific	Required
3	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #10]

<p>Does your school offer computer training for students (e.g., software, hardware, or the Internet)?</p> <p>A. No</p> <p>B. Yes, teachers are encouraged to incorporate training during class time.</p> <p>C. Yes, there are opportunities for students outside of their regular classes.</p>	Techn_Sc_10
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Do you think teachers would be better able to answer this question?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #11]

SchoolClim1_0							
On average, how often do teachers do the following in this school? Select one answer choice on each row.							
	Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more	
a. Teach jointly in the same class	A	B	C	D	E	F	SchoolClim1_1
b. Observe other teachers' classes and provide feedback	A	B	C	D	E	F	SchoolClim1_2
c. Engage in joint activities across different classes and age groups (e.g., projects)	A	B	C	D	E	F	SchoolClim1_3
d. Exchange teaching materials with colleagues	A	B	C	D	E	F	SchoolClim1_4
e. Engage in discussions about the learning development of specific students	A	B	C	D	E	F	SchoolClim1_5
f. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	A	B	C	D	E	F	SchoolClim1_6
g. Attend team conferences	A	B	C	D	E	F	SchoolClim1_7
h. Take part in collaborative professional learning	A	B	C	D	E	F	SchoolClim1_8

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 3 for matrix item generic probes.</i>	General	Required
2	<i>When you thought of your answers, how did you account for differences between grades?</i>	Specific	Required
3	<i>When you thought of your answers, how did you account for differences between departments?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #12]

<p>Does your school provide computers that students can use for schoolwork?</p> <p>A. No</p> <p>B. Yes, in some classrooms.</p> <p>C. Yes, in all classrooms.</p>	TechSc1
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Looking at the response options, what did you consider to be a "classroom" when you chose your answer?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #13]

(Ask this question if “yes” to TechSc1)

In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** that apply.

- A. Desktop computers
- B. Laptop computers
- C. Tablet computers
- D. Other digital devices (Please specify): _____

TechSc2

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grade 4, 8, and 12 Core: School #14]

(Ask this question if “yes” to TechSc1)

In your school, where are desktop computers available for student use? A. In some classrooms B. In all classrooms C. In separate computer rooms only	TechSc3
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grade 4, 8, and 12 Core: School #15]

(Ask this question if “yes” to TechSc1)

In your school, what is the total number of **desktop computers** available for students? Enter the number of computers.

TechSc4

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grade 4, 8, and 12 Core: School #16]

(Ask this question if “yes” to TechSc1)

<p>What is the average age of the desktop computers in your school?</p> <p>A. Less than 1 year B. 1-2 years C. 3-5 years D. 6-10 years E. 11 or more years F. I don't know.</p>	TechSc5
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Is there a different set of age ranges that you think would be more appropriate? [If yes] What would you suggest?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #17]

(Ask this question if "yes" to TechSc1)

What is the technical condition of these desktop computers in your school?	TechSc6
<p>A. All computers are functional and operate quickly.</p> <p>B. All computers are functional, but some run more slowly than others.</p> <p>C. All computers are functional, but all or almost all run slowly.</p> <p>D. Some of the computers do not operate and cannot be used.</p> <p>E. Most of the computers do not operate and cannot be used.</p> <p>F. I don't know.</p>	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the word "operate" in this context mean to you? Is there a phrase or word that you think would make the response options clearer and easier to answer?</i>	Specific	Required

[Grade 4, 8, and 12 Core: School #18]

(Ask this question if “yes” to TechSc1)

In your school, where are laptop computers available for student use? A. In some classrooms B. In all classrooms C. In separate computer rooms only D. Students can borrow laptop computers for specific school projects. E. Each student is assigned a laptop computer.	TechSc7
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grade 4, 8, and 12 Core: School #19]

<p>What is the total number of laptop computers available for students in your school? Enter the number of laptop computers.</p> <p>_____</p>	TechSc8
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grade 4, 8, and 12 Core: School #20]

<p>What is the average age of the laptop computers in your school?</p> <p>A. Less than 1 year B. 1-2 years C. 3-5 years D. 6-10 years E. 11 or more years F. I don't know.</p>	TechSc9
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Is there a different set of age ranges that you think would be more appropriate? [If yes] What would you suggest?</i>		

[Grade 4, 8, and 12 Core: School #21]

<p>What is the technical condition of the laptop computers in your school?</p> <p>A. All computers are functional and operate quickly.</p> <p>B. All computers are functional, but some run more slowly than others.</p> <p>C. All computers are functional, but all or almost all run slowly.</p> <p>D. Some of the computers do not operate and cannot be used.</p> <p>E. Most of the computers do not operate and cannot be used.</p> <p>F. I don't know.</p>	TechSc10
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the word "operate" in this context mean to you? Is there a phrase or word that you think would make the response options clearer and easier to answer?</i>	General	Required

[Grade 4, 8, and 12 Core: School #22]

In your school, where are tablet computers available for students to work? A. In some classrooms B. In all classrooms C. In separate computer rooms only D. Students can borrow tablet computers for specific school projects. E. Each student is assigned a tablet computer.	TechSc11
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grade 4, 8, and 12 Core: School #23]

What is the total number of **tablet computers** available for students in your school? Enter the number of tablet computers.

TechSc12

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required

[Grade 4, 8, and 12 Core: School #24]

<p>What is the average age of the tablet computers in your school?</p> <p>A. Less than 1 year B. 1-2 years C. 3-5 years D. 6 or more years E. I don't know.</p>	TechSc13
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>Is there a different set of age ranges that you think would be more appropriate? [If yes] What would you suggest?</i>	General	Required

[Grade 4, 8, and 12 Core: School #25]

What is the technical condition of the tablet computers in your school?	TechSc14
<p>A. All computers are functional and operate quickly.</p> <p>B. All computers are functional but some run slower than others.</p> <p>C. All computers are functional but all or almost all run slowly.</p> <p>D. Some of the computers do no operate and cannot be used.</p> <p>E. Most of the computers do not operate and cannot be used.</p> <p>F. I don't know.</p>	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>See page 2 for discrete item generic probes.</i>	General	Required
2	<i>What does the word "operate" in this context mean to you? Is there a phrase or word that you think would make the response options clearer and easier to answer?</i>	General	Required

[Grade 4, 8, and 12 Core: School #26]

Please note this item will only be answered by private/religious school administrators.

			PriSch_1
Please identify the organizations to which your school belongs. Select one answer choice on each row.			
	Yes	No	
a. American Association of Christian Schools	A	B	PriSch_1_01
b. Association of Christian Schools International	A	B	PriSch_1_02
c. Christian Schools International	A	B	PriSch_1_03
d. National Association of Episcopal Schools	A	B	PriSch_1_04
e. National Association of Independent Schools	A	B	PriSch_1_05
f. National Catholic Educational Association	A	B	PriSch_1_06
g. National Society of Hebrew Day Schools	A	B	PriSch_1_07
h. The Association of Boarding Schools	A	B	PriSch_1_08
i. None of the above	A	B	PriSch_1_09

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	See page 2 for matrix item generic probes.	General	Required

[Grade 4, 8, and 12 Core: School #27]

Please note this item will only be answered by private/religious school administrators.

<p>Please identify the organization listed below to which your school is most closely affiliated. Select all that apply.</p> <ul style="list-style-type: none">A. American Association of Christian SchoolsB. Association of Christian Schools InternationalC. Christian Schools InternationalD. National Association of Episcopal SchoolsE. National Association of Independent SchoolsF. National Catholic Educational AssociationG. National Society of Hebrew Day SchoolsH. The Association of Boarding SchoolsI. None of the above	PriSch_2
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	See page 2 for matrix item generic probes.	General	Required
2	In comparison to previous question: Which of these two questions do you find easier to answer? Why?	Specific	Required

TEACHER AND SCHOOL DEBRIEFING PROBES

Debriefing probe for Core:

No.	Probe	Type of Probe	Required/Conditional
1	Ask the following probe at the <u>end</u> of each teacher and school administrator cognitive interview: <i>Is there anything else that you think we should have asked <teachers/principals> that we did not?</i>	General	Required

Debriefing probe for all other subjects:

No.	Probe	Type of Probe	Required/Conditional
1	Ask the following probe at the <u>end</u> of each teacher and school administrator cognitive interview: <i>Is there anything else about <English/language arts/mathematics/writing> that you think we should have asked <teachers/principals> that we did not?</i>	General	Required

GENERAL DEBRIEFING AND THANK YOU (FOR ALL STUDENT, TEACHER, AND SCHOOL ADMINISTRATOR PARTICIPANTS)

Before we finish, I'd like to hear [any/other] thoughts you have about what you've been doing.

Is there anything else you would like to tell me about working on the survey questions?

Is there anything that you think could make [this/these] survey question(s) clearer?

Thank participant for his/her time and provide gift card, as appropriate.