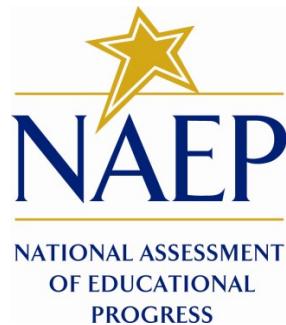


NATIONAL CENTER FOR EDUCATION STATISTICS  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

*Volume II*  
*Items and Protocols*

*NAEP Pretesting of Survey and Cognitive Items for Pilot in  
2017 and 2018*

OMB# 1850-0803 v.146



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## **PART A. PAPERWORK BURDEN STATEMENT**

The Paperwork Reduction Act and the NCES confidentiality statement are indicated below. Appropriate sections of this information are included in the consent forms and letters. The statements will be included in the materials used in the study.

### **Paperwork Burden Statement, OMB Information**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0803. The time required to complete this information collection is estimated to average xx<sup>1</sup> minutes including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this information collection, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006.

**This is a project of the National Center for Education Statistics (NCES), part of the Institute of Education Sciences, within the U.S. Department of Education.**

Your answers may be used only for research purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002, 20 U.S.C §9573].

OMB No. 1850-0803 Approval Expires 09/30/2016

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<sup>1</sup> 60 minutes for grade 4 playtesting and cognitive interviews and grades 4, 8, and 12 tryouts; 90 minutes for grades 8 and 12 playtesting and cognitive interviews; 90 minutes for teacher and school administrator cognitive interviews.

## PART B. STUDENT, TEACHER, AND SCHOOL QUESTIONNAIRE COGNITIVE INTERVIEWS

The purpose of the cognitive interviews is to inform the development of the core student, teacher, and school administrator questionnaires prior to pilot testing. Below are the probes that students, teachers, and school administrators will be asked during the cognitive interview. Please note that some probes may not be addressed if time does not permit.

### 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.

Note: Students, teachers, and school administrators will be administered all items and probes. The duration of each cognitive interview will be 90 minutes.

#### 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.*

*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. 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. 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.

## Instructions and Generic Probes

The interviewer should ask the participant to read and answer the question on the tablet screen. There can be one discrete question (multiple choice or free response) or one matrix question on a screen. The participant is not supposed to read the question aloud, but should work on the question in the same fashion he/she would during a NAEP test administration/survey completion. If a participant indicates they do not know a word or phrase the interviewer can provide/read words for the participant.

### Generic Probes for Discrete Items (Multiple Choice and Free Response)

No.	Probe	Instructions for Interviewer
1	<b>Can you tell me, in your own words, what the question is asking?</b>	Ask this probe AFTER the participant has answered the question on the screen.
2	<b>Were there any words or parts of this question that were confusing?</b> □ Yes      □ No _____	Ask this probe for all discrete questions.
3	<b>What did you find confusing? What could we do to make the question less confusing?</b>	Ask this probe only if the participant answered YES to the previous question.
4	<b>Would you say it was very easy, easy, difficult, or very difficult to answer this question?</b> □ Very Easy    □ Easy    □ Difficult    □ Very Difficult	Ask this probe for all discrete questions.
5	<b>How could we make it easier to answer this question?</b>	Ask this probe only if the participant answered DIFFICULT or VERY DIFFICULT to the previous question.

### Generic Probes for Matrix Items

No.	Probe	Instructions for Interviewer
1	<b>Looking back at the first part of the question, can you tell me in your own words what this question is asking you to do?</b>	Ask this probe AFTER the participant has answered the entire matrix question on the screen. This probe is specifically for the "stem" of the item, <u>not</u> the entire matrix item or a specific option/sub-item.
2	<b>Can you tell me, in your own words, what [option a., b., c., etc.] means to you?</b>	Ask this probe for all options/sub-items. Please note probes 2-6 should be asked together for one option/sub-item before moving on to the next option/sub-item.
3	<b>Did you find any words or part of [option a., b., c., etc.] confusing?</b> □ Yes      □ No _____	Ask this probe for all options/sub-items.
4	<b>What did you find confusing? What could we do to make [option a., b., c., etc.] less confusing?</b>	Ask both probes only if the participant answered YES to the previous question.
5	<b>Would you say answering [option a., b., c., etc.] was very easy, easy, difficult, or very difficult?</b> □ Very Easy    □ Easy    □ Difficult    □ Very Difficult	Ask this probe for all options/sub-items.
6	<b>How could we make it easier to answer [option a., b., c., etc.]?</b>	Ask this probe only if the student answered DIFFICULT or VERY DIFFICULT to the previous question.

## Core: Items and Probes

### Teacher Items – Grade 8

[Grade 8 Core: Teacher #1]

TBD

Have you been awarded tenure by the school, district, or diocese where you currently teach?

- A. Yes
- B. No
- C. My school, district, or diocese does not award tenure.

#### Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>Who awards tenure to the teachers at your school?</b>	Specific	Required

### School Items – Grade 8

[Grade 8 Core: School #1]

TBD

Does your school, district, or diocese offer tenure to teachers?

- A. Yes
- B. No

#### Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>Who awards tenure to the teachers at your school?</b>	Specific	Required
3	<b>Are there other entities that award tenure that should be included in the wording of this item?</b>	Specific	Required

## Mathematics: Items and Probes

### Student Items – Grades 8

[Grade 8 Mathematics: Student #1]

TBD

How often do you play digital games (for example, apps, video games, or computer games) **outside of school** that involve math?

- A. Never
- B. About once or twice a year
- C. About once or twice a month
- D. About once or twice a week
- E. Every day or almost every day

#### Item-Specific Probes:

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

[Grade 8 Mathematics: Student #2]

TBD

How often do you use a computer, tablet, smartphone or gaming console **outside of school** to play **educational games** that involve math?

- A. Never
- B. About once or twice a year
- C. About once or twice a month
- D. About once or twice a week
- E. Every day or almost every day

#### Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>Which games did you think of when you read the term "educational games"?</b>	Specific	Required
3	<b>Can you think of examples of educational games that use math?</b>	Specific	Required

[Grade 8 Mathematics: Student #3]

TBD

How often do you use a computer, tablet, smartphone or gaming console **outside of school** to play **popular games** that involve math?

- A. Never
- B. About once or twice a year
- C. About once or twice a month
- D. About once or twice a week
- E. 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 4</i>	General	Required
2	<i>Which games did you think of when you read the term "popular games"?</i>	Specific	Required
3	<i>Can you think of examples of popular games that use math?</i>	Specific	Required

[Grade 8 Mathematics: Student #4]

TBD

Have you ever participated in a math study group **outside of 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 4</i>	General	Required
2	<i>Can you give an example of a math study group outside of school?</i>	Specific	Required

[Grade 8 Mathematics: Student #5]

TBD

Over the past seven days, how many days have you participated in a math study group **outside of school**? Enter the number of days.

## [Grade 8 Mathematics: Student #6]

TBD

Have you ever participated in a math study group **at school**?

A. Yes  
B. No

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>Can you give an example of a math study group in school?</b>	Specific	Required

## [Grade 8 Mathematics: Student #7]

TBD

Over the past seven days, how many days have you participated in a math study group **at school**?  
Enter the number of days.

---

Item-Specific Probes:

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

## [Grade 8 Mathematics: Student #8]

Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select <b>one</b> answer choice on each row.						
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Draw a bar graph to represent the number of desks, chairs, and tables in your classroom	A	B	C	D	E	TBD
b. Use a box plot to represent the height, in inches, of all of the students in your class	A	B	C	D	E	TBD
c. Determine the probability of picking a blue marble without looking if you know the number of marbles of each color in a bag	A	B	C	D	E	TBD
d. List all of the different possible outcomes when a coin is flipped three times	A	B	C	D	E	TBD
e. Create an expression that represents the average number of miles you run in a week if you run 100 miles in $w$ weeks	A	B	C	D	E	TBD
f. Create an expression to show how old you will be in $n$ years if you are 8 years old today	A	B	C	D	E	TBD
g. Create an expression that shows number of wheels on $n$ wagons if each wagon has 4 wheels	A	B	C	D	E	TBD
h. Explain how you know the number of books you can buy if you know the price of each book and you have \$35	A	B	C	D	E	TBD

## Item-Specific Probes:

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

## [Grade 8 Mathematics: Student #9]

Thinking about math, do you think that you would be able to do each of the following? Select <b>one</b> answer choice	
	TBD

on each row.	<b>I definitely can't</b>	<b>I probably can't</b>	<b>Maybe</b>	<b>I probably can</b>	<b>I definitely can</b>	
a. Decide if your classmate's math work is correct or incorrect	A	B	C	D	E	TBD
b. Give an example to show that a math statement is false	A	B	C	D	E	TBD

Item-Specific Probes:

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

## [Grade 8 Mathematics: Student #10]

Thinking about math, do you think that you would be able to do each of the following? Select <b>one</b> answer choice on each row.	<b>I definitely can't</b>	<b>I probably can't</b>	<b>Maybe</b>	<b>I probably can</b>	<b>I definitely can</b>	TBD
a. Use correct words, symbols, and notation to communicate ideas about math	A	B	C	D	E	TBD
b. Use correct math notation when showing your work	A	B	C	D	E	TBD
c. Explain to your classmate how you solved a math problem	A	B	C	D	E	TBD
d. Use definitions of geometric shapes to support an argument	A	B	C	D	E	TBD

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do you understand what the word "notation" means in option b?</b>	Specific	Required

**Teacher Items – Grades 8**

## [Grades 8 Mathematics: Teacher #1]

In your mathematics class this year, do you use any of the following instructional materials? Select <b>one</b> circle in each row.	<b>Yes</b>	<b>No, I do not prefer to use</b>	<b>No, this resource is not</b>	

		this resource	available to me.	
a. Textbooks provided by your district or school	A	B	C	TBD
b. Other materials provided by your district or school	A	B	C	TBD
c. Materials found on the Internet	A	B	C	TBD
d. Digital manipulatives	A	B	C	TBD
e. Digital games	A	B	C	TBD
f. Interactive whiteboard	A	B	C	TBD
g. Physical manipulatives (for example, ruler, protractor, compass)	A	B	C	TBD
h. Flip chart	A	B	C	TBD
i. Paper and pencil workbooks	A	B	C	TBD
j. Other materials (Please specify): _____	A	B	C	TBD

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>When answering this question, what context were you thinking about?</b>	Specific	Required
3	<b>Are there any materials that are not listed, that should be?</b>	Specific	Required
4	<b>Are there any materials listed that can be removed?</b>	Specific	Required

## [Grades 8 Mathematics: Teacher #2]

TBD

Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use clear and precise language when students are discussing their problem solving and reasoning	A	B	C	D	E	TBD
b. Use models to explain calculations	A	B	C	D	E	TBD
c. Represent a problem situation in multiple ways including numbers, words, pictures, and charts	A	B	C	D	E	TBD
d. Use models to examine real life and mathematical examples	A	B	C	D	E	TBD

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>For sub-item b, When thinking about the word "language", were you thinking of "oral" or "written" language?</b>	Specific	Required

## [Grades 8 Mathematics: Teacher #3]

Thinking about your eighth-grade mathematics classes this year, how often do you incorporate the following practices when teaching your students? Select <b>one</b> circle in each row.						
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Pose questions during a lesson that will help students to reason and make sense of mathematical connections and relationships	A	B	C	D	E	TBD
b. Use overall learning goals for student learning to guide instructional decisions	A	B	C	D	E	TBD
c. Provide opportunities for students to productively struggle with mathematical ideas and relationships	A	B	C	D	E	TBD
d. Build procedural understanding to encourage the use of multiple problem-solving strategies	A	B	C	D	E	TBD

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

## [Grades 8 Mathematics: Teacher #4]

TBD

Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use definitions and notation precisely	A	B	C	D	E	TBD
b. Justify and explain their reasoning	A	B	C	D	E	TBD
c. Identify and correct flawed mathematical reasoning	A	B	C	D	E	TBD
d. Construct arguments using tools, graphs, or diagrams	A	B	C	D	E	TBD
e. Make, test, and validate conjectures	A	B	C	D	E	TBD
f. Use examples or counterexamples to support or refute a mathematical conjecture	A	B	C	D	E	TBD
g. Engage in deductive reasoning and informal proof	A	B	C	D	E	TBD

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>For option a, would this question be easier to answer if the word "precisely" were changed to "fluently"?</b>	Specific	Required

## [Grade 8 Mathematics: Teacher #5]

Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select <b>one</b> circle in each row.						
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Evaluate a problem-solving process	A	B	C	D	E	TBD
b. Create equations	A	B	C	D	E	TBD
c. Relate what your students know to the real world and make sense of it mathematically	A	B	C	D	E	TBD
d. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	A	B	C	D	E	TBD
e. Evaluate the conclusions of other students	A	B	C	D	E	TBD
f. Examine patterns in tables and graphs to describe relationships	A	B	C	D	E	TBD

## Item-Specific Probes:

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

**School – Grade 8**

[Grade 8 Mathematics: School #1]

To what extent is your school's mathematics program structured according to the following resources? Select <b>one</b> circle in each row.					
	Not at all	Small Extent	Moderate extent	Large extent	TBD
a. State curriculum standards or frameworks	A	B	C	D	TBD
b. District curriculum standards or curriculum guides	A	B	C	D	TBD
c. Results from district assessments	A	B	C	D	TBD
d. Results from state assessments	A	B	C	D	TBD
e. Results from school-level assessments	A	B	C	D	TBD
f. Recommendations from school mathematics department or teachers	A	B	C	D	TBD
g. Discretion of individual teachers	A	B	C	D	TBD
h. Commercially designed programs	A	B	C	D	TBD
i. Internet resources	A	B	C	D	TBD

Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Are there any resources that are not listed, that should be?</b>	Specific	Required

## Reading Items and Probes

### Student Items – Grade 8

[Grade 8 Reading: Student #1]

VH260228

In this school year, how often do you borrow reading materials (such as books or magazines) from your classroom library, school library, or media center?

- A. Never
- B. About once or twice a year
- C. About once or twice a month
- D. About once or twice a week
- E. Every day or almost every day

#### Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>In this question, what does the phrase “classroom library” mean to you?</b>	Specific	Required

[Grade 8 Reading: Student #2]

VH260407

On a typical school day, how much time do you use a computer or other digital device to do your English/language arts schoolwork and homework?

- A. Less than 30 minutes
- B. 30 minutes up to 1 hour
- C. 1 up to 2 hours
- D. 2 up to 3 hours
- E. 3 up to 4 hours
- F. More than 4 hours

#### Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>In this question, what do you think is meant by “digital device”?</b>	Specific	Required

## Teacher - Grade 8

[Grade 8 Reading: Teacher #1]

VH334360

When you teach English/language arts, how often do you use the following strategies? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	A	B	C	D	E	VH334361
b. I create student groups with the same achievement level.	A	B	C	D	E	VH334362
c. I create student groups with different achievement levels.	A	B	C	D	E	TBD
d. I create groups by random assignment.	A	B	C	D	E	VH334363
e. I allow students to choose their own groups.	A	B	C	D	E	VH334368
f. I use individualized instruction for reading.	A	B	C	D	E	VH334364
g. I ask students to work independently on an assigned plan or goal.	A	B	C	D	E	TBD
h. I ask students to work independently on a goal they choose themselves.	A	B	C	D	E	TBD
i. Other (specify): _____	A	B	C	D	E	VH334367

## Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>In options g and h, what does the word "goal" mean to you?</b>	Specific	Required
3	<b>Do you think the word "goal" is too vague?</b>	Specific	Required
4	<b>If yes: How could we make this word more specific?</b>	Specific	Conditional
5	<b>If the participant choose B-E for option i: In option i, you included an additional strategy. Could you please explain or define that strategy?</b>	Specific	Conditional
6	<b>Do you think there are any strategies missing from this item that would be important to include?</b>	General	Required

## [Grade 8 Reading: Teacher #2]

TBD

In your eighth-grade English/language arts class this year, how often do your students do each of the following?  
Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	A	B	C	D	E	TBD
b. Increase reading fluency	A	B	C	D	E	TBD
c. Increase reading comprehension	A	B	C	D	E	TBD
d. Access reading-related websites	A	B	C	D	E	TBD
e. Conduct research for reading projects	A	B	C	D	E	TBD

## Item-Specific Probes:

No.	Probe	Type of Probe	Required/Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do these response options make sense for the question you are being asked?</b>	Specific	Required

## School – Grade 8

## [Grade 8 Reading: School #1]

TBD

In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English language learners (ELL)?  
Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	A	B	TBD
b. Reading specialists or literacy coaches	A	B	TBD
c. Speech pathologists	A	B	TBD
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	A	B	TBD
e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL	A	B	TBD
f. Parent volunteers	A	B	TBD

## Item-Specific Probes:

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

2	<i>In your school, do reading specialists support students only, teachers only, or both students and teachers?</i>	General	Required
3	<i>In your school, do literacy coaches support students only, teachers only, or both students and teachers?</i>	General	Required
4	<i>Are there any additional personnel that should be included in this item?</i>	General	Required

Note: If the participant selects “No” for option/sub-item “B” please skip Grade 8 Reading: School #2.

[Grade 8 Reading: School #2]

TBD					
To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select <b>one</b> circle in 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	TBD
b. Provide one-on-one help to students at various achievement levels	A	B	C	D	TBD

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 “various reading topics” mean to you?</i>	Specific	Required
3	<i>Do you think the phrase “various reading topics” is too vague?</i>	Specific	Required
4	<i>If yes: How could we make this phrase more specific?</i>	Specific	Conditional
5	<i>Are there any additional responsibilities that should be included in this item?</i>	General	Required

## Social Sciences Items and Probes

## **Civics Student Items – Grade 8**

[Grade 8 Social Sciences: Civics Student #1]

In which of the following grades have you learned about civics and United States government?

Select **one or more** answer choices on each row.

a.	5th grade	A	B	C	D
b.	6th grade	A	B	C	D
c.	7th grade	A	B	C	D
d.	8th grade	A	B	C	D

### Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>How would you describe “civics or United States government”? What types of information would a student learn in this type of class?</b>	Specific	Required
3	<b>Why might a student answer “I don’t know” to this question? Do you think this option is necessary? Would “I don’t remember” be a more accurate option?</b>	Specific	Required

## [Grade 8 Social Sciences: Civics Student #2]

In your social studies class this year, how often have you studied the following topics?

Select one answer choice on each row.	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons
a. The United States Constitution	A	B	C	D	E
b. The legislative branch (for example, Congress)	A	B	C	D	E
c. The executive branch (for example, the President and the cabinet)	A	B	C	D	E
d. The judicial branch (for example, the court system)	A	B	C	D	E
e. How laws are made	A	B	C	D	E
f. Political parties, elections, and voting	A	B	C	D	E
g. State and local government	A	B	C	D	E
h. Other countries' governments	A	B	C	D	E
i. International organizations (for example, the United Nations)	A	B	C	D	E
j. Current political events	A	B	C	D	E
k. Issues affecting our society today	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>How would you describe "social studies"? What types of information would a student learn in this type of class?</b>	Specific	Required
3	<b>Do these response options make sense for the question that is being asked? How would you answer this question if you studied a certain topic a lot for only a couple of weeks?</b>  <b>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</b>	Specific	Required

In your social studies class this year, how often have you studied the following topics?

Select one answer choice on each row.	Not at all	Very little	Some	Quite a bit	A lot
a. The United States Constitution	A	B	C	D	E
b. The legislative branch (for example, Congress)	A	B	C	D	E
c. The executive branch (for example, the President and the cabinet)	A	B	C	D	E
d. The judicial branch (for example, the court system)	A	B	C	D	E
e. How laws are made	A	B	C	D	E
f. Political parties, elections, and voting	A	B	C	D	E
g. State and local government	A	B	C	D	E
h. Other countries' governments	A	B	C	D	E
i. International organizations (for example, the United Nations)	A	B	C	D	E
j. Current political events	A	B	C	D	E
k. Issues affecting our society today	A	B	C	D	E

[Grade 8 Social Sciences: Civics Student #3]

Select one answer choice on each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Read material from a civics or United States government textbook	A	B	C	D	E
Read extra material about civics and United States government not in the regular textbook (for example, newspapers, magazines, online sources)	A	B	C	D	E
b. Discuss material about civics and United States government with peers or teachers	A	B	C	D	E
c. Listen to the teacher talk about civics and United States government topics	A	B	C	D	E
d. Conduct research about civics and United States government topics (for example, in a library or through interviews or observations)	A	B	C	D	E
e. Listen to and/or view online content about civics and United States government topics	A	B	C	D	E

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>d. Can you describe, in your own words, what "civics and United States government topics" means to you? Can you provide an example?</i>	Specific	Required

## [Grade 8 Social Sciences: Civics Student #4]

During this school year so far, how often have you done each of the following?

Select one answer choice on each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Gone on class field trips to learn about civics and United States government topics	A	B	C	D	E
b. Gave class presentations on civics and United States government topics	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #5]

During this school year so far, how often have you done each of the following?

Select one answer choice on each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Written about your position on community problems or social issues (for example, in a letter, e-mail, or blog post)	A	B	C	D	E
b. Took part in political debates or panel discussions	A	B	C	D	E
c. Took part in role-playing, mock trials, or dramas about civics and American government topics	A	B	C	D	E
d. Worked with an organization on an issue in the community	A	B	C	D	E
e. Attended a community event (for example, a city council meeting or a fundraiser for a local school)	A	B	C	D	E

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>a. Can you describe, in your own words, what "position" means to you? Is this word the same or different from the words "opinions" or "thoughts"? Would this question be easier to answer if these words were used instead?</i>	Specific	Required
3	<i>d. Can you describe, in your own words, what an "issue in the community" means to you? What would be an example of an "issue in the community"?</i>	Specific	Required

## [Grade 8 Social Sciences: Civics Student #6]

During this school year, how often do you do each of the following when you study civics or United States government?

Select one answer choice on each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Study the roles and functions of the three branches of the United States government	A	B	C	D	E
b. Study the rights and responsibilities of United States citizens	A	B	C	D	E
c. Study how the United States influences and is influenced by world affairs	A	B	C	D	E
d. Compare the roles and responsibilities of United States local, state, and national government	A	B	C	D	E
e. Study why it is important to pay attention to government and public affairs	A	B	C	D	E
f. Study why it is important for individuals to participate in the political process and/or government	A	B	C	D	E

## 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	<p><i>Do these response options make sense for the question that is being asked? How would you answer this question if you studied a certain topic a lot for only a couple of weeks?</i></p> <p><i>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</i></p>	Specific	Required

Select one answer choice on each row.	Not at all	Very little	Some	Quite a bit	A lot
a. Study the roles and functions of the three branches of the United States government	A	B	C	D	E
b. Study the rights and responsibilities of United States citizens	A	B	C	D	E
c. Study how the United States influences and is influenced by world affairs	A	B	C	D	E
d. Compare the roles and responsibilities of United States local, state, and national government	A	B	C	D	E
e. Study why it is important to pay attention to government and public affairs	A	B	C	D	E
f. Study why it is important for individuals to participate in the political process and/or government	A	B	C	D	E

## [Grade 8 Social Sciences: Civics Student #7]

During this school year, how often do you do each of the following when you study civics or United States government?

Select one answer choice on each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Support an opinion about an issue or problem with reasons and examples	A	B	C	D	E
b. Discuss politics or public affairs with others	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #8]

In your social studies class this year, how often do you get the following assignments?

Select one answer choice on each row.	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons
a. Assignments that you have to complete together with other students	A	B	C	D	E
b. Short written responses (for example, a paragraph or less)	A	B	C	D	E
c. Assignments that use different forms of media (for example, photos, video, music)	A	B	C	D	E

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	<b>Do these response options make sense for the question you are being asked?</b>  <i>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</i>	Specific	Required
3-5	<b>Sub-items a. – c. Can you describe a recent assignment of this kind?</b>	Specific	Required

In your social studies class this year, how often do you get the following assignments?

Select one answer choice on each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week
a. Assignments that you have to complete together with other students	A	B	C	D
b. Short written responses (for example, a paragraph or less)	A	B	C	D
c. Assignments that use different forms of media (for example, photos, video, music)	A	B	C	D

## [Grade 8 Social Sciences: Civics Student #9]

Select <b>one</b> answer choice on each row.	In your social studies class this year so far, how often have you received the following assignments?				
	Never	Once	Two or three times	Four or five times	More than five times
a. Long written responses (for example, several paragraphs)	A	B	C	D	E
b. Responses to questions based on information from several documents (for example, letters, cartoons, maps)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do these response options make sense for the question you are being asked?</b>  <i>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</i>	Specific	Required
3-4	<b>Sub-items a. – b. Can you describe a recent assignment of this kind?</b>	Specific	Required

In your social studies class this year so far, how often have you received the following assignments?

Select <b>one</b> answer choice on each row.		Never	Once	More than once
a. Long written responses (for example, several paragraphs)		A	B	C
b. Responses to questions based on information from several documents (for example, letters, cartoons, maps)		A	B	C

## [Grade 8 Social Sciences: Civics Student #10]

In a typical week, how much time do you spend on <b>social studies</b> homework?	Less than 30 minutes a day	30 minutes up to 1 hour a day	1 up to 2 hours a day	2 up to 3 hours a day	3 up to 4 hours a day	More than 4 hours a day
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Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #11]

When you study social studies, how often do you use computers or other digital devices to do the following? For this question, include both schoolwork and homework assignments.

Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
Select <b>one</b> answer choice on each row.				
a. Organize information about civics or United States government topics by creating tables, charts, or graphs	A	B	C	D
b. Create multimedia reports or projects about civics or United States government (for example, a slide presentation that combines text and video clips)	A	B	C	D
c. Participate in online discussions about civics or United States government on a website (for example, in forums or social media)	A	B	C	D
d. Use the Internet to look for evidence or sources (for example, text documents, photographic images, films)	A	B	C	D

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>b. Can you describe, in your own words, what "multimedia" means to you?</i>	Specific	Required

## [Grade 8 Social Sciences: Civics Student #12]

Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me
Select <b>one</b> answer choice on each row.				
a. Civics and United States government are my favorite topics to study.	A	B	C	D
b. Schoolwork about civics and United States government is easy for me.	A	B	C	D
c. I don't like schoolwork about civics and United States government.	A	B	C	D
d. I enjoy doing schoolwork about civics and United States government.	A	B	C	D
e. I try to avoid my schoolwork about civics and United States government as much as possible.	A	B	C	D
f. I enjoy discussing civics and United States government topics with others.	A	B	C	D
g. My civics or United States government schoolwork helps me understand what is happening in the world around me.	A	B	C	D
h. Learning about civics and United States government topics will be important for my future.	A	B	C	D

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #13]

How much education do you think you will complete?	I will not finish high school.	I will graduate from high school.	I will have some education after high school.	I will graduate from college.	I will go to graduate school.	I don't know.
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Civ21\_000

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #14]

What do you expect that your main activity will be in the year after you leave high school?	Working full time	Attending a vocational, technical, or business school	Attending a two-year college	Attending a four-year college, service academy, or university	Serving in the military	Other
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Civ22\_000

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #15]

During this school year, how often do you do each of the following <b>outside of school</b> ?						
Select <b>one</b> answer choice on each row.		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a.	Read about current political events in the media	A	B	C	D	E
b.	Watch movies, videos, and/or TV programs about current political events	A	B	C	D	E
c.	Communicate with public officials about an issue or problem	A	B	C	D	E
d.	Participate in volunteer activities in your community	A	B	C	D	E
e.	Talk about politics or public affairs with others	A	B	C	D	E
f.	Discuss current political events or issues with people in my home	A	B	C	D	E
g.	Participate in a community organization	A	B	C	D	E

Item-Specific Probes:

No.	Type of Probe	Required/ Conditional	
1	General	Required	
2	Specific	Required	
3	Specific	Required	
	<i>The questions below (Alternative Questions A and B) present the same question with slightly different response options. Which of these three questions do you find easiest to answer? Why?</i>		
4	Specific	Required	
5	Specific	Required	
6	Specific	Required	
7	Specific	Required	

## Alternative Question A

During this school year, how often do you do each of the following <b>outside of school</b> ?					
Never or hardly ever Once in a while Sometimes Often Always or almost always					
Select <b>one</b> answer choice on each row.					
a. Read about current political events in the media	A	B	C	D	E
b. Watch movies, videos, and/or TV programs about current political events	A	B	C	D	E
c. Communicate with public officials about an issue or problem	A	B	C	D	E
d. Participate in volunteer activities in your community	A	B	C	D	E
e. Talk about politics or public affairs with others	A	B	C	D	E
f. Discuss current political events or issues with people in my home	A	B	C	D	E
g. Participate in a community organization	A	B	C	D	E

## Alternative Question B

During this school year, how much time do you spend on each of the following <b>outside of school</b> ?					
No time Very little time Some time Quite a bit of time A lot of time					
Select <b>one</b> answer choice on each row.					
a. Read about current political events in the media	A	B	C	D	E
b. Watch movies, videos, and/or TV programs about current political events	A	B	C	D	E
c. Communicate with public officials about an issue or problem	A	B	C	D	E
d. Participate in volunteer activities in your community	A	B	C	D	E
e. Talk about politics or public affairs with others	A	B	C	D	E
f. Discuss current political events or issues with people in my home	A	B	C	D	E
g. Participate in a community organization	A	B	C	D	E

## [Grade 8 Social Sciences: Civics Student #16]

How often do you receive help from a tutor, family member, or friend with social studies <b>outside of school or after school</b> ?	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day

Item-Specific Probes:

No.	Type of Probe	Required/ Conditional
1	General	Required

## [Grade 8 Social Sciences: Civics Student #17]

How much does each of the following statements describe a person like you?					
Select <b>one</b> answer choice on each row.		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me
					Exactly like me
a.	I am committed to serve in my community.	A	B	C	D
b.	I think that it is important to volunteer.	A	B	C	D
					E

## Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #18]

How much does each of the following statements describe a person like you?					
Select <b>one</b> answer choice on each row.		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me
					Exactly like me
a.	I am involved in volunteer opportunities in the community.	A	B	C	D
b.	I work to improve my community.	A	B	C	D
c.	I help members of my community.	A	B	C	D
d.	I stay informed of events in my community.	A	B	C	D
e.	I participate in discussions about issues that affect my community.	A	B	C	D
f.	I contribute to charitable organizations within the community.	A	B	C	D
g.	I am involved in volunteer opportunities in the community as part of a school or class requirement.	A	B	C	D
					E

## 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 type of "community" did you think about when you were answering these questions?</i>	Specific	Required

## [Grade 8 Social Sciences: Civics Student #19]

How much do you agree with the following statements?					
Select <b>one</b> answer choice on each row.		Not at all	A little bit	Somewhat	Quite a bit
a. I believe I can make a difference in my community.		A	B	C	D
By working with others in the community, I can help make things better.		A	B	C	E
c. Being actively involved in community issues is my responsibility.		A	B	C	D
d. Being concerned about state and local issues is an important responsibility for everybody.		A	B	C	E
e. I have good ideas for programs and projects that would help solve problems in my community.		A	B	C	D
f. In the next three years, I expect to be involved in improving my community.		A	B	C	E

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 type of "community" did you think about when you were answering these questions?</i>	Specific	Required

## [Grade 8 Social Sciences: Civics Student #20]

How much does each of the following statements describe a person like you?					
Select <b>one</b> answer choice on each row.		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me
a. I want other students to think I am a good civics or United States government student.		A	B	C	D
b. I want to show others that my civics or United States government schoolwork is easy for me.		A	B	C	E
c. I want to look smart in comparison to the other students in my class.		A	B	C	E
d. I want to get better grades than most other students in my class.		A	B	C	E
e. I want to avoid making mistakes in front of my classmates.		A	B	C	D
f. I want to hide that I have a hard time understanding the material in my class.		A	B	C	D

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #21]

How much does each of the following statements describe a person like you?						
Select <b>one</b> answer choice on each row.		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	
					Exactly like me	
a.	I want to learn as much as possible in my class.	A	B	C	D	E
b.	I want to master a lot of new skills in my class.	A	B	C	D	E
c.	I want to pass my class.	A	B	C	D	E
d.	I want to become a better civics or United States government student this year.	A	B	C	D	E
e.	I want to get good grades in my class.	A	B	C	D	E
f.	I want to understand as much as I can in my class.	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #22]

Do you think that you would be able to do each of the following?						
Select <b>one</b> answer choice on each row.		I definitely can't	I probably can't	Maybe	I probably can	I definitely can
a.	Explain the roles and functions of the three branches of the United States government	A	B	C	D	E
b.	Explain the rights and responsibilities of United States citizens	A	B	C	D	E
c.	Explain how the United States influences and is influenced by world affairs	A	B	C	D	E
d.	Compare the roles and responsibilities of United States local, state, and national government	A	B	C	D	E
e.	Explain why it is important to pay attention to government and public affairs	A	B	C	D	E
f.	Explain why it is important for individuals to participate in the political process and/or government	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>e. Can you describe, in your own words, what "public affairs" means?</b>		

## [Grade 8 Social Sciences: Civics Student #23]

Do you think that 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. Support an opinion about an issue or problem with reasons and examples

A    B    C    D    E

b. Discuss politics or public affairs with others

A    B    C    D    E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Civics Student #24]

Do you think that 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. Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, and environmental conservation)

A    B    C    D    E

b. Form an effective plan for addressing social issues

A    B    C    D    E

c. Use social media to change perceptions of an issue

A    B    C    D    E

d. Talk effectively to adults about social issues

A    B    C    D    E

e. Facilitate a discussion about a social issue

A    B    C    D    E

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>a. Can you describe, in your own words, what "social issues" means to you? Can you provide another example of a "social issue"?</i>	Specific	Required
3	<i>e. Can you describe, in your own words, what "facilitate" means to you?</i>	Specific	Required

## [Grade 8 Social Sciences: Civics Student #25]

In your social studies class this school year, how often have you done each of the following?

Select one answer choice on each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. I came to my social studies class prepared.	A	B	C	D	E
b. I remembered and followed directions from my social studies teacher.	A	B	C	D	E
c. I started working on social studies assignments right away rather than waiting until the last minute.	A	B	C	D	E
d. I paid attention and resisted distractions during social studies class.	A	B	C	D	E
e. I stayed on task without reminders from my social studies teacher.	A	B	C	D	E
f. I paid attention in my social studies class even when I was not interested.	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	a. <i>Can you describe, in your own words, what "prepared" means to you? Do you include only schoolwork in this question, or are there other things you need to be prepared for class?</i>	Specific	Required

**Geography Student Items – Grade 8**

[Grade 8 Social Sciences: Geography Student #1]

In which of the following grades have you learned about geography?

Yes, I took a class or course mainly focused on geography. Yes, I took a class or course that included some geography topics. No, I did not take a class or course that taught geography topics. I don't know.

Select **one or more** answer choices on each row.

a. 5th grade	A	B	C	D
b. 6th grade	A	B	C	D
c. 7th grade	A	B	C	D
d. 8th grade	A	B	C	D

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>How would you describe "geography"? What types of information would a student learn in this type of class?</b>	Specific	Required
3	<b>Why might a student answer "I don't know" to this question? Do you think this option is necessary? Would "I don't remember" be a more accurate option?</b>	Specific	Required

[Grade 8 Social Sciences: Geography Student #2]

In your social studies class this year, how often have you studied the following skills and topics?

Select <b>one</b> answer choice on each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Using physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes	A	B	C	D	E
b. Natural resources (for example, oil, forests, and water)	A	B	C	D	E
c. Countries and cultures	A	B	C	D	E
d. Environmental issues (for example, pollution, recycling, climate change, genetically modified food)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>How would you describe "social studies"? What types of information would a student learn in this type of class?</b>	Specific	Required
3	<b>Do these response options make sense for the question that is being asked? How would you answer this question if you studied a certain topic a lot for only a couple of weeks?</b>	Specific	Required

## [Grade 8 Social Sciences: Geography Student #3]

During this school year, how often do you do each of the following?					
Select one answer choice on each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Read material from a geography textbook	A	B	C	D	E
Read extra material about geography not in the regular textbook (for example, newspapers, magazines, online sources)	A	B	C	D	E
c. Discuss material about geography with peers or teachers	A	B	C	D	E
d. Listen to the teacher talk about geography topics	A	B	C	D	E
e. Conduct research about geography topics (for example, in a library or through interviews or observations)	A	B	C	D	E
f. Listen to and/or view online content about geography topics	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>d. Can you describe, in your own words, what "geography topics" means to you? Can you provide an example?</b>	Specific	Required

## [Grade 8 Social Sciences: Geography Student #4]

During this school year so far, how often have you done each of the following?					
Select one answer choice on each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Gone on class field trips to learn about geography topics	A	B	C	D	E
b. Gave class presentations on geography topics	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Geography Student #5]

During this school year so far, how often have you done each of the following?					
Select one answer choice on each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Written about your position on geographic problems or issues (for example, in a letter, e-mail, or blog post)	A	B	C	D	E
b. Took part in environmental debates or panel discussions	A	B	C	D	E
c. Worked with an organization on an environmental issue in the community	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Geography Student #6]

During this school year, how often do you do each of the following when you study geography? Select <b>one</b> answer choice on each row.					
	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	A	B	C	D	E
b. Examine how information moves from place to place	A	B	C	D	E
c. Examine how natural features of the Earth, for example rivers and mountains, are formed	A	B	C	D	E
d. Measure distances and areas on maps	A	B	C	D	E
e. Examine what makes different regions in the United States unique	A	B	C	D	E
f. Examine different types of weather and climate	A	B	C	D	E

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>Do these response options make sense for the question that is being asked? How would you answer this question if you studied a certain topic a lot for only a couple of weeks?</i>  <i>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</i>	Specific	Required

During this school year, how much do you do each of the following when you study geography? Select <b>one</b> answer choice on each row.					
	Not at all	Very little	Some	Quite a bit	A lot
a. Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	A	B	C	D	E
b. Examine how information moves from place to place	A	B	C	D	E
c. Examine how natural features of the Earth, for example rivers and mountains, are formed	A	B	C	D	E
d. Measure distances and areas on maps	A	B	C	D	E
e. Examine what makes different regions in the United States unique	A	B	C	D	E
f. Examine different types of weather and climate	A	B	C	D	E

## [Grade 8 Social Sciences: Geography Student #7]

During this school year, how often do you do each of the following when you study geography?

Select one answer choice on each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Examine why groups of people migrate to different parts of the world	A	B	C	D	E
b. Examine how humans affect and adapt to the natural environment	A	B	C	D	E
c. Examine why different food and energy resources are traded globally	A	B	C	D	E
d. Compare and contrast cultures, for example language and religion	A	B	C	D	E
e. Use geographic information, for example maps, satellite images, or census data, to answer a question or solve a problem	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>a. When answering this question, did you think of people who move to different parts of the world by choice? Did you think of people who are forced to move?</b>	Specific	Required

## [Grade 8 Social Sciences: Geography Student #8]

In your social studies class this year, how often do you get the following assignments?

Select one answer choice on each row.	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons
a. Assignments that you have to complete together with other students	A	B	C	D	E
b. Short written responses (for example, a paragraph or less)	A	B	C	D	E
c. Assignments that use different forms of media (for example, photos, video, music)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2-4	<b>Sub-items a. – c. Can you describe a recent assignment of this kind?</b>	Specific	Required

## [Grade 8 Social Sciences: Geography Student #9]

In your social studies class this year so far, how often have you received the following assignments?

Select one answer choice on each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Long written responses (for example, several paragraphs)	A	B	C	D	E
b. Responses to questions based on information from several documents (for example, letters, cartoons, maps)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do these response options make sense for the question you are being asked?</b>  <i>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</i>	Specific	Required
3-4	<b>Sub-items a. – b. Can you describe a recent assignment of this kind?</b>	Specific	Required

In your social studies class this year so far, how often have you received the following assignments?

	Select one answer choice on each row.	Never	Once	More than once
a.	Long written responses (for example, several paragraphs)	A	B	C
b.	Responses to questions based on information from several documents (for example, letters, cartoons, maps)	A	B	C

[Grade 8 Social Sciences: Geography Student #10]

In a typical week, how much time do you spend on social studies homework?	Less than 30 minutes a day	30 minutes up to 1 hour a day	1 up to 2 hours a day	2 up to 3 hours a day	3 up to 4 hours a day
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Item-Specific Probes:

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

## [Grade 8 Social Sciences: Geography Student #11]

When you study social studies, how often do you use computers or other digital devices to do the following? For this question, include both schoolwork and homework assignments.

Select one answer choice on each row.	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. Use games or apps in which you play the role of an explorer, geographer, anthropologist, or historian	A	B	C	D	E
b. Create or use maps using geographic information systems (GIS)	A	B	C	D	E
c. Organize information about geography topics by creating tables, charts, or graphs	A	B	C	D	E
d. Create multimedia reports or projects about geography (for example, a slide presentation that combines text and video clips)	A	B	C	D	E
e. Participate in online discussions about geography on a website (for example, in forums or social media)	A	B	C	D	E
f. Use the Internet to look for evidence or sources (for example, text documents, photographic images, films)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>f. Can you describe, in your own words, what "source" means to you? What is an example of a "source"?</b>	Specific	Required

## [Grade 8 Social Sciences: Geography Student #12]

How much does each of the following statements describe a person like you?

Select <b>one</b> answer choice on each row.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me
			me	me	
a. Geography is one of my favorite subjects to study.	A	B	C	D	E
b. Schoolwork about geography is easy for me.	A	B	C	D	E
c. I don't like schoolwork about geography.	A	B	C	D	E
d. I enjoy doing schoolwork about geography.	A	B	C	D	E
e. I try to avoid my schoolwork about geography as much as possible.	A	B	C	D	E
f. I enjoy discussing geography topics with others.	A	B	C	D	E
g. My geography schoolwork helps me understand what is happening in the world around me.	A	B	C	D	E
h. Learning about geography topics will be important for my future.	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Geography Student #13]

How much education do you think you will complete?

I will not finish high school.	I will graduate from high school.	I will have some education after high school.	I will graduate from college.	I will go to graduate school.	I don't know.
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Item-Specific Probes:

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

## [Grade 8 Social Sciences: Geography Student #14]

What do you expect that your main activity will be in the year after you leave high school?

Working full time	Attending a vocational, technical, or business school	Attending a two-year college	Attending a four-year college, service academy, or university	Serving in the military	Other
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Item-Specific Probes:

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

## [Grade 8 Social Sciences: Geography Student #15]

During this school year, how many times have you done each of the following **outside of school**?

Select one answer choice on each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Use online mapping tools such as Google Maps or Bing Maps	A	B	C	D	E
Read news stories about current events related to physical systems (for example, natural disasters, etc.)	A	B	C	D	E
c. Read about geographic issues	A	B	C	D	E
d. Participate in environmental conservation volunteer activities	A	B	C	D	E
e. Give friends or family directions on how to get somewhere	A	B	C	D	E
f. Look up geographic information in books or on the web	A	B	C	D	E
g. Travel to places outside of your town	A	B	C	D	E
h. Talk to friends or family about geographical topics	A	B	C	D	E

**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 question, did you consider school clubs to be an "outside of school" activity?</i>		
3	<i>a. Can you give examples of other online mapping tools? Do you think there are differences between an "online map" and an "online mapping tool"? If so, how are they different?</i>	Specific	Required
4	<i>b. Can you describe, in your own words, what "physical systems" are? Can you provide other examples of "physical systems"?</i>	Specific	Required
5	<i>c. Can you describe, in your own words, what "geographic issue" means to you? Can you provide an example?</i>	Specific	Required
6	<i>d. Can you describe, in your own words, what "environmental conservation" means to you?</i>	Specific	Required
7	<i>f. Can you give examples of ways of looking up geographic information on the web?</i>	Specific	Required

[Grade 8 Social Sciences: Geography Student #16]

How often do you receive help from a tutor, family member, or friend with social studies <b>outside of school or after school</b> ?	Never	About once or twice a year	About once or twice a month	About 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 4</i>	General	Required

[Grade 8 Social Sciences: Geography Student #17]

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	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me
a. I want other students to think I am a good geography student.	A	B	C	D	E
b. I want to show others that my geography schoolwork is easy for me.	A	B	C	D	E
c. I want to look smart in comparison to the other students in my class.	A	B	C	D	E
d. I want to get better grades than most other students in my class.	A	B	C	D	E
e. I want to avoid making mistakes in front of my classmates.	A	B	C	D	E
f. I want to hide that I have a hard time understanding the material in my class.	A	B	C	D	E

Item-Specific Probes:

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

[Grade 8 Social Sciences: Geography Student #18]

Select one answer choice on each row.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me
a. I want to learn as much as possible in my class.	A	B	C	D	E
b. I want to master a lot of new skills in my class.	A	B	C	D	E
c. I want to pass my class.	A	B	C	D	E
d. I want to become a better geography student this year.	A	B	C	D	E
e. I want to get good grades in my class.	A	B	C	D	E
f. I want to understand as much as I can in my class.	A	B	C	D	E

Item-Specific Probes:

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

[Grade 8 Social Sciences: Geography Student #19]

Do you think that 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.	Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	A	B	C	D	E
b.	Explain how information moves from place to place	A	B	C	D	E
c.	Describe how natural features of the Earth, for example rivers and mountains, are formed	A	B	C	D	E
d.	Measure distances and areas on maps	A	B	C	D	E
e.	Describe what makes different regions in the United States unique	A	B	C	D	E
f.	Describe different types of weather and climate	A	B	C	D	E

**Item-Specific Probes:**

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

[Grade 8 Social Sciences: Geography Student #20]

Do you think that 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.	Explain why groups of people migrate to different parts of the world	A	B	C	D	E
b.	Explain how humans affect and adapt to the natural environment	A	B	C	D	E
c.	Explain why different food and energy resources are traded globally	A	B	C	D	E
d.	Compare and contrast cultures, for example language and religion	A	B	C	D	E
e.	Use geographic information, for example maps, satellite images, or census data, to answer a question or solve a problem	A	B	C	D	E

**Item-Specific Probes:**

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

## [Grade 8 Social Sciences: Geography Student #21]

In your social studies class this school year, how often have you done each of the following?

Select <b>one</b> answer choice on each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. I came to my social studies class prepared.	A	B	C	D	E
b. I remembered and followed directions from my social studies teacher.	A	B	C	D	E
c. I started working on social studies assignments right away rather than waiting until the last minute.	A	B	C	D	E
d. I paid attention and resisted distractions during social studies class.	A	B	C	D	E
e. I stayed on task without reminders from my social studies teacher.	A	B	C	D	E
f. I paid attention in my social studies class even when I was not interested.	A	B	C	D	E

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	a. <i>Can you describe, in your own words, what "prepared" means to you? Do you include only schoolwork in this question, or are there other things you need to be prepared for class?</i>	Specific	Required

**U.S. History Student Items – Grade 8**

## [Grade 8 Social Sciences: U.S. History Student #1]

In which of the following grades have you learned about United States history?

Yes, I took a class or course mainly focused on United States history.	Yes, I took a class or course that included some United States history topics.	No, I did not take a class or course that taught United States history topics.	I don't know.
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Select **one or more** answer choices on each row.

a. 5th grade	A	B	C	D
b. 6th grade	A	B	C	D
c. 7th grade	A	B	C	D
d. 8th grade	A	B	C	D

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>How would you describe "United States history"? What types of information would a student learn in this type of class?</i>	Specific	Required
3	<i>Why might a student answer "I don't know" to this question? Do you think this option is necessary? Would "I don't</i>	Specific	Required

<i>remember" be a more accurate option?</i>		
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## [Grade 8 Social Sciences: U.S. History Student #2]

		Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons
<b>Select one answer choice on each row.</b>					
a.	The period before 1815 (e.g., age of exploration, colonization, settlement, American Revolution)	A	B	C	D
b.	1815 to 1865 (e.g., expansion, reform, sectionalism, Civil War)	A	B	C	D
1865 to 1945 (e.g., Reconstruction, industrial growth, United States' role in world affairs, immigration, the Great Depression, the First and Second World Wars)					
c.		A	B	C	D
1945 to the present (e.g., Cold War, civil rights movement, women's rights movement, Vietnam war, environmental movement)					
d.		A	B	C	D

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>How would you describe "social studies"? What types of information would a student learn in this type of class?</b>	Specific	Required
3	<b>Do these response options make sense for the question that is being asked? How would you answer this question if you studied a certain topic a lot for only a couple of weeks?</b>	Specific	Required

## [Grade 8 Social Sciences: U.S. History Student #3]

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
<b>Select one answer choice on each row.</b>						
a.	Read material from a United States history textbook	A	B	C	D	E
b.	Read extra material about United States history not in the regular textbook (for example, newspapers, magazines, online sources)	A	B	C	D	E
c.	Use primary sources (for example, letters, diaries, photographs, film, or essays written by people from the past)	A	B	C	D	E
d.	Discuss material about United States history with peers or teachers	A	B	C	D	E
e.	Listen to the teacher talk about United States history topics	A	B	C	D	E
f.	Conduct research about United States history topics (for example, in a library or through interviews or observations)	A	B	C	D	E
g.	Listen to and/or view online content about United States history topics	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>c. Can you describe, in your own words, what "primary sources" are?</b>	Specific	Required
3	<b>e. Can you describe, in your own words, what "United States history topics" means to you? Can you provide an example?</b>	Specific	Required

## [Grade 8 Social Sciences: U.S. History Student #4]

During this school year so far, how often have you done each of the following?

Select one answer choice on each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Gone on class field trips to learn about United States history topics	A	B	C	D	E
b. Gave class presentations on United States history topics	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #5]

During this school year so far, how often have you done each of the following?

Select one answer choice on each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Written about your position on historical issues (for example, in a letter, e-mail, or blog post)	A	B	C	D	E
b. Took part in historical debates or panel discussions	A	B	C	D	E
c. Took part in role-playing, mock trials, or dramas about United States history topics	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>b. Can you describe, in your own words, what "historical debate" means to you?</b>	Specific	Required

## [Grade 8 Social Sciences: U.S. History Student #6]

During this school year, how often do you do each of the following when you study United States history?

Select one answer choice on each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Examine the causes and effects of important events in United States history	A	B	C	D	E
b. Examine the relationship between events and themes in United States history (for example, between the American Revolution and the spread of democratic ideals)	A	B	C	D	E
c. Compare and contrast different time periods in United States history	A	B	C	D	E
d. Study how to judge the reliability of a source (for example, text, visual graphics, video, audio)	A	B	C	D	E
e. Identify how different events that happened at the same time are related to each other (for example, how the end of Second World War relates to the formation of the United Nations)	A	B	C	D	E
f. Learn about historical events were affected by when and where it took place (for example, how westward expansion was affected by the Rocky Mountains and the availability of fertile farmland)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do these response options make sense for the question that is being asked? How would you answer this question if you studied a certain topic a lot for only a couple of weeks?</b>  <b>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</b>	Specific	Required
3	<b>b. Can you describe, in your own words, what "themes" means to you?</b>	Specific	Required
4	<b>e. Can you provide an example of "how different events that happened at the same time are related to each other"?</b> <b>Would you have answered this question differently if another example were provided, or if no example were provided?</b>	Specific	Required
5	<b>f. Can you provide an example of "how historical events were affected by when and where it took place"? Would you have answered this question differently if another example were provided, or if no example were provided?</b>	Specific	Required

During this school year, how much do you do each of the following when you study United States history? Select <b>one</b> answer choice on each row.		Not at all	Very little	Some	Quite a bit	A lot
a.	Examine the causes and effects of important events in United States history	A	B	C	D	E
b.	Examine the relationship between events and themes in United States history (for example, between the American Revolution and the spread of democratic ideals)	A	B	C	D	E
c.	Compare and contrast different time periods in United States history	A	B	C	D	E
d.	Study how to judge the reliability of a source (for example, text, visual graphics, video, audio)	A	B	C	D	E
e.	Identify how different events that happened at the same time are related to each other (for example, how the end of Second World War relates to the formation of the United Nations)	A	B	C	D	E
f.	Learn about historical events were affected by when and where it took place (for example, how westward expansion was affected by the Rocky Mountains and the availability of fertile farmland)	A	B	C	D	E

## [Grade 8 Social Sciences: U.S. History Student #7]

During this school year, how often do you do each of the following when you study United States history?						
Select <b>one</b> answer choice on each row.		Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a.	Analyze the relationship between historical developments	A	B	C	D	E
b.	Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)	A	B	C	D	E
c.	Create research questions about causes of historical events (for example, what were the causes of the Great Depression)	A	B	C	D	E
d.	Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #8]

In your social studies class this year, how often do you get the following assignments?						
Select <b>one</b> answer choice on each row.		Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons
a.	Assignments that you have to complete together with other students	A	B	C	D	E
b.	Short written responses (for example, a paragraph or less)	A	B	C	D	E
c.	Assignments that use different forms of media (for example, photos, video, music)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do these response options make sense for the question you are being asked?</b>  <b>The question below presents the same question with slightly</b>	Specific	Required

	<b>different response options. Which of these two questions do you find easier to answer? Why?</b>		
3-5	<b>Sub-items a. – c. Can you describe a recent assignment of this kind?</b>	Specific	Required

In your social studies class this year, how often do you get the following assignments?		Never	About once or twice a year	About once or twice a month	About once or twice a week
Select <b>one</b> answer choice on each row.					
a. students	A	B	C	D	
b. Short written responses (for example, a paragraph or less)	A	B	C	D	
c. Assignments that use different forms of media (for example, photos, video, music)	A	B	C	D	

## [Grade 8 Social Sciences: U.S. History Student #9]

In your social studies class this year so far, how often have you received the following assignments?		Never	Once	Two or three times	Four or five times	More than five times
Select <b>one</b> answer choice on each row.						
a. Long written responses (for example, several paragraphs)	A	B	C	D	E	
b. Responses to questions based on information from several documents (for example, letters, cartoons, maps)	A	B	C	D	E	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do these response options make sense for the question you are being asked?</b>  <i>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</i>	Specific	Required
3-4	<b>Sub-items a. – b. Can you describe a recent assignment of this kind?</b>	Specific	Required

## In your social studies class this year so far, how often have you received the following assignments?

	Select <b>one</b> answer choice on each row.	Never	Once	More than once
a.	Long written responses (for example, several paragraphs)	A	B	C
b.	Responses to questions based on information from several documents (for example, letters, cartoons, maps)	A	B	C

## [Grade 8 Social Sciences: U.S. History Student #10]

Approximately how many hours a week do you spend on your social studies homework?	Less than 30 minutes a day	30 minutes up to 1 hour a day	1 up to 2 hours a day	2 up to 3 hours a day	3 up to 4 hours a day	More than 4 hours a day
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Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #11]

When you study social studies, how often do you use computers or other digital devices to do the following? For this question, include both schoolwork and homework assignments.

Select one answer choice on each row.	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. Use games or apps in which you play the role of an explorer, geographer, anthropologist, or historian	A	B	C	D	E
b. Organize information about United States history topics by creating tables, charts, or graphs	A	B	C	D	E
c. Combine words, images, and sounds to create multimedia reports or projects about United States history	A	B	C	D	E
d. Participate in online discussions about United States history on a website (for example, in forums or social media)	A	B	C	D	E
e. Use the Internet to look for evidence or sources (for example, text documents, photographic images, films)	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>e. Can you describe, in your own words, what "sources" means to you?</b>	Specific	Required

[Grade 8 Social Sciences: U.S. History Student #12]

How much does each of the following statements describe a person like you?	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me
Select one answer choice on each row.					
a. History is one of my favorite subjects to study.	A	B	C	D	E
b. Schoolwork about United States history is easy for me.	A	B	C	D	E
c. I don't like schoolwork about United States history.	A	B	C	D	E
d. I enjoy doing schoolwork about United States history.	A	B	C	D	E
e. I try to avoid my schoolwork about United States history as much as possible.	A	B	C	D	E
f. I enjoy discussing United States history topics with others.	A	B	C	D	E
g. My United States history schoolwork helps me understand what is happening in the world around me.	A	B	C	D	E
h. Learning about United States history topics will be important for my future.	A	B	C	D	E

## Item-Specific Probes:

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

[Grade 8 Social Sciences: U.S. History Student #13]

How much education do you think you will complete?	I will not finish high school.	I will graduate from high school.	I will have some education after high school.	I will graduate from college.	I will go to graduate school.	I don't know.
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## Item-Specific Probes:

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

[Grade 8 Social Sciences: U.S. History Student #14]

What do you expect that your main activity will be in the year after you leave high school?	Working full time	Attending a vocational, technical, or business school	Attending a two-year college	Attending a four-year college, service academy, or university	Serving in the military	Other
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## Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #15]

During this school year, how many times have you done each of the following **outside of school**?

Select <b>one</b> answer choice on each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Read books about history	A	B	C	D	E
b. Watch movies, videos, or TV programs about history	A	B	C	D	E
c. Play video games about history	A	B	C	D	E
d. Go to history museums or historical sites	A	B	C	D	E
e. Do online research related to historical topics	A	B	C	D	E
f. Visit websites about historical topics	A	B	C	D	E
g. Talk to friends or family about historical topics	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>When answering this question, did you consider school clubs to be an "outside of school" activity?</b>	Specific	Required
3	<b>Do these response options make sense for the question you are being asked?</b>  <b>The questions below (Alternative Questions A and B) present the same question with slightly different response options. Which of these three questions do you find easiest to answer? Why?</b>	Specific	Required
4	<b>c. Can you describe, in your own words, what a video game about history is? Can you provide an example?</b>	Specific	Required
5	<b>f. What types of websites or online resources would you use to research historical topics?</b>	Specific	Required

**Alternative Question A**

During this school year, how often do you do each of the following **outside of school**?

Select <b>one</b> answer choice on each row.	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. Read books about history	A	B	C	D	E
b. Watch movies, videos, or TV programs about history	A	B	C	D	E
c. Play video games about history	A	B	C	D	E
d. Go to history museums or historical sites	A	B	C	D	E
e. Do online research related to historical topics	A	B	C	D	E
f. Visit websites about historical topics	A	B	C	D	E
g. Talk to friends or family about historical topics	A	B	C	D	E

**Alternative Question B**During this school year, how much time do you spend on each of the following **outside of school**?

Select <b>one</b> answer choice on each row.	<b>No time</b>	<b>Very little time</b>	<b>Some time</b>	<b>Quite a bit of time</b>	<b>A lot of time</b>
a. Read books about history	A	B	C	D	E
b. Watch movies, videos, or TV programs about history	A	B	C	D	E
c. Play video games about history	A	B	C	D	E
d. Go to history museums or historical sites	A	B	C	D	E
e. Do online research related to historical topics	A	B	C	D	E
f. Visit websites about historical topics	A	B	C	D	E
g. Talk to friends or family about historical topics	A	B	C	D	E

[Grade 8 Social Sciences: U.S. History Student #16]

How often do you receive help from a tutor, family member, or friend with social studies <b>outside of school or after school</b> ?	Never	About once or twice a year	About once or twice a month	About 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 4</i>	General	Required

[Grade 8 Social Sciences: U.S. History Student #17]

Select <b>one</b> answer choice on each row.	Not at all like me	A little bit like me	me	Somewhat like me	Quite a bit like me	Exactly like me
a. I want other students to think I am a good United States history student.	A	B	C	D	E	
b. I want to show others that my United States history schoolwork is easy for me.	A	B	C	D	E	
c. I want to look smart in comparison to the other students in my class.	A	B	C	D	E	
d. I want to get better grades than most other students in my class.	A	B	C	D	E	
e. I want to avoid making mistakes in front of my classmates in my class.	A	B	C	D	E	
f. I want to hide that I have a hard time understanding the material in my class.	A	B	C	D	E	

Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #18]

How much does each of the following statements describe a person like you?					
Select <b>one</b> answer choice on each row.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me
a. I want to learn as much as possible in my class.	A	B	C	D	E
b. I want to master a lot of new skills in my class.	A	B	C	D	E
c. I want to pass my class.	A	B	C	D	E
d. I want to become a better United States history student this year.	A	B	C	D	E
e. I want to get good grades in my class.	A	B	C	D	E
f. I want to understand as much as I can in my class.	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #19]

Do you think that you would be able to do each of the following?					
Select <b>one</b> answer choice on each row.	I definitely can't	I probably can't	Maybe	I probably can	I definitely can
a. Explain the causes and effects of important events in United States history	A	B	C	D	E
b. Explain the relationship between events and themes in United States history (for example, between the American Revolution and the spread of democratic ideals)	A	B	C	D	E
c. Compare and contrast different time periods in United States history	A	B	C	D	E
d. Judge the reliability of a source (for example, text, visual graphics, video, audio)	A	B	C	D	E
e. Explain how different events that happened at the same time are related to each other (for example, how the end of Second World War relates to the formation of the United Nations)	A	B	C	D	E
f. Explain how historical events were affected by when and where it took place (for example, how westward expansion was affected by the Rocky Mountains and the availability of fertile farmland)	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #20]

Do you think that you would be able to do each of the following?						
Select <b>one</b> answer choice on each row.	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Understand the relationship between historical developments	A	B	C	D	E	
b. Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)	A	B	C	D	E	
c. Create research questions about causes of historical events (for example, what were the causes of the Great Depression)	A	B	C	D	E	
d. Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)	A	B	C	D	E	

Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #21]

In your social studies class this school year, how often have you done each of the following?						
Select <b>one</b> answer choice on each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I came to my social studies class prepared.	A	B	C	D	E	
b. I remembered and followed directions from my social studies teacher.	A	B	C	D	E	
c. I started working on social studies assignments right away rather than waiting until the last minute.	A	B	C	D	E	
d. I paid attention and resisted distractions during social studies class.	A	B	C	D	E	
e. I stayed on task without reminders from my social studies teacher.	A	B	C	D	E	
f. I paid attention in my social studies class even when I was not interested.	A	B	C	D	E	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	a. <b>Can you describe, in your own words, what "prepared" means to you? Do you include only schoolwork in this question, or are there other things you need to be prepared for class?</b>	Specific	Required

## [Grade 8 Social Sciences: U.S. History Student #22]

<p>How much does each of the following statements describe a person like you?</p> <p>Select <b>one</b> answer choice on each row.</p>					
			<b>Not at all like me</b>	<b>A little bit like me</b>	<b>Somewhat like me</b>
					<b>Quite a bit like me</b>
					<b>Exactly like me</b>
a.	To understand a historical event, I think it is necessary to know the circumstances that existed before the event.	A	B	C	D
b.	I form opinions about historical events only after I have information from more than one source.	A	B	C	D
c.	I need to know the history leading up to an event to truly understand it.	A	B	C	D
d.	Knowing about the background of a time and place in history makes it more understandable to me.	A	B	C	D
e.	I want to know what lies behind the story when I study a conflict in history.	A	B	C	D
f.	When I study historical conflicts, I want to learn the different points of view of all parties involved in those conflicts.	A	B	C	D

Item-Specific Probes:

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

## [Grade 8 Social Sciences: U.S. History Student #23]

<p>How much does each of the following statements describe a person like you?</p> <p>Select <b>one</b> answer choice on each row.</p>					
			<b>Not at all like me</b>	<b>A little bit like me</b>	<b>Somewhat like me</b>
					<b>Quite a bit like me</b>
					<b>Exactly like me</b>
a.	I try to understand others better by imagining how things look from their perspective.	A	B	C	D
b.	I try to look at everybody's side of a disagreement before I made a decision.	A	B	C	D
c.	I believe that there is more than one side to every question, and I try to look at all of them.	A	B	C	D

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Compared to the previous question you answered [Ush30_000], which of these two questions do you find easier to think about and answer? Why?</b>  <b>Would you still feel this way if both questions had the same number of statements (for example, if the current question had 6 statements to answer instead of 3)?</b>	Specific	Required
3	<b>The previous question [Ush30_000] asks you about understanding historical events. This question asks you about understanding other's point of view. Do you find it easier or more difficult to answer questions about understanding history compared to answering questions about understanding other people? Or are they about the same?</b>	Specific	Required

**Teacher Items - Grade 8**

[Grade 8 Social Sciences: Teacher #1]

Which best describes your role in teaching social studies to this class? Select all that apply.	I teach all or most subjects, including social studies.	The only subject I teach is social studies.	We team teach, and I have primary responsibility for teaching social studies.	I have primary responsibility for teaching civics or United States government.	I have primary responsibility for teaching geography.	I have primary responsibility for teaching United States history.
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**Item-Specific Probes:**

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

[Grade 8 Social Sciences: Teacher #2]

In a typical week, about how much time in total do you spend with this class on social studies instruction? _____ hours and _____ minutes per week	FREE RESPONSE
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**Item-Specific Probes:**

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 4</i>	General	Required
2	<i>How would you describe "social studies"? What types of information would a student learn in this type of class?</i>	Specific	Required

[Grade 8 Social Sciences: Teacher #3]

How many students are in this class? Enter the number of students. _____	FREE RESPONSE
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**Item-Specific Probes:**

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

[Grade 8 Social Sciences: Teacher #4]

What is the primary basis on which you create instructional groups for social studies in this class?	I don't create groups for social studies in this class.	Achievement	Interest	Diversity	Random assignment	Other (please specify): _____
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>Are there other bases for creating instructional groups that are missing from this item?</b>  <b>If yes: Can you provide examples?</b>		

## [Grade 8 Social Sciences: Teacher #5]

During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects?

Select **one** circle in each row.

	None	1-10%	11-40%	41-60%	61-90%	More than 90%
a. Civics or United States government	A	B	C	D	E	F
b. Geography	A	B	C	D	E	F
c. United States history	A	B	C	D	E	F
d. Other social studies subject (please specify): _____	A	B	C	D	E	F

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>a. How would you describe "civics or United States government"? What types of information would a student learn in this type of class?</b>	Specific	Required
3	<b>b. How would you describe "geography"? What types of information would a student learn in this type of class?</b>	Specific	Required
4	<b>c. How would you describe "United States history"? What types of information would a student learn in this type of class?</b>	Specific	Required

## [Grade 8 Social Sciences: Teacher #6]

How much is your school's social studies program for eighth-graders (e.g., United States history, civics or United States government, or geography) structured according to the following resources?

Select one circle in each row.	Not at all	Very little	Some	Quite a bit	A lot
a. District curriculum standards or curriculum guides	A	B	C	D	E
b. State curriculum standards or frameworks	A	B	C	D	E
c. National curriculum standards or frameworks	A	B	C	D	E
d. Content of district or school assessments	A	B	C	D	E
e. Content of state/district assessments	A	B	C	D	E
f. Content of national assessments	A	B	C	D	E
g. In-school curriculum frameworks and standards for learning	A	B	C	D	E
h. Content from school assessments	A	B	C	D	E
i. Recommendations from district social studies department	A	B	C	D	E
j. Discretion of individual teachers	A	B	C	D	E
k. Internet resources	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do you feel that you have the necessary information to answer this question? Do you think school administrators in your school could better answer this question?</b>	Specific	Required

## [Grade 8 Social Sciences: Teacher #7]

How much does your school's eighth-grade social studies curriculum (e.g., United States history, civics or United States government, or geography) focus on preparation for the following types of assessments?

Select one circle in each row.	Not at all	Very little	Some	Quite a bit	A lot
a. State assessments	A	B	C	D	E
b. District assessments	A	B	C	D	E
c. School assessments	A	B	C	D	E
d. National assessments	A	B	C	D	E

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>Do you feel that you have the necessary information to answer this question? Do you think school administrators in your school could better answer this question?</i>	Specific	Required

## [Grade 8 Social Sciences: Teacher #8]

How often do you use the following resources to teach social studies in this class?

Select one circle in each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. A social studies textbook	A	B	C	D	E
b. Books, newspapers, magazines, or other periodicals	A	B	C	D	E
c. Primary documents	A	B	C	D	E
d. Quantitative data (such as that on maps, charts, or graphs)	A	B	C	D	E
e. Apps, games, or software	A	B	C	D	E
f. Films or videos	A	B	C	D	E
g. Materials from other subject areas	A	B	C	D	E
h. Online textbooks	A	B	C	D	E
i. Activities or assignments designed by social studies organizations or experts	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #9]

To what extent are computers or other digital devices available for students to use in each of the following classes in school (e.g., a classroom or a computer lab)?

Select one circle in each row.	Not applicable	Not at all	Very little	Some	Quite a bit	A lot
a. Civics or United States government	A	B	C	D	E	F
b. Geography	A	B	C	D	E	F
c. United States history	A	B	C	D	E	F

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #10]

To what extent do you use each of the following technological resources for social studies instruction?

Select **one** circle in each row.

Not at all      Very little      Some      Quite a bit      A lot

a.	Desktop or laptop computer(s)	A	B	C	D	E
b.	Tablet(s) (for example, Surface Pro, iPad, Kindle Fire)	A	B	C	D	E
c.	Online content (e.g., online software, podcasts, or streaming videos)	A	B	C	D	E
d.	Interactive web spaces (e.g., forums where students can interact and share materials)	A	B	C	D	E
e.	Interactive whiteboards	A	B	C	D	E
f.	Other digital devices(s) (Please specify): _____	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #11]

When students in this class work on social studies, to what extent do they use computers or other digital devices to do the following?

Select **one** circle in each row.

Not at all      Very little      Some      Quite a bit      A lot

a.	Use the Internet to look for evidence or sources (for example, text documents, photographic images, films)	A	B	C	D	E
b.	Complete research projects about social studies topics using the Internet	A	B	C	D	E
c.	Use games or apps in which you play the role of an explorer, geographer, anthropologist, or historian	A	B	C	D	E
d.	Create multimedia reports or projects about social studies (for example, a slide presentation that combines text and video clips)	A	B	C	D	E
e.	Organize information about social studies topics by creating tables, charts, or graphs	A	B	C	D	E
f.	Use e-mail to communicate with others about social studies topics	A	B	C	D	E
g.	Participate in online discussions about social studies on a website (for example, in forums or social media)	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #12]

During this school year, how often do you do the following as part of social studies instruction with this class?					
Select <b>one</b> circle in each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Have students read material from a social studies textbook	A	B	C	D	E
b. Have students read extra material about social studies not in the regular textbook (for example, newspapers, magazines, online sources)	A	B	C	D	E
c. Discuss material about social studies with students	A	B	C	D	E
d. Present social studies content to students	A	B	C	D	E
e. Have students conduct research about social studies topics (for example, in a library or through interviews or observations)	A	B	C	D	E
f. Discuss current events	A	B	C	D	E
g. Have students use library resources to do social studies schoolwork	A	B	C	D	E
h. Have students use primary sources (for example, letters, diaries, photographs, film, or essays written by people from the past)	A	B	C	D	E
i. Have students listen to and/or view online content about social studies topics	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>d. Can you describe, in your own words, what "present" means to you? Would you answer this question differently if it were worded, "Lecture about social studies content to students"? Would the question be easier or more difficult to answer?</b>	Specific	Required

## [Grade 8 Social Sciences: Teacher #13]

During this school year so far, how often have you done each of the following as part of social studies instruction with this class?					
Select <b>one</b> circle in each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Gone on class field trips to learn about social studies topics	A	B	C	D	E
b. Had outside speakers in class discuss social studies topics	A	B	C	D	E
c. Had students give class presentations on social studies topics	A	B	C	D	E
d. Had students watch movies, videos, or online content about social studies topics	A	B	C	D	E
e. Given tests or quizzes on social studies topics	A	B	C	D	E
f. Had students collect information outside of the classroom about social studies topics (for example, through interviews or observations)	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #14]

During this school year so far, how often have you done each of the following as part of social studies instruction with this class?

Select one circle in each row.	Never	Once	Two or three times	Four or five times	More than five times
a. Had students write about their position on a problem or issue (e.g., in a letter, e-mail, or blog post)	A	B	C	D	E
b. Had students take part in debates or panel discussions	A	B	C	D	E
c. Had students take part in role-playing, mock trials, or dramas about social studies topics	A	B	C	D	E
d. Had students work with an organization on an issue in the community	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #15]

In your social studies class this year, how often do you use each of the following to assess student progress in social studies?

Select one circle in each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Tests with multiple-choice, true/false, or matching type questions	A	B	C	D	E
b. Tests with fill-in-the-blank questions	A	B	C	D	E
c. Paragraph-length written responses about what students have read	A	B	C	D	E
d. Extended essays/papers on assigned topics	A	B	C	D	E
e. Individual projects	A	B	C	D	E
f. Individual presentations	A	B	C	D	E
g. Group projects	A	B	C	D	E
h. Group presentations	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #16]

In your social studies class this year, how often do you use each of the following to assess student progress in social studies?

Select one circle in each row.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Long written responses (e.g., several paragraphs)	A	B	C	D	E
b. Responses to questions based on information from several documents (e.g., letters, cartoons, maps)	A	B	C	D	E
c. Assessments with an extended constructed-response component	A	B	C	D	E
d. Portfolios	A	B	C	D	E
e. Computer-based or online assessments	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #17]

Approximately how many hours of homework do you assign every week for social studies?	Less than 30 minutes a day	30 minutes up to 1 hour a day	1 up to 2 hours a day	2 up to 3 hours a day	3 up to 4 hours a day	More than 4 hours a day
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Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #18]

In your social studies class this year, how often have you emphasized the following periods of United States history?

Select one circle in each row.	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons
a. The period before 1815 (e.g., age of exploration, colonization, settlement, American Revolution)	A	B	C	D	E
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, Civil War)	A	B	C	D	E
c. 1865 to 1945 (e.g., Reconstruction, industrial growth, United States' role in world affairs, immigration, the Great Depression, the First and Second World Wars)	A	B	C	D	E
d. 1945 to the present (e.g., Cold War, civil rights movement, women's rights movement, Vietnam war, environmental movement)	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #19]

In your social studies class this year, to what extent have you emphasized the following topics in United States history?

Select one circle in each row.	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Change and continuity in United States democracy (ideas, institutions, events, key figures, and controversies)	A	B	C	D	E
b. The gathering and interactions of peoples, cultures, and ideas	A	B	C	D	E
c. Technological changes and their relation to society, ideas, and the environment	A	B	C	D	E
d. Economic changes and their relation to society, ideas, and the environment	A	B	C	D	E
e. The changing role of the United States in the world	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #20]

In your social studies class this school year, how much time have you devoted to teaching your students each of the following?						
	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
Select <b>one</b> circle in each row.						
a. Examining the causes and effects of important events in United States history	A	B	C	D	E	
b. Examining the relationship between events and themes in U.S. history (for example, between the American Revolution and the spread of democratic ideals)						
c. Comparing and contrasting different time periods in United States history	A	B	C	D	E	
d. Judging the reliability of a source (for example, text, visual graphics, video, audio)	A	B	C	D	E	
e. Identifying how different events that happened at the same time are related to each other (for example, how the end of Second World War relates to the formation of the United Nations)	A	B	C	D	E	
f. Examining how historical events were affected by when and where it took place (for example, how westward expansion was affected by the Rocky Mountains and the availability of fertile farmland)						
	A	B	C	D	E	

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>b. Can you describe, in your own words, what "theme" means to you?</b>	Specific	Required
3	<b>e. Can you provide an example of "how different events that happened at the same time are related to each other"? Would you have answered this question differently if another example were provided, or if no example were provided?</b>	Specific	Required
4	<b>f. Can you provide an example of "how historical events were affected by when and where it took place"? Would you have answered this question differently if another example were provided, or if no example were provided?</b>	Specific	Required

## [Grade 8 Social Sciences: Teacher #21]

In your social studies class this school year, how much time have you devoted to teaching your students each of the following?						
	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
Select <b>one</b> circle in each row.						
a. Analyzing the relationship between historical developments	A	B	C	D	E	
b. Using evidence from different sources (for example, text, visual graphics, video, audio) to support a given argument						
c. Comparing and evaluating different points of view about the past (for example, different ideas about what caused the Civil War)	A	B	C	D	E	
d. Coming up with research questions about why or how something happened in the past (for example, what were the origins and impact of the Great Depression)	A	B	C	D	E	
e. Taking and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy)						
	A	B	C	D	E	

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #22]

In your social studies class this year, how often have you emphasized the following topics in civics or United States government?

Select <b>one</b> circle in each row.	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons
a. The United States Constitution	A	B	C	D	E
b. The legislative branch (e.g., Congress)	A	B	C	D	E
c. The executive branch (e.g., the President and the cabinet)	A	B	C	D	E
d. The judicial branch (e.g., the court system)	A	B	C	D	E
e. How laws are made	A	B	C	D	E
f. Political parties, elections, and voting	A	B	C	D	E
g. State and local government	A	B	C	D	E
h. Other countries' governments	A	B	C	D	E
i. International organizations (e.g., the United Nations)	A	B	C	D	E
j. Current political events	A	B	C	D	E
k. Issues affecting our society today	A	B	C	D	E

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>Do these response options make sense for the question that is being asked? How would you answer this question if you taught a certain topic a lot for only a couple of weeks?</b>  <b>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</b>	Specific	Required

In your social studies class this year, how much have you emphasized the following topics in civics or United States government?

Select <b>one</b> circle in each row.	Not at all	Very little	Some	Quite a bit	A lot
a. The United States Constitution	A	B	C	D	E
b. The legislative branch (e.g., Congress)	A	B	C	D	E
c. The executive branch (e.g., the President and the cabinet)	A	B	C	D	E
d. The judicial branch (e.g., the court system)	A	B	C	D	E
e. How laws are made	A	B	C	D	E
f. Political parties, elections, and voting	A	B	C	D	E
g. State and local government	A	B	C	D	E
h. Other countries' governments	A	B	C	D	E
i. International organizations (e.g., the United Nations)	A	B	C	D	E
j. Current political events	A	B	C	D	E
k. Issues affecting our society today	A	B	C	D	E

## [Grade 8 Social Sciences: Teacher #23]

In your social studies class this school year, how much time have you devoted to teaching your students each of the following?					
Select one circle in each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Examining the difference between a rule and a law	A	B	C	D	E
b. Examining the roles and functions of the three branches of the United States government	A	B	C	D	E
c. Examining the rights and responsibilities of United States citizens	A	B	C	D	E
d. Examining how the United States influences and is influenced by world affairs	A	B	C	D	E
e. Comparing the roles and responsibilities of United States local, state, and national government	A	B	C	D	E
f. Examining why it is important to pay attention to government and public affairs	A	B	C	D	E
g. Examining why it is important for individuals to participate in the political process and/or government	A	B	C	D	E

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>Do these response options make sense for the question that is being asked? How would you answer this question if you taught a certain topic a lot for only a couple of weeks?</i>  <i>The question below presents the same question with slightly different response options. Which of these two questions do you find easier to answer? Why?</i>	Specific	Required

In your social studies class this school year, how much have you emphasized teaching your students each of the following?					
Select one circle in each row.	Not at all	Very little	Some	Quite a bit	A lot
a. Examining the difference between a rule and a law	A	B	C	D	E
b. Examining the roles and functions of the three branches of the United States government	A	B	C	D	E
c. Examining the rights and responsibilities of United States citizens	A	B	C	D	E
d. Examining how the United States influences and is influenced by world affairs	A	B	C	D	E
e. Comparing the roles and responsibilities of United States local, state, and national government	A	B	C	D	E
f. Examining why it is important to pay attention to government and public affairs	A	B	C	D	E
g. Examining why it is important for individuals to participate in the political process and/or government	A	B	C	D	E

[Grade 8 Social Sciences: Teacher #24]

Item-Specific Probes:

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

[Grade 8 Social Sciences: Teacher #25]

Item-Specific Probes:

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

[Grade 8 Social Sciences: Teacher #26]

To what extent have you emphasized each of the following skills and topics as part of geography instruction with this class?

Select one circle in each row.	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Using physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes	A	B	C	D	E
b. Other countries and cultures	A	B	C	D	E
c. Environment and society issues (e.g., climate change)	A	B	C	D	E
d. Space and place (i.e., basic concepts of physical and human geography)	A	B	C	D	E
e. Spatial dynamics and connections (i.e., variation among regions and how people interact across space via communication, transportation, trade)	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #27]

In your social studies class this school year, how much time have you devoted to teaching your students each of the following?

Select one circle in each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Using a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	A	B	C	D	E
b. Examining how information moves from place to place	A	B	C	D	E
c. Examining how natural features of the Earth, for example rivers and mountains, are formed	A	B	C	D	E
d. Measuring distances and areas on maps	A	B	C	D	E
e. Examining what makes different regions in the United States unique	A	B	C	D	E
f. Examining different types of weather and climate	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #28]

Select one circle in each row.	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
a. Examining why groups of people migrate to different parts of the world	A	B	C	D	E
b. Examining how humans affect and adapt to the natural environment	A	B	C	D	E
c. Examining how humans adapt to the natural environment	A	B	C	D	E
d. Examining why different food and energy resources are traded globally	A	B	C	D	E
e. Comparing and contrasting cultures, for example language and religion	A	B	C	D	E
f. Using geographic information, for example maps, satellite images, or census data, to answer a question or solve a problem	A	B	C	D	E
g. Creating a report or presentation on an international issue	A	B	C	D	E

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Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #29]

When you teach social studies to your eighth-grade class, do you do any of the following? Select <b>one</b> circle in each row.		Not at all	Very little	Some	Quite a bit	A lot
a. Use a different set of methods in teaching some students		A	B	C	D	E
b. Supplement the regular course curriculum with additional material for some students		A	B	C	D	E
c. Pace my teaching differently for some students		A	B	C	D	E
d. Have some students engage in different classroom activities		A	B	C	D	E
e. Set different achievement standards for some students		A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #30]

In your social studies class this year, how often do you use each of the following strategies when teaching?

Select <b>one</b> circle in each row.		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. I teach social studies as a whole-class activity.		A	B	C	D	E
b. I create student groups with the same achievement level.		A	B	C	D	E
c. I create groups by random assignment.		A	B	C	D	E
d. I allow students to choose their own groups.		A	B	C	D	E
e. I use individualized instruction for social studies.		A	B	C	D	E
f. Students work independently on an assigned plan or goal.		A	B	C	D	E
g. Students work independently on a goal they choose themselves.		A	B	C	D	E
h. Other (specify): _____		A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #31]

When giving assessments in your social studies class this year, how often do you use the assessment results to do each of the following?

Select <b>one</b> circle in each row.		Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always
a. Regularly discuss each student's current level of performance with them		A	B	C	D	E
b. Set goals for specific progress the student would like to make		A	B	C	D	E
c. Discuss progress the student has made toward goals previously set		A	B	C	D	E
d. Determine how to adjust your teaching strategies to meet the student's current learning needs		A	B	C	D	E

Item-Specific Probes:

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

**[Grade 8 Social Sciences: Teacher #32]**

In your social studies class this year, what kinds of feedback do you typically give your students about their assignments?

Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	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 assignment.	A	B	C	D	E
c. I correct their mistakes.	A	B	C	D	E
d. I provide specific suggestions on improving their work.	A	B	C	D	E
e. I meet with students one-on-one to go over their work.	A	B	C	D	E
f. I organize my classes so students receive help from one another.	A	B	C	D	E

**Item-Specific Probes:**

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

**[Grade 8 Social Sciences: Teacher #33]**

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 social studies instruction?

Yes

No

**Item-Specific Probes:**

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

**[Grade 8 Social Sciences: Teacher #34]**

To what extent have you implemented lessons learned from these professional development programs in your social studies instruction?

Not at all

Very little

Some

Quite a bit

A lot

**Item-Specific Probes:**

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

**[Grade 8 Social Sciences: Teacher #35]****Item-Specific Probes:**

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

[Grade 8 Social Sciences: Teacher #36]

Item-Specific Probes:

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

[Grade 8 Social Sciences: Teacher #37]

Item-Specific Probes:

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

[Grade 8 Social Sciences: Teacher #38]

To what extent have you implemented lessons learned from these professional development programs in your social studies instruction?	Not at all	Very little	Some	Quite a bit	A lot
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Item-Specific Probes:

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

[Grade 8 Social Sciences: Teacher #39]

During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at teaching <b>historical thinking skills</b> ?	Yes	No
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<i>For generic probes for discrete items, see page 4</i>	General	Required
2	<i>Can you describe, in your own words, what "historical thinking skills" means to you?</i>	Specific	Required

[Grade 8 Social Sciences: Teacher #40]

During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at <b>civic participatory skills</b> ?	Yes	No
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>Can you describe, in your own words, what "civic participatory skills" means to you?</b>	Specific	Required

## [Grade 8 Social Sciences: Teacher #41]

During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at teaching <b>geographic skills</b> ?	Yes	No
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Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for discrete items, see page 4</b>	General	Required
2	<b>Can you describe, in your own words, what "geographic skills" means to you?</b>	Specific	Required

## [Grade 8 Social Sciences: Teacher #42]

Do you think you would be able to do each of the following?						
Select <b>one</b> circle in 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 abilities	A	B	C	D	E
b.	Select relevant and challenging materials for students	A	B	C	D	E
c.	Provide students with concrete and actionable feedback	A	B	C	D	E
d.	Provide support to students who are struggling in class	A	B	C	D	E
e.	Help students understand the meaning of challenging texts	A	B	C	D	E
f.	Help students make connections between their thinking and the social studies material	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: Teacher #43]

Suppose your students did very well on their last social studies test.  
How likely do you think each of the following explanations is in this situation?

Select one circle in each row.	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely
a. My students did well because they studied and were prepared.	A	B	C	D	E
b. My students did well because they put in a lot of effort.	A	B	C	D	E
c. My students did well because they always do well on tests.	A	B	C	D	E
d. My students did well because I taught the concepts well.	A	B	C	D	E
e. My students did well because they guessed well on the test.	A	B	C	D	E
f. My students did well because they are just good at social studies.	A	B	C	D	E

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 Items – Grades 8**

## [Grade 8 Social Sciences: School #1]

At what grade do students in your school typically take the following classes?						This class is not offered in my school.
Select all squares that apply.	6th grade	7th grade	8th grade	9th grade		
a. A class primarily focused on civics or United States government	A	B	C	D	E	
b. A class primarily focused on geography	A	B	C	D	E	
c. A class primarily focused on United States history	A	B	C	D	E	
d. A class that integrates two or more areas of social studies (e.g., civics or United States government, geography, United States history)	A	B	C	D	E	

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>a. How would you describe "civics or United States government"? What types of information would a student learn in this type of class?</i>	Specific	Required
3	<i>b. How would you describe "geography"? What types of information would a student learn in this type of class?</i>	Specific	Required
4	<i>c. How would you describe "United States history"? What types of information would a student learn in this type of class?</i>	Specific	Required
5	<i>d. How would you describe "social studies"? What types of information would a student learn in this type of class?</i>	Specific	Required

## [Grade 8 Social Sciences: School #2]

To what extent have you emphasized each of the following topics in your eighth-grade United States history curriculum?

Select one circle in each row.	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	This topic is not offered in my school.
a. Change and continuity in United States democracy (ideas, institutions, events, key figures, and controversies)	A	B	C	D	E	F
b. The gathering and interactions of peoples, cultures, and ideas	A	B	C	D	E	F
c. Technological changes and their relation to society, ideas, and the environment	A	B	C	D	E	F
d. Economic changes and their relation to society, ideas, and the environment	A	B	C	D	E	F
e. The changing role of the United States in the world	A	B	C	D	E	F

Item-Specific Probes:

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

## [Grade 8 Social Sciences: School #3]

To what extent have you emphasized each of the following topics in your eighth-grade civics or United States government curriculum?

Select one circle in each row.	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	This topic is not offered in my school.
a. The United States Constitution	A	B	C	D	E	F
b. The legislative branch (e.g., Congress)	A	B	C	D	E	F
c. The executive branch (for example, the President and the cabinet)	A	B	C	D	E	F
d. The judicial branch (e.g., the court system)	A	B	C	D	E	F
e. How laws are made	A	B	C	D	E	F
f. Political parties, elections, and voting	A	B	C	D	E	F
g. State and local government	A	B	C	D	E	F
h. Other countries' governments	A	B	C	D	E	F
i. International organizations (e.g., the United Nations)	A	B	C	D	E	F
j. Current political events	A	B	C	D	E	F
k. Issues affecting our society today	A	B	C	D	E	F

Item-Specific Probes:

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

## [Grade 8 Social Sciences: School #4]

To what extent have you emphasized each of the following topics in your eighth-grade geography curriculum?

Select one circle in each row.	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	This topic is not offered in my school.
a. Space and place (i.e., basic concepts of physical and human geography)	A	B	C	D	E	F
b. Environment and society issues (e.g., climate change)	A	B	C	D	E	F
c. Spatial dynamics and connections (i.e., variation among regions and how people interact across space via communication, transportation, trade)	A	B	C	D	E	F
d. Using digital maps and globes	A	B	C	D	E	F
e. Other countries and cultures	A	B	C	D	E	F

Item-Specific Probes:

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

## [Grade 8 Social Sciences: School #5]

Item-Specific Probes:

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

## [Grade 8 Social Sciences: School #6]

How much is your school's social studies program for eighth-graders (e.g., United States history, civics or United States government, or geography) structured according to the following resources?

Select **one** circle in each row.

Not at all      Very little      Some      Quite a bit      A lot

a.	District curriculum standards or curriculum guides	A	B	C	D	E
b.	State curriculum standards or frameworks	A	B	C	D	E
c.	National curriculum standards or frameworks	A	B	C	D	E
d.	In-school curriculum frameworks and standards for learning	A	B	C	D	E
e.	Results from district or school assessments	A	B	C	D	E
f.	Results from state/district assessments	A	B	C	D	E
g.	Results from national assessments	A	B	C	D	E
h.	Recommendations from district social studies department	A	B	C	D	E
i.	Discretion of individual teachers	A	B	C	D	E
j.	Results from school assessments	A	B	C	D	E
k.	Internet resources	A	B	C	D	E

Item-Specific Probes:

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

## [Grade 8 Social Sciences: School #7]

<p>How much does your school's eighth-grade social studies curriculum (e.g., United States history, civics or United States government, or geography) focus on preparation for the following types of assessments?</p> <p>Select <b>one</b> circle in each row.</p>					
		Not at all	Very little	Some	Quite a bit
a.	District assessments	A	B	C	D
b.	State assessments	A	B	C	E
c.	National assessments	A	B	C	D
d.	School assessments	A	B	C	E
e.	Computer-based or online assessments	A	B	C	D

Item-Specific Probes:

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

## [Grade 8 Social Sciences: School #8]

This year, have the following professional development programs (i.e., training sessions and workshops, including online classes) been offered in your school **for social studies teachers**?

Select <b>one or more</b> circles in each row.	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 social studies instruction	A	B	C
b. Programs aimed at developing and improving general teaching practices	A	B	C
c. Programs aimed at developing and improving teachers' keyboarding skills	A	B	C
d. Programs aimed at developing and improving teachers' word processing skills	A	B	C
e. Other programs (Please specify): _____	A	B	C

Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<b>How would you describe "social studies"? What types of information would a student learn in this type of class?</b>	Specific	Required

## [Grade 8 Social Sciences: School #9]

Does your school offer any of the following school-sponsored activities to eighth-grade students?			
Select <b>one</b> circle in each row.		Yes	No
a.	Student government	A	B
b.	Class(es) with a service-learning component	A	B
c.	Club(s) with a community service component	A	B
d.	Special courses or workshops to improve skills with computers or other digital devices	A	B
e.	Other (Please specify): _____	A	B

## Item-Specific Probes:

No.	Probe	Type of Probe	Required/ Conditional
1	<b>For generic probes for matrix items, see page 4</b>	General	Required
2	<p>b. <i>Can you describe, in your own words, what "service-learning" means?</i></p> <p><i>If yes response option is selected: Can you give an example of a class with a service-learning component that your school offers?</i></p>	Specific	Required
3	<p>c. <i>Can you describe, in your own words, what "community service" means?</i></p> <p><i>If yes response option is selected: Can you give an example of a club with a community service component that your school offers?</i></p>	Specific	Required

## PART C. MATHEMATICS AND READING DISCRETE ITEM PRETESTING

### Playtesting Protocol

#### Introduction to Study and Setup of Item Review Script

**Text written in *italics* is to be read aloud by the staff facilitator.**

NOTE: The facilitator should not read the script word-for-word, but should be familiar enough with its contents to conduct the playtesting sessions in a natural and conversational manner, paraphrasing, or giving further explanation as appropriate. For example, facilitators should be attentive to the language comprehension of younger students when delivering scripts. Text placed in brackets is generic text that should be tailored to suit the particular items being studied.

*Hello, my name is \_\_\_\_\_ and I work for [indicate organization]. I am here with my colleagues [introduce colleagues]. It's nice to meet you, and thank you very much for helping us out today.*

Create small talk to build rapport with the student(s) by asking a question, such as:

- *What is your favorite subject in school?*

When the student(s) responds, follow up with 2 or 3 questions to get the student used to talking, such as:

- *That's interesting—why do you enjoy <subject> so much?*
- *What are you studying in <subject> at the moment?*
- *And what's the best thing you have studied in <subject> so far?*

*Good. Well, I think you'll enjoy what we are going to be doing today.*

*We are developing a new set of tests in [mathematics OR reading] for a program funded by the federal government called the National Assessment of Educational Progress (NAEP). NAEP is a test taken by students in grades 4, 8, and 12 in the United States. You will help us develop better tests for other students. We are going to ask for your opinions about some interactive questions that we are creating for a NAEP [mathematics OR reading] test. Right now we have some early drafts of what these questions might look like. You are here to give us your thoughts about these questions. We'd like to hear about what you think is interesting, what you think is not interesting, and if you think any part of a question is confusing.*

[For students working in pairs or groups]:

*My colleagues and I will take notes on what you are saying about the questions. Please be as honest as possible, talk freely with each other, and don't worry if you find something confusing. You are not being graded on anything; you are helping us by giving us your opinions and thoughts about these questions. There are no right or wrong thoughts.*

[For students working on their own]:

*My colleagues and I will take notes on what you are saying about the questions. Please be as honest as possible, talk freely with me, and don't worry if you find something confusing. You are not being graded on anything; you are helping us by giving us your opinions and thoughts about these questions. There are no right or wrong thoughts.*

*What you say will not be used in any way that could identify you, except as required by law [if needed: Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C., § 9573]. We will look at what you say later, but only so that we can understand how our test is working and how we can make it better. Overall, this session should take about [indicate correct length] minutes.*

*As you work through these questions, we want you to talk with each other or [for students working on their own] with me as you go along. We might also ask you a few questions now and then.*

*Do you have any questions?*

After answering any questions and giving further explanation, continue with the activity. If a student is no longer interested in participating, thank the student for his/her time and end the activity for that student.

The facilitators will generally observe the students with little interruption and will listen to the conversation that occurs between group members or observations students make to the facilitator for insights into what the students are thinking about the questions and any associated stimulus. Intermittently, as appropriate, the facilitators can ask targeted questions such as those in this list:

- *Is this question passage interesting? Why?/Why not?*
- *Are there any questions or words that seem confusing here? Did you understand that part?*
- *How would you answer this question? [If present, ask different group members if their approaches would differ].*
- *How could this question be improved? Could it be clearer, or more interesting, for example?*
- *Were there parts of the question you did not like? Why?*
- *This question asks you about [insert focus of question]. Have you learned about this before, either in school or in your own life?*
- *Did you like working with the tablet? Why?*
- *Did you find the directions for how to do the question/read the passage helpful or not? Why?*

Facilitators will observe students, take notes, and pay attention to verbal answers to the questions above (and write them down). They will look for evidence of engagement, boredom, or confusion in what students say to each other (or to the facilitator) and in their facial expressions or body language. If appropriate, staff can use these moments to probe for more information.

Occasionally staff observing playtesting sessions will introduce a question to students talking about the items to get more information from students, particularly in cases when students talk about issues related to their interest (or non-interest) in the item or task, confusing language in the item/task, or how they might respond to a question on the task. In such cases observers might ask something like, “*Can you tell me more about what you said?*” Prior to each playtesting session, ETS staff may informally identify some key focus areas for each item/task. If students do not provide sufficient comments on targeted parts, a staff member may ask students if they had any thoughts about the particular sections, using questions such as those described above but focused on specific places or issues in the item or task.

At the end, students will be thanked for their participation and for helping us to improve our tests. Gift cards will be provided at the conclusion of each playtesting session (both for students and parents if they brought their child to the session).

## Cognitive Interviews

### I. Introduction to Study Script

NOTE: The interviewer should not read the script word-for-word, but should be familiar enough with its contents to conduct the interview in a natural and conversational manner, paraphrasing, or giving further explanation as appropriate. For example, facilitators should be attentive to the language comprehension of younger students when delivering scripts. Text placed in brackets is generic text that should be tailored to suit the particular items being studied. In general, protocols will be tweaked and customized in light of specific item and stimulus content.

#### Introduction:

*Hello, my name is \_\_\_\_\_ and I work for [indicate organization]. I am here with my colleagues [introduce colleagues]. It's nice to meet you, and thank you very much for helping us out today.*

Create small talk to build rapport with the student by asking a question, such as:

- *What is your favorite subject in school?*

When the student responds, follow up with 2 or 3 questions to get the student used to talking, such as:

- *That's interesting—why do you enjoy [subject] so much?*
- *What are you studying in [subject] at the moment?*
- *And what's the best thing you have studied in <subject> so far?*

*Good. Well, I think you'll enjoy what we are going to be doing today. First, let me begin by explaining why I am here and what you are going to be doing. You are taking part in a special study looking at a new test questions to find out what students know in [mathematics OR reading]. It is part of the National Assessment of Educational Progress, or NAEP for short, a test that is funded by the U.S. Federal Government and run by a center in the Department of Education. NAEP is a test given to students in grades 4, 8, and 12 in the United States. You will help us develop better tests for other students. Overall, this session should take about [indicate correct length] minutes.*

*It's okay if you don't know how to do any questions. I will not be grading your work today, and no one will know that it was you who did the questions. My goal is to learn how you react to the questions, so please try to do your best.*

*If at any time you decide you don't want to go on, that is your choice, and you may stop.*

*This new test is on the tablet. The instructions about how to do the test are also on the tablet.*

*This interview is being recorded so we can review it later. We will be able to capture what you tap on and where you move your fingers.*

*[If eye tracking is being used]: We will also be using an eye-tracker, which is a camera attached to the computer to record where on the screen you are looking while you work.*

*What you say will not be told to anyone, or used in any way that could identify you, for any other purpose except as required by law [if needed: Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C., § 9573]. We will look at what you say later, but only so that we can understand how our test is working and how we can make it better.*

*We will work together on [specify number of items/tasks].*

*Do you have any questions?*

After answering any questions and giving further explanation, continue with the think-aloud training. If the student is no longer interested in participating, thank the student for his/her time and end the interview.

*Okay, let's move on. Before we look at the real questions, I want to make sure you have a good idea of what we're going to be doing. So I am going to give you some practice questions. The practice questions should help you get used to what we will be doing during the real questions. They should help you understand how we want you to respond. Do you have any other questions before we start?*

## II. Think-Aloud

### II a. Think-Aloud: Instructions and Modeling Script

NOTE: Text written in *italics* is to be spoken aloud by the interviewer. The interviewer should not read the script word-for-word, but should be familiar enough with its contents to conduct the interview in a natural and conversational manner, paraphrasing or giving further explanation as appropriate. For example, facilitators should be attentive to the language comprehension of younger students when delivering scripts. Text placed in brackets is generic text that should be tailored to suit the particular items being studied.

If students are doing reading questions for which they must read a passage, students should only be prompted to think aloud based on this training for the questions, NOT while they are reading the passage. The modeling script below is for questions (items), NOT for reading extended passages.

*To help us make our test better, we will ask you to complete some questions.*

*[If using Morae or other screen capture software]: While you are doing the questions, we will be recording everything that happens on the screen. The screen recording will capture all of your responses and movements on the tablet such as what you tap on and anything you put into text boxes.*

*I'm going to ask you to do the questions in a way that may be different from what you are used to. Instead of working quietly, I want you to tell me what you are thinking as you work through the questions. We call this "a think-aloud," because we are asking you to say everything you are thinking out loud.*

*In a moment, I will give you an example of the think-aloud process. Then I will give you a chance to practice it. You won't be graded on anything you say while you are thinking aloud. There are no incorrect thoughts, and everything you think and say is important to us.*

*Okay, now I'm going to show you how to think out loud—this will help you see how I want you to describe what you are thinking as you are working on the questions. When I am finished I'll ask you to try it, so you can see how it works.*

#### Think-Aloud Demonstration:

*Since we can't tell what is going on in your head, we need you to think aloud.*

*Let me give you an example [Place example question in front of student]. Look at this question. It asks me to look at the five animals and choose two that are the most similar. So I am going to do this task, and I will think aloud while I work on it.*

**Question:**

**Which two animals below do you think are similar? Circle the two that you think are most similar.**

- A. Beetle**
- B. Mouse**
- C. Crab**
- D. Dolphin**
- E. Cow**

*Okay, so I am reading the question.... It says I have to decide on the two animals that are the most similar. Hmm, I am just wondering, what do they mean by “similar?” That could mean anything. I’m thinking I’m not sure how I’m going to make that decision. Well, let’s look at the choices. So the choices are beetle, mouse, crab, dolphin, and cow. Well, as I am reading the choices I am already thinking that there are some things about them that are similar, but there are also differences. I’m thinking the beetle and crab are kind of similar, in a way—well, they both have lots of legs and they kind of move around fast. But one lives in the water and the other doesn’t, so that makes them different. I guess the mouse also moves around fast, but it’s not similar to either the beetle or the crab, except they are all small. Then there is the dolphin that lives in the water, too... but that’s about all it has in common with the crab, so I wouldn’t say they are very similar even though they’re both in the sea. Hmm, so the mouse and the cow are both mammals, they both have fur and they have live babies instead of laying eggs or whatever... oh right, but dolphins are mammals too, aren’t they? Yes, I think they are... but really they seem so different from mice and cows to me. I don’t know... this seems like a hard question... I’m not sure what to choose. Okay, I’m going to try to make a decision...umm... okay, I think I am going to go for... mouse and cow. Because they both have fur and have four legs and they both walk around on the land. That seems weird; they are not really similar! But when I think about all of the others they seem too different from each other in really basic ways, like where they live and their kind of body and that kind of thing... so, yes, even though it was really hard to decide, that seems like the best choice to me, because they are both mammals and they both live on the land. So those things seem like they are important, and that is how I made my decision.*

*Can you see that as I was thinking I was saying all of my thoughts out loud? That is what I want you to try to do as you are thinking about the questions today. The point of the think-aloud is to get at whatever is in your head as you are doing the questions. Just say aloud the words and the thoughts that are in your head, as you are thinking about and working on the questions.*

**II b. Concurrent Think-Aloud: Student Practice Script I**

Interviewers should place the practice question in front of the student so he or she can read it. Some students will be silent after reading the question. Students should be immediately encouraged to say whatever they are thinking.

It may be necessary to remind the student to talk aloud as he/she works through the questions. If necessary, interviewers should use the “think-aloud hints” given below to prompt the student, being careful not to lead the

student. The interviewer needs to be familiar enough with the information to introduce the think-aloud in a natural, conversational manner.

*Now you will try a think-aloud. You can use this example. Like last time, you have to pick two of these things that you think are the most similar. As you are reading the question and the choices, and as you are figuring out your decision, I want you to talk out loud to tell me all of the thoughts that are in your head at each moment.*

*If I don't hear you speaking, I'll ask you to keep talking. I'm telling you that now so you won't think I am criticizing the way you are working. I'll be reminding you to think aloud if you get quiet because I need to hear all of your thoughts.*

*Okay, now you try. Go ahead and start working on this question and remember to think aloud as you are doing it.*

**Which two living things below do you think are most similar? Circle the two that you think are most similar.**

- A. Apple tree
- B. Grass
- C. Wheat
- D. Pear tree
- E. Cherry tree

After the student has finished:

*Now that you have practiced, how do you feel about thinking aloud while you are doing the questions? What questions would you like to ask me? [If the student says he or she feels okay and doesn't have any questions, say: *Good, then let's begin our study*]. [If the student expresses concerns, says he or she has questions, or appears to be hesitant or reluctant, ask him/her to say more about the concerns or questions, and try to address the concerns or uncertainties in a supportive way. If the student indicates he/she does not wish to continue or does not feel comfortable continuing, allow him or her to stop].*

### **II c. Concurrent Think-Aloud: Student Practice II (Optional)**

Use only if you feel the student would benefit from another think-aloud practice before moving on to the actual questions. It may be beneficial to instead model thinking aloud again for the student rather than doing another practice [see think-aloud demonstration in IIa].

If the student struggles to think aloud, the interviewer should give the student another opportunity to practice. The interviewer should praise the student for the first attempt regardless of how good it was, for example: *“Very good—let's do another one before we start the real tasks. Are you ready? Here is the next practice question. Remember to think out loud as you begin to think about this question and all the way through—tell me what you are thinking as you work through it.”* During the practice item, the interviewer should prompt the student to think out loud at any point when there are more than a few seconds of silence (see suggested prompts, below).

**Which two of the following objects have the most similar properties? Circle the two that are most similar.**

- A. Silver coin**
- B. Chocolate coin**
- C. Gold coin**
- D. Blue plastic coin**
- E. Brown plastic coin**

After the student has finished:

*Now that you have practiced, how do you feel about thinking aloud while you are doing the questions? What questions would you like to ask me? [If the student says he or she feels OK and doesn't have any questions: Good, then let's begin our study]. [If the student expresses concerns, says he/she has questions, or appears to be hesitant or reluctant, ask him or her to say more about the concerns or questions, and try to address his/her concerns or uncertainties in a supportive way. If the student indicates he or she does not wish to continue or does not feel comfortable continuing, allow the student to stop].*

#### **II d. Concurrent Think-Aloud: Starting the Items**

*Now we will move on to the actual questions.*

*[If student is doing reading questions with an associated passage]: You will be reading a passage for doing some reading questions. You do **not** need to think aloud as you read the passage. However, when you are answering the questions, just like in our practice, I'd like you to say aloud everything that you're thinking. I may remind you to do that if you are quiet.*

*[If student is NOT reading a passage]: Remember, as you do all the activities and answer all the questions, I'd like you to say aloud everything that you're thinking, and I may remind you to do that if you are quiet.*

*The questions should take about [indicate correct length] minutes. Remember, you will not be graded on your responses to the questions and there is no right or wrong way to think aloud, as long as you keep telling me your thoughts. Your thoughts will help us make the questions better. I will also have a few questions after you have finished working.*

*Do you have any questions before we go on? [Answer any questions the student may ask].*

*Because the information you provide is so important to us, I am going to be taking notes while you think aloud and answer the questions.*

*Here are the questions. When you are ready, go ahead and start working.*

#### **II e. Concurrent Think-Aloud: Hints for the Interviewer**

The goal of think-alouds is to capture all the student's mental processes while working through items (questions). Interviewers must strive to have the student speak aloud all of his or her thoughts while doing the items. If a student is continually providing short utterances or not talking, interviewers should use "continuers" to encourage students to be more descriptive. The goal is to get students to verbalize thoughts without putting words in

students' mouths. Care should be taken not to ask questions that lead students' responses in particular directions or make them rush or change their approach. Interviewers should be as objective and unbiased as possible.

In general, if the student is silent for approximately 5 to 10 seconds, interviewers should use the following as a guide for encouraging the student to describe his or her thoughts, or to help the student elaborate on his or her responses.

If the student is not verbalizing enough, interviewers should offer a verbal nudge to remind the students to keep talking, such as:

- *What's going on in your head right now?*
- *I see you're looking at [screen/figure/chart/text]. What are you thinking?*
- *You seem to be thinking hard—can you tell me what's in your mind right now?*
- *What are you thinking now?*
- *Any other thoughts?*

If the student says something about his or her thoughts but it is difficult to tell exactly what he or she means, or if the student begins to talk but does not say very much, interviewers can urge the student to elaborate. For example:

- *Tell me a bit more about that.*
- *That's interesting—can you say more about that?*
- *Go on....*
- *Okay, and what else are/were you thinking?*

If more clarity or a more explicit description of a student's thoughts is desirable:

- *Can you explain what you mean by that?*
- *Can you say a bit more to help me understand what you mean/are thinking/were thinking?*

It is important to be responsive and sensitive to each student's behavior. If it becomes clear that students cannot tell any more about their thoughts, interviewers should not keep asking. Students should be encouraged to think aloud as much as they can, but their reactions should be closely observed and pushing them should be avoided if students seem frustrated or uncomfortable. While it is desirable that students articulate as much as they can, sometimes students will simply be unable to state what is in their mind beyond a basic reply such as "I am reading the question." Interviewers must be sensitive to nonverbal signals that may indicate students cannot say any more than they have or that they need a few extra seconds to gather their thoughts to put them into words.

In addition, during observations if it seems a student is hung up on something, interviewers should note when this occurred.

#### ***II f. Notes on Student Actions and Behaviors during Cognitive Lab***

As a student is working through items, the interviewer should take notes regarding any of the student's expressions or behaviors that may reflect the status of the student's understanding, engagement, or reactions to items and/or stimulus (e.g., a reading passage). The following are examples of such behaviors for interviewers to note.

- Does the student express signs of confusion, boredom, or excitement?
- Does the student use tools provided by tapping on tabs or buttons?
- Does the student rapidly move through the screen or take his or her time? Does the student spend a lot of time on a particular item or tool or reading passage?

These kinds of observations should be considered opportunities to prompt students to think aloud and to encourage them to express what is in their minds. Interviewers should also make a note of any reactions to or interactions with items, stimuli, or a reading passage that appear valuable for follow-up with some additional questions after work is completed (see section III).

### **III. Post-Think-Aloud Follow-Up Questions (Verbal Probing)**

After completing the think-aloud process for items, interviewers will follow up with a brief period of focused retrospective questioning. The purpose of the additional post task questions is to capture more information on issues such as student actions during the course of responding to items, particular aspects of [mathematics or reading] targeted in the items, and general reflections about the items, stimulus, tools, and or/reading passage. The post-item questions will include targeted questions that are item-specific. These will be selected for by ETS staff prior to testing. Interviewers will receive the set of up to five questions for the items they are examining in each cognitive interview.

Interviewers will also be trained to generate post-item questions on the fly, for cases where they observe something that they judge to need follow-up probing. The following are some examples of questions that might be asked at this stage.

- Did any words in the item(s)/stimulus/passage confuse you?
- What ways could we change the item(s)/stimulus to make it better?
- Did the [stimulus, tools, etc.] for the item(s) help you answer them?

### **IV. Eye Tracking**

Eye tracking is designed to provide data about where students place their visual focus while taking an assessment. When eye tracking is used, students will be asked to do items on a tablet while a camera monitors where they look.

#### **Apparatus**

An eye-tracking system is video-based system utilizing a high speed camera and an LED infrared light that illuminates the face (no more powerful than typical sunlight). An Infrared camera is used to capture eye movements. The remote system requires no physical contact with the student; an infrared video camera acquires an image of the eyes and calculates gaze location in real time. To allow free (but limited) head and body movements while maintaining accuracy of localization, a reflective sticker is placed on the forehead of the student during the eye-tracking session. ETS eye-tracking experts have used this particular system with adults and with children as young as three years old. It takes a very short time (five minutes) to set up and calibrate the equipment for each participant.

#### **Procedure**

Students will be asked to work through items thinking aloud (save for while they are reading passages for reading items). As students work, their eye movements are unobtrusively recorded and all events on the screen are captured in real time.

The sequence to be followed for eye tracking is described below. Note that the eye-tracking calibration procedure may differ slightly for various hardware setups.

### **Setup and Calibration**

The participating student is greeted by an ETS eye-tracking lab expert. The expert describes the study procedure and responds to questions or concerns the student may have. The student is then seated in front of the eye tracker and a sticker is placed on his or her forehead to assist the eye tracker in locating the eyes and to compensate for head movements. The system is then calibrated. The student is asked to watch a dot appearing at a number of different locations on the blank screen. The setup and calibration typically take about five minutes.

### **Eye-tracking Session**

After a successful calibration, the student starts the assessment session, in which he or she goes through the assessment items on the tablet. Students are free to move their head and body during the assessment within the field of view of the eye-tracking camera. After the student completes the assessment task, eye tracking is stopped.

### **V. Debriefing and Thank You for Cognitive Interview**

*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 items?*

*Is there anything you would like to ask me about what we did today? [Answer student questions].*

*Thank you for helping us to improve our test.*

Thank the student for his or her time. Provide a gift card (both for student and for the parent if the parent has brought the child to the session).

## Small-Scale Tryout Protocol

Text written in *italics* are to be read aloud by the interviewer.

NOTE: The interviewer should not read the script word-for-word but should be familiar enough with its contents to conduct the interview in a natural and conversational manner, paraphrasing or giving further explanation as appropriate. For example, facilitators should be attentive to the language comprehension of younger students when delivering scripts. Text in brackets is generic text that will be tailored based on task specifics.

### Session Information

The interviewer should complete the information from rows 1-3 prior to the beginning of the tryout session. Rows 4-5 are to be completed at the end of the tryout session.

Ref#	Preliminary Information	Data
1	Name of interviewer	
2	Date	
3	Start time of interview	
4	End time of interview	
5	Special circumstances that may have affected the tryouts session [Do not ask test taker, just record observations]	

**Introduction Script:**

*Hello, my name is [name] and I work for EurekaFacts. I am here with my colleagues [introduce colleagues]. It's nice to meet you, and thank you very much for helping us out today.*

*Let me begin by explaining why you're here and what you're going to be doing today. You are participating in a special study to try out new [mathematics OR reading] test questions. This is part of something called the National Assessment of Educational Progress, or NAEP for short, and is sponsored by the U.S. Department of Education. Today we'll be asking you to try out some questions that are being developed for 4<sup>th</sup>/8<sup>th</sup>/12<sup>th</sup> graders all over the United States.*

*If at any time you decide you do not want to go on, that is your choice and you may stop.*

*Your information and responses may be used only for research purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [if needed: Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C., § 9573].*

*Do you have any questions?*

Interviewer: If a student is no longer interested in participating, thank the student for his or her time and end the tryout session for that one student only; continue with all others.

**Instructions**

*Ok, now, I'm going to give you a set of questions to complete.*

*This is a timed activity, which will last for [indicate length of activity], and everyone will begin at the same time.*

*All of the instructions will be displayed on your computer screens.*

*The questions you are about to do is something that students, like you, will do on the computer. However, we aren't finished making them yet, so there may be some parts that don't work. Try to work through and complete the questions as best as you can.*

*You will not be graded on your answers to the questions, but please answer the questions as if it was a real test.*

*We will all work at the same time, first I would like you to read the instructions, once everyone has gone through the instructions, we will begin the questions together. I will start the timer and I will stop you once time is up.*

*If you finish early, please sit back and wait until the time is up. Wait until everyone is done and then we will submit your answers together.*

*Okay, I will come around and open the questions for each one of you, but please do not begin until I say that you may start.*

*Okay, now that everyone is ready, you may begin.*

**START THE TIMER NOW. STUDENTS HAVE 60 MINUTES TO COMPLETE THE QUESTIONS. STOP STUDENTS AT 60 MINUTES EVEN IF THEY HAVE NOT FINISHED.**

Wait for all students to complete the questions within the allotted time (in the event some students complete early).

Once students have completed the questions, make sure that all students exit the test and submit their answers.

***Thank You***

Thank participant(s) for their time and escort them to the front desk. Provide gift card(s), both for students and parents if they brought their child to the session.