

MEMORANDUM

OMB # 1850-0928 v.2

DATE: August 2016

TO: Robert Sivinski, Office of Information and Regulatory Affairs, Office of Management and Budget

FROM: Patricia Etienne, National Center for Education Statistics

THROUGH: Kashka Kubzdela, National Center for Education Statistics

SUBJECT: National Assessment of Educational Progress (NAEP) 2017 Final Materials Change Request

The National Assessment of Educational Progress (NAEP) 2017-2019 data collections were recently approved in August 2016.

This request is to update the 2017-2019 NAEP clearance with the updated materials for 2017. Specifically, the final survey questions have been selected for 2017. The questions have been selected from those that appear in the "library" presented in Appendix F. In addition, some minor wording changes have been made to many of the items based on pilot and cognitive interview results and final reviews. All of the changes are non-substantive in nature. The table presented on the following pages indicates the items that have changed wording from the original version presented in Appendix F, as well as the rationale for the change. The final questionnaires to be administered are presented as a new package document, Appendix I. Note that some of the questionnaires will utilize spiraling in order to minimize respondent burden while maximizing the amount of items that can be piloted. The spiral maps for these questionnaires are also included in Appendix I.

In addition, the final recruitment materials have been updated for 2017 to reflect the specific assessments to be administered. These materials (similar to those presented in Appendix D) are provided as a new appendix, Appendix J. Notes that two of the materials (Appendices J-15 and J-16) are not yet finalized. The final versions for 2017 will be submitted as a subsequent change request.

This amendment does not change the estimated respondent burden or the cost to the federal government.

#	Resp *	Approved in OMB #1850-0928 v. 1	Amended August 2016	Rationale for Change																																																																				
CORE OPERATIONAL AND PILOT																																																																								
1	St	<p>4. Do you have any of the following in your home? Select one answer choice on each row. V1E271104</p> <table border="1" data-bbox="205 272 930 560"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Access to the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E271105</td> </tr> <tr> <td>b. Clothes dryer just for your family</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E334756</td> </tr> <tr> <td>c. Dishwasher</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E334759</td> </tr> <tr> <td>d. More than one bathroom with a bathtub or shower</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E334760</td> </tr> <tr> <td>e. Your own bedroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E334762</td> </tr> <tr> <td>f. A desktop or laptop computer that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E271108</td> </tr> <tr> <td>g. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E271110</td> </tr> <tr> <td>h. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E271112</td> </tr> </tbody> </table>		Yes	No		a. Access to the Internet	<input type="radio"/>	<input type="radio"/>	V1E271105	b. Clothes dryer just for your family	<input type="radio"/>	<input type="radio"/>	V1E334756	c. Dishwasher	<input type="radio"/>	<input type="radio"/>	V1E334759	d. More than one bathroom with a bathtub or shower	<input type="radio"/>	<input type="radio"/>	V1E334760	e. Your own bedroom	<input type="radio"/>	<input type="radio"/>	V1E334762	f. A desktop or laptop computer that you can use	<input type="radio"/>	<input type="radio"/>	V1E271108	g. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/>	<input type="radio"/>	V1E271110	h. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/>	<input type="radio"/>	V1E271112	<p>9. Do you have any of the following in your home? Select one answer choice on each row. V1E7004</p> <table border="1" data-bbox="972 277 1648 552"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Access to the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E7005</td> </tr> <tr> <td>b. Clothes dryer just for your family</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E6076</td> </tr> <tr> <td>c. Dishwasher</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E6079</td> </tr> <tr> <td>d. Your own bedroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E6082</td> </tr> <tr> <td>e. A desktop or laptop computer (including Chromebooks) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E6078</td> </tr> <tr> <td>f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E7010</td> </tr> <tr> <td>g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E7011</td> </tr> </tbody> </table>		Yes	No		a. Access to the Internet	<input type="radio"/>	<input type="radio"/>	V1E7005	b. Clothes dryer just for your family	<input type="radio"/>	<input type="radio"/>	V1E6076	c. Dishwasher	<input type="radio"/>	<input type="radio"/>	V1E6079	d. Your own bedroom	<input type="radio"/>	<input type="radio"/>	V1E6082	e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/>	<input type="radio"/>	V1E6078	f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/>	<input type="radio"/>	V1E7010	g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/>	<input type="radio"/>	V1E7011	<p>Given that approximately 25% of write-in responses for other piloted technology items stated “Chromebooks”, “(including Chromebooks)” was added to clarify the original sub-item f (currently sub-item e).</p>
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2	St	<p>22. In this school year, how often did you use a laptop or desktop computer during your classes at school? V1E271234</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> In some classes <input type="radio"/> In about half of the classes <input type="radio"/> In more than half of the classes <input type="radio"/> In all or almost all classes 	<p>14. In this school year, how often did you use a laptop or desktop computer (including Chromebooks) during your classes at school? V1E091969</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> In some classes <input type="radio"/> In about half of the classes <input type="radio"/> In more than half of the classes <input type="radio"/> In all or almost all classes 	<p>Given that approximately 25% of write-in responses for other piloted technology items stated “Chromebooks”, “(including Chromebooks)” was added to clarify this item.</p>																																																																				
3	T	<p>12. In this school year, did your school provide you with a laptop computer to use for teaching and class preparation? V1E294598</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, but I cannot take it home. <input type="radio"/> Yes, and I can take it home. 	<p>17. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation? V1E17404</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, and I can take it home. <input type="radio"/> Yes, but I cannot take it home. <input type="radio"/> No 	<p>Given that approximately 25% of write-in responses for other piloted technology items stated</p>																																																																				

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				"Chromebooks", "(including Chromebooks)" was added to clarify this item. Additionally, the response options were reordered based on comments from an editorial review.
4	T	<p>13. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, or Kindle Fire) to use for teaching and class preparation?</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> Yes, and I can take it home.</p>	<p>18. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p>	The response options were reordered based on comments from an editorial review.
5	T	<p>4. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p>	<p>19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p>	Given that approximately 25% of write-in responses for this item stated "Chromebooks", "(including Chromebooks)" was added to clarify this item.
6	T	<p>6. How well do the desktop computers in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="radio"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> Most of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p>	<p>20. How well do the desktop computers in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="radio"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p>	Because very few pilot participants used option e (i.e., Most of the computers...), this option was collapsed into

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#	Resp *	Approved in OMB #1850-0928 v. 1	Amended August 2016	Rationale for Change
7	T	<p>10. How well do the laptop computers in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> Most of the computers do not operate and cannot be used. <input type="radio"/> I don't know. 	<p>21. How well do the laptop computers (including Chromebooks) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> I don't know. 	<p>option d.</p> <p>Given that approximately 25% of write-in responses for this item stated "Chromebooks", "(including Chromebooks)" was added to clarify this item. Further, because very few pilot participants used option e (i.e., Most of the computers...), this option was collapsed into option d.</p>
8	T	<p>10. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> Most of the computers do not operate and cannot be used. <input type="radio"/> I don't know. 	<p>22. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All tablets are functional and operate quickly. <input type="radio"/> All tablets are functional, but some run more slowly than others. <input type="radio"/> All tablets are functional, but all or almost all run slowly. <input type="radio"/> Some of the tablets do not operate and cannot be used. <input type="radio"/> I don't know. 	<p>Because very few pilot participants used option e (i.e., Most of the computers...), this option was collapsed into option d.</p>
9	S	<p>8. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <input type="checkbox"/> Other digital devices (Please specify): _____ 	<p>25. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <input type="checkbox"/> Other digital devices (Please specify): _____ 	<p>Given that approximately 25% of write-in responses for this item stated "Chromebooks", "(including</p>

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				Chromebooks)” was added to clarify this item.
10	S	<p>10. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–1.9 years</p> <p><input type="radio"/> 2–3.9 years</p> <p><input type="radio"/> 4–5.9 years</p> <p><input type="radio"/> 6 or more years</p> <p><input type="radio"/> I don't know.</p>	<p>26. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p>	<p>Because very few pilot participants used option a (i.e., Less than 1 year), this option was collapsed into option b. Additionally, the remaining response options were revised for clarity based on expert panel review.</p>
11	S	<p>11. What is the total number of laptop computers available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p>	<p>28. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p>	<p>Given that approximately 25% of write-in responses for other piloted technology items stated “Chromebooks”, “(including Chromebooks)” was added to clarify this item.</p>

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12	S	<p>13. What is the average age of the laptop computers in your school?</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–1.9 years</p> <p><input type="radio"/> 2–3.9 years</p> <p><input type="radio"/> 4–5.9 years</p> <p><input type="radio"/> 6 or more years</p> <p><input type="radio"/> I don't know.</p>	<p>29. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p>	<p>Given that approximately 25% of write-in responses for other piloted technology items stated “Chromebooks”, “(including Chromebooks)” was added to clarify this item. Additionally, because very few pilot participants used option a (i.e., Less than 1 year), this option was collapsed into option b. The remaining response options were revised for clarity based on expert panel review.</p>
13	S	<p>12. In your school, where are laptop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p>	<p>30. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p>	<p>Given that approximately 25% of write-in responses for other piloted technology items stated “Chromebooks”, “(including</p>

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#	Resp *	Approved in OMB #1850-0928 v. 1	Amended August 2016	Rationale for Change
				Chromebooks)” was added to clarify this item. Additionally, the response option “On mobile carts” (new sub-item f) was added due to participants regularly referring to them in write-in responses.
14	S	<p>16. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–1.9 years</p> <p><input type="radio"/> 2–3.9 years</p> <p><input type="radio"/> 4–5.9 years</p> <p><input type="radio"/> 6 or more years</p> <p><input type="radio"/> I don’t know.</p>	<p>32. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don’t know.</p>	Because very few pilot participants used option a (i.e., Less than 1 year), this option was collapsed into option b. Additionally, the remaining response options were revised for clarity based on expert panel review.
15	S	<p>15. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p>	<p>33. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p>	The response option “On mobile carts” (new sub-item f) was added due to participants regularly referring to them in write-in responses.

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16	S	3. Who granted your school's current charter? <input type="radio"/> School district <input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education) <input type="radio"/> Postsecondary institution <input type="radio"/> State charter-granting agency <input type="radio"/> City or state public charter school board <input type="radio"/> Other (specify): _____	3. Who granted your school's current charter? <input type="radio"/> School district <input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education) <input type="radio"/> Postsecondary institution <input type="radio"/> State charter-granting agency <input type="radio"/> City or state public charter school board <input type="radio"/> Other (Please specify): _____	The word "Please" was added to response option f to improve consistency across survey questionnaire items.

WRITING OPERATIONAL

17	St	2. In your English/language arts class this year, how often do you get the following writing assignments? Select one answer choice on each row. <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Assignments that you have to complete under a strict time limit</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td>VH311859</td> </tr> <tr> <td>b. Assignments that you have to complete within one session</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td>VH311876</td> </tr> <tr> <td>c. Assignments that you can work on over extended periods of time (for example, several class periods)</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td>VH311881</td> </tr> <tr> <td>d. Assignments that you have to complete together with other students</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td>VH312058</td> </tr> <tr> <td>e. Assignments that you have to complete on a desktop or laptop computer</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td>VH312062</td> </tr> <tr> <td>f. Assignments of two or more pages (for example, a paper or report)</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td>VH312074</td> </tr> </tbody> </table>		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. Assignments that you have to complete under a strict time limit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH311859	b. Assignments that you have to complete within one session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH311876	c. Assignments that you can work on over extended periods of time (for example, several class periods)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH311881	d. Assignments that you have to complete together with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH312058	e. Assignments that you have to complete on a desktop or laptop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH312062	f. Assignments of two or more pages (for example, a paper or report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH312074	26. In your English/language arts class this year, how often do you get the following writing assignments? 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23	St	<p>13. How often do you write to your friends or family using the Internet—for example, e-mails, blogs, text messages, instant messages, or personal web pages?</p> <p style="text-align: right;"><small>VE588797</small></p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once or twice a month</p> <p><input type="radio"/> Once or twice a week</p> <p><input type="radio"/> Every day or almost every day</p>	<p>33. How often do you write to your friends or family using a computer or other digital device (for example, writing e-mails, blog posts, text messages, instant messages, or personal web pages)?</p> <p style="text-align: right;"><small>VE6165</small></p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once or twice a month</p> <p><input type="radio"/> Once or twice a week</p> <p><input type="radio"/> Every day or almost every day</p>	<p>To ensure references to technology are up-to-date, "using the Internet" was revised to "computer or other digital device". Further, the examples were placed in parentheses and "e-mails, blogs" were revised to "writing e-mails, blog posts".</p>																																																																																											

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Writing a paper using correct grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH315443	b. Writing a paper without spelling mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH315441	c. Choosing words in students' writing that will effectively communicate ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH315444	d. Typing a longer text (several paragraphs) with few errors using a keyboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316147	e. Using a spell-checker in word processing software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316593	f. Finding words to use in their writing from the thesaurus in word processing software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316153	g. Applying cut, copy, and paste using the keyboard or mouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316155	h. Creating an outline prior to writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316239	i. Coming up with ideas about what to write for a timed writing task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316242	<p>The word "spell-check" was revised to "spell-checker", per Webster's dictionary: "Using a spell-checker in word processing software".</p>
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b. Typing a longer text (several paragraphs) with few errors using a virtual keyboard on a touch screen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316148																																																																																																																					
c. Using a stylus to write or edit their writing on a tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316149																																																																																																																					
d. Using a spell-check in word processing software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316150																																																																																																																					
e. Finding words to use in their writing from the thesaurus in word processing software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316153																																																																																																																					
f. Applying cut, copy, and paste using the keyboard or mouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH316155																																																																																																																					
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27	T	<p>15. To what extent do you use each of the following technological resources for writing instruction? Select one circle in each row.</p> <p style="text-align: right;">VH326276</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Desktop or laptop computer(s)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH314037</td> </tr> <tr> <td>b. Tablet(s) (for example, Surface Pro, iPad, Kindle Fire)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH314038</td> </tr> <tr> <td>c. Online content (e.g., online software, podcasts, or streaming videos)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH324266</td> </tr> <tr> <td>d. Interactive web spaces (e.g., forums where students can interact and share materials)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH314040</td> </tr> <tr> <td>e. Smart board(s)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH314041</td> </tr> <tr> <td>f. Other digital device(s) (Please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH314042</td> </tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. Desktop or laptop computer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH314037	b. Tablet(s) (for example, Surface Pro, iPad, Kindle Fire)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH314038	c. Online content (e.g., online software, podcasts, or streaming videos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH324266	d. Interactive web spaces (e.g., forums where students can interact and share materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH314040	e. Smart board(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH314041	f. Other digital device(s) (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH314042	<p>11. To what extent do you use each of the following technological resources for writing instruction? Select one circle in each row.</p> <p style="text-align: right;">VH326276</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Desktop or laptop computer(s) (including Chromebooks)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH387512</td> </tr> <tr> <td>b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH314038</td> </tr> <tr> <td>c. 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Interactive web spaces (e.g., forums where students can interact and share materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH314040	e. Smart board(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH314041	<p>To further clarify original sub-item a the phrase "including Chromebooks" was added. For consistency across all teacher and school survey questionnaires, "for example" was revised to "e.g.," in original sub-item b.</p>																																									
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28	T	<p>27. Approximately what percentage of the students in your 8th grade English/language arts class meet the expectations regarding their keyboarding skills?</p> <p>□□□ %</p> <p style="text-align: right;">VH316542</p>	<p>13. Approximately what percentage of the students in your eighth-grade English/language arts class meet the expectations regarding their keyboarding skills?</p> <p>□□□ %</p> <p style="text-align: right;">VH316542</p>	<p>The phrase "8th grade" was revised to "eighth-grade" for consistency with</p>																																																																																																																							

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29	T	<p>28. Which of the following word processing tools are your 8th grade students expected to be able to use for writing? Select one circle in each row.</p> <table border="1" data-bbox="205 354 934 492"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Cut, copy, and paste</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16547</td> </tr> <tr> <td>b. Spell-check</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16551</td> </tr> <tr> <td>c. Thesaurus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16553</td> </tr> <tr> <td>d. Formatting tools (e.g., bold, underline, italics)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16554</td> </tr> </tbody> </table>		Yes	No		a. Cut, copy, and paste	<input type="radio"/>	<input type="radio"/>	VIH16547	b. Spell-check	<input type="radio"/>	<input type="radio"/>	VIH16551	c. Thesaurus	<input type="radio"/>	<input type="radio"/>	VIH16553	d. Formatting tools (e.g., bold, underline, italics)	<input type="radio"/>	<input type="radio"/>	VIH16554	<p>14. Which of the following word processing tools are your eighth-grade grade students expected to be able to use for writing? Select one circle in each row.</p> <table border="1" data-bbox="972 362 1707 500"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Cut, copy, and paste</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16547</td> </tr> <tr> <td>b. Spell-checker</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16651</td> </tr> <tr> <td>c. Thesaurus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16553</td> </tr> <tr> <td>d. Formatting tools (e.g., bold, underline, italics)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIH16554</td> </tr> </tbody> </table>		Yes	No		a. Cut, copy, and paste	<input type="radio"/>	<input type="radio"/>	VIH16547	b. Spell-checker	<input type="radio"/>	<input type="radio"/>	VIH16651	c. Thesaurus	<input type="radio"/>	<input type="radio"/>	VIH16553	d. Formatting tools (e.g., bold, underline, italics)	<input type="radio"/>	<input type="radio"/>	VIH16554	The phrase "8th grade" was revised to "eighth-grade" for consistency with trend wording and NAEP style guidelines. Further, the word "spell-check" was revised to "spell-checker", per Webster's dictionary: "Spell-checker".
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30	T	<p>30. Approximately what percentage of the students in your 8th grade English/language arts class meet the expectations regarding their word processing skills?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p>	<p>15. Approximately what percentage of the students in your eighth-grade English/language arts class meet the expectations regarding their word processing skills?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p>	The phrase "8th grade" was revised to "eighth-grade" for consistency with trend wording and NAEP style guidelines.																																								

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31	S	<p>1. This year, have the following professional development programs (i.e., training sessions and workshops, including online classes) been offered in your school for English/language arts teachers? Select one or more squares in each row.</p> <p style="text-align: right;">VH312559</p> <table border="1"> <thead> <tr> <th></th> <th>Yes, provided by school or district personnel</th> <th>Yes, provided by professionals outside of my school or district</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Programs aimed at developing and improving practices for writing instruction</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312560</td> </tr> <tr> <td>b. Programs aimed at developing and improving teachers' keyboarding skills</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312561</td> </tr> <tr> <td>c. Programs aimed at developing and improving teachers' word processing skills</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312562</td> </tr> <tr> <td>d. Other programs (Please specify): _____</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312563</td> </tr> </tbody> </table>		Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No		a. Programs aimed at developing and improving practices for writing instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312560	b. Programs aimed at developing and improving teachers' keyboarding skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312561	c. Programs aimed at developing and improving teachers' word processing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312562	d. Other programs (Please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312563	<p>1. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school for English/language arts teachers? Select one or more answer choices.</p> <p><input type="checkbox"/> Yes, provided by school or district personnel</p> <p><input type="checkbox"/> Yes, provided by professionals outside of my school or district</p> <p><input type="checkbox"/> No</p> <p style="text-align: right;">VH316697</p>	As a result of dropping sub-items b and c in the original item VH312559 (leaving only sub-item a), we replaced this matrix item with a discrete multiple selection multiple choice item type.																																																							
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32	S	<p>2. This year, have the following professional development programs (i.e., training sessions and workshops, including online classes) been offered in your school for teachers <u>not</u> teaching English/language arts? Select one or more squares in each row.</p> <p style="text-align: right;">VH312570</p> <table border="1"> <thead> <tr> <th></th> <th>Yes, provided by school or district personnel</th> <th>Yes, provided by professionals outside of my school or district</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Programs aimed at developing and improving practices for writing instruction</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312571</td> </tr> <tr> <td>b. Programs aimed at developing and improving teachers' keyboarding skills</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312572</td> </tr> <tr> <td>c. Programs aimed at developing and improving teachers' word processing skills</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312574</td> </tr> <tr> <td>d. Other programs (Please specify): _____</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>VH312575</td> </tr> </tbody> </table>		Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No		a. Programs aimed at developing and improving practices for writing instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312571	b. Programs aimed at developing and improving teachers' keyboarding skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312572	c. Programs aimed at developing and improving teachers' word processing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312574	d. Other programs (Please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH312575	<p>2. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school for teachers <u>not</u> teaching English/language arts? Select one or more answer choices.</p> <p><input type="checkbox"/> Yes, provided by school or district personnel</p> <p><input type="checkbox"/> Yes, provided by professionals outside of my school or district</p> <p><input type="checkbox"/> No</p> <p style="text-align: right;">VH316715</p>	As a result of dropping sub-items b and c in the original item VH312570 (leaving only sub-item a), we replaced this matrix item with a discrete multiple selection multiple choice item type.																																																							
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35	S	<p>8. Does your school or district offer summer programs in writing remediation or enrichment to students? Fill in one oval on each line.</p> <table border="1" data-bbox="651 544 934 641"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Remediation</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Enrichment</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. Remediation	<input type="radio"/>	<input type="radio"/>	b. Enrichment	<input type="radio"/>	<input type="radio"/>	<p>11. Does your school or district offer summer programs in writing remediation or enrichment to students? Select one circle in each row.</p> <table border="1" data-bbox="976 544 1711 625"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Remediation</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Enrichment</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. Remediation	<input type="radio"/>	<input type="radio"/>	b. Enrichment	<input type="radio"/>	<input type="radio"/>	For consistency with other Writing items, the word "writing" was bolded. Further, to account for the transition to DBA the sentence "Fill in one oval on each line" was revised to "Select one circle in each row."																					
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36	S	<p>6. Does your school offer any of the following school-sponsored activities to 8th grade students? Select one circle in each row.</p> <table border="1" data-bbox="199 1047 934 1307"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Writing club(s) (for example, a creative writing or poetry group)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Writing competition(s)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Special courses or workshops to improve keyboarding skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Special courses or workshops to learn how to use word processing software</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. Drama club where students write their own plays</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>f. Other (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. Writing club(s) (for example, a creative writing or poetry group)	<input type="radio"/>	<input type="radio"/>	b. Writing competition(s)	<input type="radio"/>	<input type="radio"/>	c. Special courses or workshops to improve keyboarding skills	<input type="radio"/>	<input type="radio"/>	d. Special courses or workshops to learn how to use word processing software	<input type="radio"/>	<input type="radio"/>	e. Drama club where students write their own plays	<input type="radio"/>	<input type="radio"/>	f. Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<p>10. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select one circle in each row.</p> <table border="1" data-bbox="976 1047 1711 1258"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Writing club(s) (e.g., a creative writing or poetry group)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Writing competition(s)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Special courses or workshops to improve keyboarding skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Special courses or workshops to learn how to use word processing software</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. Drama club where students write their own plays</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. Writing club(s) (e.g., a creative writing or poetry group)	<input type="radio"/>	<input type="radio"/>	b. Writing competition(s)	<input type="radio"/>	<input type="radio"/>	c. Special courses or workshops to improve keyboarding skills	<input type="radio"/>	<input type="radio"/>	d. Special courses or workshops to learn how to use word processing software	<input type="radio"/>	<input type="radio"/>	e. Drama club where students write their own plays	<input type="radio"/>	<input type="radio"/>	The phrase "8th grade" was revised to "eighth-grade" for consistency with trend wording and NAEP style guidelines. Further, for consistency across all teacher and school survey questionnaires, "for example" was
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* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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37	S	<p>7. Approximately what percentage of their instructional time are English/language arts teachers in your school expected to devote to each of the following when teaching writing to 8th grade students? Fill in integer numbers between 1 and 100 on each corresponding row so that the total sums up to 100. If there is <u>no</u> specific expectation for a particular topic, enter 0 for that row.</p> <p>Development of ideas _____ %</p> <p>Organization of ideas _____ %</p> <p>Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %</p> <p>Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %</p> <p>Word processing skills _____ %</p> <p>Other (Please specify): _____ %</p>	<p>7. Approximately what percentage of their instructional time are English/language arts teachers in your school expected to devote to each of the following when teaching writing to eighth-grade students? Fill in integer numbers between 1 and 100 on each corresponding row so that the total sums up to 100. If there is <u>no</u> specific expectation for a particular topic, enter 0 for that row.</p> <p>Development of ideas _____ %</p> <p>Organization of ideas _____ %</p> <p>Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %</p> <p>Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %</p> <p>Word processing skills _____ %</p> <p>Other (Please specify): _____ %</p>	<p>revised to "e.g.,".</p> <p>The phrase "8th grade" was revised to "eighth-grade" for consistency with trend wording and NAEP style guidelines.</p>
READING OPERATIONAL				
38	St	<p>14. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Once</p> <p><input type="radio"/> Two or three times</p> <p><input type="radio"/> Four to five times</p> <p><input type="radio"/> More than five times</p>	<p>25. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Once</p> <p><input type="radio"/> Two or three times</p> <p><input type="radio"/> Four or five times</p> <p><input type="radio"/> More than five times</p>	<p>For consistency with other options, option d was revised from "Four to five times" to "Four or five times".</p>
39	St	<p>22. 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?</p> <p><input type="radio"/> Less than 30 minutes</p> <p><input type="radio"/> 30 minutes up to 1 hour</p> <p><input type="radio"/> 1 up to 2 hours</p> <p><input type="radio"/> 2 up to 3 hours</p> <p><input type="radio"/> 3 up to 4 hours</p> <p><input type="radio"/> More than 4 hours</p>	<p>26. 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?</p> <p><input type="radio"/> Less than 30 minutes</p> <p><input type="radio"/> About 30 minutes</p> <p><input type="radio"/> About 1 hour</p> <p><input type="radio"/> About 2 hours</p> <p><input type="radio"/> About 3 hours</p> <p><input type="radio"/> 4 or more hours</p>	<p>To reduce reading burden response options b through f were revised from "30 minutes up to 1 hour, 1 up to 2 hours, etc." to "About 30 minutes, About 1 hour, etc.".</p>

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40	St	<p>26. Do you think you would be able to do each of the following when reading? Select one answer choice on each row. <small>V1D260847</small></p> <table border="1" data-bbox="199 240 871 1003"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Figure out the meaning of a word you don't know by using other words in the text</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><small>V1D260848</small></td> </tr> <tr> <td>b. Explain the meaning of something you have read</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><small>V1D260849</small></td> </tr> <tr> <td>c. 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READING PILOT

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49	St	<p>[Grade 8 Reading: Student #2]</p> <p style="text-align: right;">VH260407</p> <p>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?</p> <p>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</p>	<p>25. On a typical school day, how much time do you use a computer or other digital device to do your English/language arts schoolwork?</p> <p><input type="radio"/> A Less than 30 minutes <input type="radio"/> B About 30 minutes <input type="radio"/> C About 1 hour <input type="radio"/> D About 2 hours <input type="radio"/> E About 3 hours <input type="radio"/> F 4 or more hours</p>	<p>To reduce reading burden response options b through f were revised from "30 minutes up to 1 hour, 1 up to 2 hours, etc." to "About 30 minutes, About 1 hour, etc."</p>																																																																																																																																												
50	T	<p>[Grade 8 Reading: Teacher #1]</p> <p style="text-align: right;">VH334360</p> <p>When you teach English/language arts, how often do you use the following strategies? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I teach reading as a whole-class activity.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>VH334361</td> </tr> <tr> <td>b. I create student groups with the same achievement level.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>VH334362</td> </tr> <tr> <td>c. I create student groups with different achievement levels.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> <tr> <td>d. I create groups by random assignment.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>VH334363</td> </tr> <tr> <td>e. 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53	S	<p>[Grade 8 Reading: School #1]</p> <p style="text-align: right;">TBD</p> <p>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.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td>A</td> <td>B</td> <td>TBD</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td>A</td> <td>B</td> <td>TBD</td> </tr> <tr> <td>c. Speech pathologists</td> <td>A</td> <td>B</td> <td>TBD</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td>A</td> <td>B</td> <td>TBD</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL</td> <td>A</td> <td>B</td> <td>TBD</td> </tr> <tr> <td>f. Parent volunteers</td> <td>A</td> <td>B</td> <td>TBD</td> </tr> </tbody> </table>		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	<p>3. 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 (ELLs)? Select one circle in each row.</p> <p style="text-align: right;">V18562373</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18562377</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18562374</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18562375</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18562376</td> </tr> <tr> <td>e. Parent volunteers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18562378</td> </tr> </tbody> </table>		Yes	No		a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	V18562377	b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	V18562374	c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	V18562375	d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	V18562376	e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	V18562378	"ELL" was revised to be plural (i.e., ELLs) to be consistent with the phrase "English-language learners".																																
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MATHEMATICS OPERATIONAL

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* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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69		<p style="text-align: right;">VC311851</p> <p>13. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VC311854</td> </tr> <tr> <td>b. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VC311855</td> </tr> <tr> <td>c. School assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VC311857</td> </tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC311854	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC311855	c. School assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC311857	<p style="text-align: right;">VID40967</p> <p>9. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40970</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40971</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40969</td> </tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID40970	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID40971	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID40969	For clarity and consistency with the Social Studies school questionnaire the example "quizzes or tests created by teachers" was added to original sub-item c.
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70	S	<p style="text-align: right;">VH270539</p> <p>2. In your school, approximately what percentage of eighth-grade students enrolls in more than one mathematics class in a year (including summer school two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.</p> <p><input type="radio"/> 0–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> 21–30%</p> <p><input type="radio"/> 31–40%</p> <p><input type="radio"/> 41–50%</p> <p><input type="radio"/> More than 50%</p>	<p style="text-align: right;">VH2591775</p> <p>1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.</p> <p><input type="radio"/> 0–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> 21–30%</p> <p><input type="radio"/> 31–40%</p> <p><input type="radio"/> 41–50%</p> <p><input type="radio"/> More than 50%</p>	For clarity "enrolls" was revised to "enroll" and "including summer school two-block classes" was revised to "including summer school or two-block classes".																																																
71	S	<p style="text-align: right;">VH270533</p> <p>6. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p>	<p style="text-align: right;">VH2591761</p> <p>3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p>	For clarity the phrase "fourth-grade" was added.																																																

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72	S	<p>7. In this school year, what percentage of students has gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction?</p> <p>Ⓐ 0-10%</p> <p>Ⓑ 11-20%</p> <p>Ⓒ 21-30%</p> <p>Ⓓ 31-40%</p> <p>Ⓔ 41-50%</p> <p>Ⓕ More than 50%</p>	<p>3. In this school year, what percentage of students have gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction?</p> <p>Ⓐ 0-10%</p> <p>Ⓑ 11-20%</p> <p>Ⓒ 21-30%</p> <p>Ⓓ 31-40%</p> <p>Ⓔ 41-50%</p> <p>Ⓕ More than 50%</p>	For clarity "has gone" was revised to "have gone".
MATHEMATICS PILOT				
73	St	<p>[Grade 8 Mathematics: Student #2]</p> <p style="text-align: right;">TBD</p> <p>How often do you use a computer, tablet, smartphone or gaming console outside of school to play educational games that involve math?</p> <p>A. Never</p> <p>B. About once or twice a year</p> <p>C. About once or twice a month</p> <p>D. About once or twice a week</p> <p>E. Every day or almost every day</p>	<p>21. How often do you use a computer, tablet, smartphone, or gaming console outside of school to play educational games that involve math?</p> <p>Ⓐ Never</p> <p>Ⓑ About once or twice a year</p> <p>Ⓒ About once or twice a month</p> <p>Ⓓ About once or twice a week</p> <p>Ⓔ Every day or almost every day</p>	Per style a comma was added after "smartphone".
74	St	<p>[Grade 8 Mathematics: Student #3]</p> <p style="text-align: right;">TBD</p> <p>How often do you use a computer, tablet, smartphone or gaming console outside of school to play popular games that involve math?</p> <p>A. Never</p> <p>B. About once or twice a year</p> <p>C. About once or twice a month</p> <p>D. About once or twice a week</p> <p>E. Every day or almost every day</p>	<p>22. How often do you use a computer, tablet, smartphone, or gaming console outside of school to play popular games that involve math?</p> <p>Ⓐ Never</p> <p>Ⓑ About once or twice a year</p> <p>Ⓒ About once or twice a month</p> <p>Ⓓ About once or twice a week</p> <p>Ⓔ Every day or almost every day</p>	Per style a comma was added after "smartphone".

* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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75	St	<p>[Grade 8 Mathematics: Student #8]</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">TBD</th> </tr> <tr> <th colspan="7">Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select one answer choice on each row.</th> </tr> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Draw a bar graph to represent the number of desks, chairs, and tables in your classroom</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> <tr> <td>b. Use a box plot to represent the height, in inches, of all of the students in your class</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> <tr> <td>c. 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Explain how you know the number of books you can buy if you know the price of each book and you have \$35</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> </tbody> </table>	TBD							Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select one answer choice on each row.								I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. 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. 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f. Use definitions of geometric shapes to support an argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH460912																																																																																																														

* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

#	Resp *	Approved in OMB #1850-0928 v. 1	Amended August 2016	Rationale for Change																																																																																																									
77	St	<p>[Grade 8 Mathematics: Student #10]</p> <p style="text-align: right;">TBD</p> <p>Thinking about math, do you think that you would be able to do each of the following? Select one answer choice on each row.</p> <table border="1" data-bbox="210 272 924 532"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use correct words, symbols, and notation to communicate ideas about math</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> <tr> <td>b. Use correct math notation when showing your work</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> <tr> <td>c. Explain to your classmate how you solved a math problem</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> <tr> <td>d. Use definitions of geometric shapes to support an argument</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>TBD</td> </tr> </tbody> </table>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		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	<p>25. Thinking about math, do you think that you would be able to do each of the following? Select one answer choice on each row.</p> <p style="text-align: right;">VH1613523</p> <table border="1" data-bbox="993 243 1745 683"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Decide if your classmate's math work is correct</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1640398</td> </tr> <tr> <td>b. Give an example to show that a math statement is false</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1640399</td> </tr> <tr> <td>c. Explain to your classmate how you solved a math problem</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1640910</td> </tr> <tr> <td>d. Use correct mathematical words and symbols to communicate ideas about math</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1640900</td> </tr> <tr> <td>e. Use correct mathematical words and symbols when showing your work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1640902</td> </tr> <tr> <td>f. Use definitions of geometric shapes to support an argument</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1640912</td> </tr> </tbody> </table>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Decide if your classmate's math work is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1640398	b. Give an example to show that a math statement is false	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1640399	c. Explain to your classmate how you solved a math problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1640910	d. Use correct mathematical words and symbols to communicate ideas about math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1640900	e. Use correct mathematical words and symbols when showing your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1640902	f. Use definitions of geometric shapes to support an argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1640912	<p>For clarity "notation" was revised to "mathematical words and symbols" in original sub-items a and b.</p>																					
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78	T	<p>[Grades 8 Mathematics: Teacher #1]</p> <p style="text-align: right;">TBD</p> <p>In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row.</p> <table border="1" data-bbox="210 787 924 1193"> <thead> <tr> <th></th> <th>Yes</th> <th>No, I do not prefer to use this resource</th> <th>No, this resource is not available to me.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td>A</td> <td>B</td> <td>C</td> <td>TBD</td> </tr> <tr> <td>b. Other materials provided by your district or school</td> <td>A</td> <td>B</td> <td>C</td> <td>TBD</td> </tr> <tr> <td>c. Materials found on the Internet</td> <td>A</td> <td>B</td> <td>C</td> <td>TBD</td> </tr> <tr> <td>d. Digital manipulatives</td> <td>A</td> <td>B</td> <td>C</td> <td>TBD</td> </tr> <tr> <td>e. Digital games</td> <td>A</td> <td>B</td> <td>C</td> <td>TBD</td> </tr> <tr> <td>f. 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Paper and pencil workbooks	A	B	C	TBD	j. Other materials (Please specify): _____	A	B	C	TBD	<p>4. In your mathematics class this year, do you use any of the following instructional materials during instruction? Select one circle in each row.</p> <p style="text-align: right;">VH1548937</p> <table border="1" data-bbox="993 776 1745 1157"> <thead> <tr> <th></th> <th>Yes</th> <th>No, I do not prefer to use this resource.</th> <th>No, this resource is not available to me.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1548938</td> </tr> <tr> <td>b. Other materials provided by your district or school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1548939</td> </tr> <tr> <td>c. 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Other materials not listed above (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1548941</td> </tr> </tbody> </table>		Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.		a. Textbooks provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548938	b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548939	c. Materials found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548940	d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548947	e. Digital manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548942	f. Physical manipulatives (for example, ruler, protractor, compass)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548945	g. Digital games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548948	h. Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548944	i. Other materials not listed above (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1548941	<p>For consistency a period was added to the response option "No, I do not prefer to use this resource". For clarity original sub-item i was revised to "Printed workbooks" and original sub-item j was revised to "Other materials not listed above (Please specify)".</p>
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79	T	<p>[Grades 8 Mathematics: Teacher #2]</p> <p>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. TBD</p> <table border="1" data-bbox="220 267 892 613"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>TBD</th> </tr> </thead> <tbody> <tr> <td>a. Use clear and precise language when students are discussing their problem solving and reasoning</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>TBD</td> </tr> <tr> <td>b. Use models to explain calculations</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>TBD</td> </tr> <tr> <td>c. 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VH1270281</p> <table border="1" data-bbox="982 267 1749 1019"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use clear and precise language to discuss problem solving and reasoning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1562945</td> </tr> <tr> <td>b. Use models to explain calculations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1562946</td> </tr> <tr> <td>c. 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Relate what your students know to the real world and make sense of it mathematically</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1562948</td> </tr> <tr> <td>h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1562949</td> </tr> <tr> <td>i. Evaluate the conclusions of other students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1549107</td> </tr> <tr> <td>j. Examine patterns in tables and graphs to describe relationships</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1562991</td> </tr> </tbody> </table>		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis									a. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562945	b. Use models to explain calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562946	c. Represent a problem in multiple ways including using numbers, words, pictures, and charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562947	d. 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Evaluate the conclusions of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1549107	j. Examine patterns in tables and graphs to describe relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562991	<p>For clarity original sub-item a was revised to "Use clear and precise language to discuss problem solving and reasoning" and sub-item c was revised to "Represent a problem in multiple ways including using numbers, words, pictures, and charts. Per style, "real life" was revised to "real-life".</p>
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c. Represent a problem in multiple ways including using numbers, words, pictures, and charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562947																																																																																																																												
d. Use models to examine real-life and mathematical examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1549099																																																																																																																												
e. Evaluate a problem-solving process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562948																																																																																																																												
f. Create equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562949																																																																																																																												
g. Relate what your students know to the real world and make sense of it mathematically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562948																																																																																																																												
h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562949																																																																																																																												
i. Evaluate the conclusions of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1549107																																																																																																																												
j. Examine patterns in tables and graphs to describe relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1562991																																																																																																																												

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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.</p> <p style="text-align: right;">VH547461</p> <table border="1"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use definitions and notation precisely</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH547462</td> </tr> <tr> <td>b. Justify and explain their reasoning</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH547463</td> </tr> <tr> <td>c. 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c. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1247491																																																																																																																							
d. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1247492																																																																																																																							
e. Results from school-level assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1247493																																																																																																																							
f. Recommendations from school mathematics department or teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1247495																																																																																																																							
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1240926																																																																																																																							
h. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1240927																																																																																																																							
i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1240925																																																																																																																							

SOCIAL STUDIES PILOT

83	St	<p>[Grade 8 Social Sciences: Civics Student #20]</p> <p>How much does each of the following statements describe a person like you?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all like me</th> <th>A little bit like me</th> <th>Somewhat like me</th> <th>Quite a bit like me</th> <th>Exactly like me</th> </tr> </thead> <tbody> <tr> <td>a. I want other students to think I am a good civics or United States government student.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. I want to show others that my civics or United States government schoolwork is easy for me.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. I want to get better grades than most other students in my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>e. I want to avoid making mistakes in front of my classmates.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>f. I want to hide that I have a hard time understanding the material in my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>		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 civics or United States government student.	A	B	C	D	E	b. I want to show others that my civics or United States government 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	<p>12. When you study civics and/or United States government, how much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all like me</th> <th>A little bit like me</th> <th>Somewhat like me</th> <th>Quite a bit like me</th> <th>Exactly like me</th> </tr> </thead> <tbody> <tr> <td>a. I want other students to think I am a good student.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. I want to show others that my schoolwork is easy for me.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. I want to get better grades than most other students in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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 student.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. I want to show others that my schoolwork is easy for me.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. I want to look smart in comparison to the other students in my class.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. I want to get better grades than most other students in my class.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>VH1565609</p> <p>The stem wording was revised to reference "civics and/or United States government" in the item stem and the subject reference was removed from the sub-items.</p>
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86	St	<p>[Grade 8 Social Sciences: Civics Student #19]</p> <p>How much do you agree with the following statements?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>A little bit</th> <th>Somewhat</th> <th>Quite a bit</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>a. I believe I can make a difference in my community.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. By working with others in the community, I can help make things better.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Being actively involved in community issues is my responsibility.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. Being concerned about state and local issues is an important responsibility for everybody.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>e. 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* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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88	St	<p>[Grade 8 Social Sciences: Civics Student #24]</p> <p>Do you think that you would be able to do each of the following?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> </tr> </thead> <tbody> <tr> <td>Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, and environmental conservation)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>a. Form an effective plan for addressing social issues</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Use social media to change perceptions of an issue</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. Talk effectively to adults about social issues</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>e. Facilitate a discussion about a social issue</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can	Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, and environmental conservation)	A	B	C	D	E	a. 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	<p>11. Do you think that you would be able to do each of the following? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> </tr> </thead> <tbody> <tr> <td>a. Support an opinion about an issue or problem with reasons and examples</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Discuss the political process and government with others</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, or environmental conservation)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Form an effective plan for addressing social issues</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Discuss the political process and government with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, or environmental conservation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Form an effective plan for addressing social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>to simplify the wording.</p> <p>The term "and" was revised to "or" in the parenthetical examples in current sub-item c. For original sub-item d (current sub-item b) the phrase "social issues" was revised.</p>
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b. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																		
c. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																		
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95	St	<p>[Grade 8 Social Sciences: Civics Student #6]</p> <p>During this school year, how often do you do each of the following when you study civics or United States government?</p> <p>Select one answer choice on each row.</p> <table border="1" data-bbox="210 292 945 552"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all the time</th> </tr> </thead> <tbody> <tr> <td>a. Study the roles and functions of the three branches of the United States government</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Study the rights and responsibilities of United States citizens</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Study how the United States influences and is influenced by world affairs</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. 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96	St	<p>[Grade 8 Social Sciences: Civics Student #11]</p> <p>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.</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> </tr> </thead> <tbody> <tr> <td>a. Organize information about civics or United States government topics by creating tables, charts, or graphs</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Create multimedia reports or projects about civics or United States government (for example, a slide presentation that combines text and video clips)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. 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103	St	<p>[Grade 8 Social Sciences: Geography Student #8]</p> <p>In your social studies class this year, how often do you get the following assignments?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the lessons</th> <th>About half of the lessons</th> <th>More than half of the lessons</th> <th>All or almost all of the lessons</th> </tr> </thead> <tbody> <tr> <td>a. Assignments that you have to complete together with other students</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Short written responses (for example, a paragraph or less)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Assignments that use different forms of media (for example, photos, video, music)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>		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	<p>16. In your social studies class this year, how often do you get the following assignments? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the lessons</th> <th>About half of the lessons</th> <th>More than half of the lessons</th> <th>All or almost all of the lessons</th> </tr> </thead> <tbody> <tr> <td>a. Assignments that you have to complete together with other students</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>b. Short written responses (for example, a paragraph or less)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>c. Assignments that use different forms of media (for example, photos, videos, or music)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>d. Long written responses (for example, several paragraphs)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> </tbody> </table>		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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	b. Short written responses (for example, a paragraph or less)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	c. Assignments that use different forms of media (for example, photos, videos, or music)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	d. Long written responses (for example, several paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	<p>Sub-item c was revised to consistently list plural items in parentheses.</p>
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104	St	<p>[Grade 8 Social Sciences: Geography Student #15]</p> <p>During this school year, how many times have you done each of the following outside of school?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. Use online mapping tools such as Google Maps or Bing Maps</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Read news stories about current events related to physical systems (for example, natural disasters, etc.)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Read about geographic issues</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. 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c. Written about your opinion on geographic problems or issues (for example, in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																					
d. Taken part in environmental debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																					
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110	St	<p>[Grade 8 Social Sciences: U.S. History Student #18]</p> <p>How much does each of the following statements describe a person like you?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all like me</th> <th>A little bit like me</th> <th>Somewhat like me</th> <th>Quite a bit like me</th> <th>Exactly like me</th> </tr> </thead> <tbody> <tr> <td>a. I want to learn as much as possible in my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. I want to master a lot of new skills in my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. I want to pass my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. I want to become a better United States history student this year.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>e. I want to get good grades in my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>f. I want to understand as much as I can in my class.</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>		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	<p>14. When you study United States history, how much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all like me</th> <th>A little bit like me</th> <th>Somewhat like me</th> <th>Quite a bit like me</th> <th>Exactly like me</th> </tr> </thead> <tbody> <tr> <td>a. I want to learn as much as possible in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. I want to master a lot of new skills in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. I want to become a better student this year.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. I want to get good grades in my schoolwork.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. I want to understand as much as I can in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. I want to master a lot of new skills in my class.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. I want to become a better student this year.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. I want to get good grades in my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. I want to understand as much as I can in my class.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>The stem wording was revised to specifically reference "United States history" in order to clarify the item and the subject reference was removed from the sub-items.</p>																		
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112	St	<p>[Grade 8 Social Sciences: U.S. History Student #6]</p> <p>During this school year, how often do you do each of the following when you study United States history?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> </tr> </thead> <tbody> <tr> <td>a. Examine the causes and effects of important events in United States history</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Examine the relationship between events and themes in United States history (for example, between the American Revolution and the spread of democratic ideals)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. 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113	St	<p>[Grade 8 Social Sciences: U.S. History Student #1]</p> <p>In which of the following grades have you learned about United States history?</p> <p>Select one or more answer choices on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on United States history.</th> <th>Yes, I took a class or course that included some United States history topics.</th> <th>No, I did not take a class or course that taught United States history topics.</th> <th>I don't know.</th> </tr> </thead> <tbody> <tr> <td>a. 5th grade</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>b. 6th grade</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>c. 7th grade</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>d. 8th grade</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> </tbody> </table>		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.	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	<p>1. In which of the following grades have you learned about United States history? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on United States history.</th> <th>Yes, I took a class or course that included some United States history topics.</th> <th>No, I did not take a class or course that taught United States history topics.</th> <th>I don't remember.</th> </tr> </thead> <tbody> <tr> <td>a. 5th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. 6th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. 7th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. 8th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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 remember.	a. 5th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. 8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>As per cog lab feedback, "I don't know" was revised to "I don't remember" for more accuracy.</p>																																								
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e. Listen to the teacher talk about United States history topics	A	B	C	D	E																																																																																									
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a. Read material from a United States history textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E																																																																																									
b. Read extra material about United States history not in the regular textbook (for example, newspapers, magazines, or online sources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E																																																																																									
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f. Listen to or watch movies, videos, or online content about United States history topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E																																																																																									

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118	St	<p>[Grade 8 Social Sciences: U.S. History Student #4]</p> <p>During this school year so far, how often have you done each of the following?</p> <p>Select one answer choice on each row.</p> <table border="1" data-bbox="205 243 951 332"> <thead> <tr> <th></th> <th>Never</th> <th>Once</th> <th>Two or three times</th> <th>Four or five times</th> <th>More than five times</th> </tr> </thead> <tbody> <tr> <td>a. Gone on class field trips to learn about United States history topics</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Gave class presentations on United States history topics</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>		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	<p>4. During this school year so far, how often have you done each of the following? Select one answer choice on each row.</p> <table border="1" data-bbox="982 243 1745 683"> <thead> <tr> <th></th> <th>Never</th> <th>Once</th> <th>Two or three times</th> <th>Four or five times</th> <th>More than five times</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Gone on class field trips to learn about United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1459793</td> </tr> <tr> <td>b. Given class presentations on United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1459794</td> </tr> <tr> <td>c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1459797</td> </tr> <tr> <td>d. Taken part in historical debates or panel discussions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1459799</td> </tr> <tr> <td>e. Taken part in role-playing, mock trials, or dramas about United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1459800</td> </tr> </tbody> </table>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI1459793	b. Given class presentations on United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI1459794	c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI1459797	d. Taken part in historical debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI1459799	e. Taken part in role-playing, mock trials, or dramas about United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI1459800	<p>Sub-items b, d, and e had revisions to the verb tense. Sub-item c was revised for replacing the term "position" with "opinion" for improved clarity.</p>
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119	St	<p>[Grade 8 Social Sciences: U.S. History Student #6]</p> <p>During this school year, how often do you do each of the following when you study United States history?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all the time</th> </tr> </thead> <tbody> <tr> <td>a. Examine the causes and effects of important events in United States history</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Examine the relationship between events and themes in United States history (for example, between the American Revolution and the spread of democratic ideals)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. 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121	T	<p>[Grade 8 Social Sciences: Teacher #3]</p> <table border="1"> <tr> <td>How many students are in this class? Enter the number of students.</td> <td>FREE RESPONSE</td> </tr> </table>	How many students are in this class? Enter the number of students.	FREE RESPONSE	<p>2. How many students are in this class? Enter the number of students. If you teach more than one eighth-grade social studies class, please enter the number of students in the class you are using as the basis for answering this survey.</p> <p><input type="text"/> <input type="text"/></p>	<p>The item wording was revised to clarify instructions for what social studies class teachers should think about when providing a response.</p>																																																																						
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122	T	<p>[Grade 8 Social Sciences: Teacher #1]</p> <table border="1"> <tr> <td>Which best describes your role in teaching social studies to this class? Select all that apply.</td> <td>I teach all or most subjects, including social studies.</td> <td>The only subject I teach is social studies.</td> <td>We team teach, and I have primary responsibility for teaching social studies.</td> <td>I have primary responsibility for teaching civics or United States government.</td> <td>I have primary responsibility for teaching geography.</td> <td>I have primary responsibility for teaching United States history.</td> </tr> </table>	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.	<p>3. Which best describes your role in teaching social studies to this class? Select all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I teach all or most subjects, including social studies. <input type="checkbox"/> The only subject I teach is social studies. <input type="checkbox"/> We team teach, and I have primary responsibility for teaching social studies. <input type="checkbox"/> I have primary responsibility for teaching civics and/or United States government. <input type="checkbox"/> I have primary responsibility for teaching geography. <input type="checkbox"/> I have primary responsibility for teaching United States history. 	<p>The phrase "civics or United States government" was revised to "civics and/or United States government".</p>																																																																	
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* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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123	T	<p>[Grade 8 Social Sciences: Teacher #5]</p> <p>During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects?</p> <p>Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>None</th> <th>1-10%</th> <th>11-40%</th> <th>41-60%</th> <th>61-90%</th> <th>More than 90%</th> </tr> </thead> <tbody> <tr> <td>a. Civics or United States government</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>b. Geography</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>c. United States history</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>d. Other social studies subject (please specify): _____</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> </tbody> </table>		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	<p>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.</p> <p>VI1493388</p> <table border="1"> <thead> <tr> <th></th> <th>None</th> <th>1-10%</th> <th>11-40%</th> <th>41-60%</th> <th>61-90%</th> <th>More than 90%</th> </tr> </thead> <tbody> <tr> <td>a. Civics and/or United States government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Geography</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. United States history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Other social studies subject (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		None	1-10%	11-40%	41-60%	61-90%	More than 90%	a. Civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Geography	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. United States history	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Other social studies subject (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>The phrase "civics or United States government" was revised to "civics and/or United States government". "Please" was capitalized in sub-item d for consistency with other subjects.</p>																																
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g. Had students take part in role-playing, mock trials, or dramas about social studies topics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																									
126	T	<p>[Grade 8 Social Sciences: Teacher #9]</p> <p>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)?</p> <table border="1"> <thead> <tr> <th>Select one circle in each row.</th> <th>Not applicable</th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>a. Civics or United States government</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>b. Geography</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>c. United States history</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> </tbody> </table>	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	<p>12. 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.</p> <table border="1"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>a. Civics and/or United States government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Geography</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. United States history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Not applicable	Not at all	Very little	Some	Quite a bit	A lot	a. Civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Geography	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. United States history	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>The phrase "civics or United States government" was revised to "civics and/or United States government".</p>																																		
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127	T	<p>[Grade 8 Social Sciences: Teacher #10]</p> <p>To what extent do you use each of the following technological resources for social studies instruction?</p> <table border="1"> <thead> <tr> <th>Select one circle in each row.</th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>a. Desktop or laptop computer(s)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Tablet(s) (for example, Surface Pro, iPad, Kindle Fire)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Online content (e.g., online software, podcasts, or streaming videos)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. Interactive web spaces (e.g., forums where students can interact and share materials)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>e. Interactive whiteboards</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>f. Other digital devices(s) (Please specify): _____</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>	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	<p>11. To what extent do you use each of the following technological resources for social studies instruction? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>a. Desktop or laptop computer(s)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Tablet(s) (e.g., Surface Pro, iPad, or Kindle Fire)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Online content (e.g., online software, podcasts, or streaming videos)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Interactive whiteboards</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. Other digital device(s) (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Not at all	Very little	Some	Quite a bit	A lot	a. Desktop or laptop computer(s)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Tablet(s) (e.g., Surface Pro, iPad, or Kindle Fire)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Online content (e.g., online software, podcasts, or streaming videos)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Interactive whiteboards	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Other digital device(s) (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>For consistency with the abbreviation conventions used across all teacher and school questionnaires, "for example" was replaced with "e.g."</p>												
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For consistency with the abbreviation conventions used across all teacher and school questionnaires, "for example" was replaced with "e.g." in all instances. For current sub-items b and c, the words "anthropologist" and "multimedia" were revised, respectively, to improve clarity and to achieve consistency with the revised wording of the parallel student item.</p>
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* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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130	T	<p>[Grade 8 Social Sciences: Teacher #16]</p> <p>In your social studies class this year, how often do you use each of the following to assess student progress in social studies?</p> <p>Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. Long written responses (e.g., several paragraphs)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Responses to questions based on information from several documents (e.g., letters, cartoons, maps)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Assessments with an extended constructed-response component</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. Portfolios</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>e. Computer-based or online assessments</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>		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	<p>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.</p> <p>V14093539</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. Long written responses (e.g., several paragraphs)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Portfolios</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Computer-based or online assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Portfolios	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Computer-based or online assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Wording revisions were made to sub-item b to refer more generally to "sources" rather than "documents" and the word "or" was added to the terms in parentheses.</p>																																																												
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d. Comparing the roles and responsibilities of local, state, and national governments in the United States	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																					
e. Examining why it is important to pay attention to the political process and government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																					
f. Examining why it is important for individuals to participate in the political process and government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																					
g. Supporting an opinion about an issue or problem with reasons and examples	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																					
h. Discussing the political process and government with others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																					
133	T	<p>[Grade 8 Social Sciences: Teacher #40]</p> <table border="1"> <tr> <td>During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at civic participatory skills?</td> <td>Yes</td> <td>No</td> </tr> </table>	During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at civic participatory skills ?	Yes	No	<p>21. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach civics and/or United States government?</p> <p><input checked="" type="radio"/> Yes, I have attended programs that are required by my school or district.</p> <p><input type="radio"/> Yes, I have attended programs that are not required by my school or district.</p> <p><input type="radio"/> No</p>	Based on cog lab responses, the item stem wording was revised to clearly refer to "civics and/or United States government." The response options were expanded to																																																																																																			
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134	T	<p>[Grade 8 Social Sciences: Teacher #26]</p> <p>To what extent have you emphasized each of the following skills and topics as part of geography instruction with this class?</p> <table border="1" data-bbox="205 440 919 670"> <thead> <tr> <th>Select one circle in each row.</th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> </tr> </thead> <tbody> <tr> <td>a. Using physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Other countries and cultures</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. Environment and society issues (e.g., climate change)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. Space and place (i.e., basic concepts of physical and human geography)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>e. Spatial dynamics and connections (i.e., variation among regions and how people interact across space via communication, transportation, trade)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>	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	<p>23. In your social studies class this year, how much have you emphasized the following topics in geography? Select one circle in each row.</p> <table border="1" data-bbox="982 480 1749 911"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Using physical or digital maps (e.g., a road map, MapQuest, or Google Maps) and globes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14493707</td> </tr> <tr> <td>b. Countries and cultures</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14493708</td> </tr> <tr> <td>c. Environmental issues (e.g., pollution, recycling, climate change, or genetically modified food)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14493709</td> </tr> <tr> <td>d. Basic concepts of physical and human geography</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14493710</td> </tr> <tr> <td>e. Variation among regions and how people interact across space via communication, transportation, or trade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14493711</td> </tr> </tbody> </table>		Not at all	Very little	Some	Quite a bit	A lot		a. Using physical or digital maps (e.g., a road map, MapQuest, or Google Maps) and globes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493707	b. Countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493708	c. Environmental issues (e.g., pollution, recycling, climate change, or genetically modified food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493709	d. Basic concepts of physical and human geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493710	e. Variation among regions and how people interact across space via communication, transportation, or trade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493711	<p>The item stem and response options were revised to match a similar Civics curriculum content item. Sub-items b and c were revised to be consistent with the wording used in a parallel Geography student item. The wording for sub-items d and e was revised for improved clarity.</p>
Select one circle in each row.	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis																																																																													
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135	T	<p>[Grade 8 Social Sciences: Teacher #27]</p> <p>In your social studies class this school year, how much time have you devoted to teaching your students each of the following?</p> <p>Select one circle in each row.</p> <table border="1" data-bbox="205 203 919 511"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> </tr> </thead> <tbody> <tr> <td>a. Using a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Examining how information moves from place to place</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. 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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	<p>24. 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.</p> <p style="text-align: right;">V14493725</p> <table border="1" data-bbox="976 251 1738 990"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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136	T	<p>[Grade 8 Social Sciences: Teacher #41]</p> <table border="1"> <tr> <td>During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at teaching geographic skills?</td> <td>Yes</td> <td>No</td> </tr> </table> <p>Tea49_000</p>	During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at teaching geographic skills?	Yes	No	<p>25. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach geography?</p> <p><input type="radio"/> Yes, I have attended programs that are required by my school or district.</p> <p><input type="radio"/> Yes, I have attended programs that are not required by my school or district.</p> <p><input type="radio"/> No</p>	<p>VI493823</p> <p>Based on cog lab responses, the item stem wording was revised to clearly refer to "geographic skills." The response options were expanded to a multiple response format to account for non-mandated professional development.</p>																																																									
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139	T	<p>[Grade 8 Social Sciences: Teacher #20]</p> <p>In your social studies class this school year, how much time have you devoted to teaching your students each of the following?</p> <p>Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> </tr> </thead> <tbody> <tr> <td>a. Examining the causes and effects of important events in United States history</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. Examining the relationship between events and themes in U.S. history (for example, between the American Revolution and the spread of democratic ideals)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. 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* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

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140	T	<p>[Grade 8 Social Sciences: Teacher #39]</p> <p>Tea47_000</p> <table border="1" data-bbox="210 203 787 276"> <tr> <td data-bbox="210 203 588 259">During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at teaching historical thinking skills?</td> <td data-bbox="588 259 682 276">Yes</td> <td data-bbox="682 259 787 276">No</td> </tr> </table>	During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) aimed at teaching historical thinking skills ?	Yes	No	<p>30. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach history?</p> <p><input type="radio"/> Yes, I have attended programs that are required by my school or district.</p> <p><input type="radio"/> Yes, I have attended programs that are not required by my school or district.</p> <p><input type="radio"/> No</p>	<p>Based on cog lab responses, the item stem wording was revised to clearly refer to "history". The response options were expanded to a multiple response format to account for non-mandated professional development.</p>																																																														
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141	S	<p>[Grade 8 Social Sciences: School #1]</p> <p>At what grade do students in your school typically take the following classes?</p> <table border="1" data-bbox="199 820 913 1015"> <thead> <tr> <th>Select all squares that apply.</th> <th>6th grade</th> <th>7th grade</th> <th>8th grade</th> <th>9th grade</th> <th>This class is not offered in my school.</th> </tr> </thead> <tbody> <tr> <td>a. A class primarily focused on civics or United States government</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>b. A class primarily focused on geography</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>c. A class primarily focused on United States history</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>d. A class that integrates two or more areas of social studies (e.g., civics or United States government, geography, United States history)</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </tbody> </table>	Select all squares that apply.	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.	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	<p>1. At what grade do students in your school typically take the following classes? Select one or more squares in each row.</p> <table border="1" data-bbox="976 868 1753 1339"> <thead> <tr> <th></th> <th>5th grade</th> <th>6th grade</th> <th>7th grade</th> <th>8th grade</th> <th>9th grade</th> <th>This class is not offered in my school.</th> </tr> </thead> <tbody> <tr> <td>a. A class primarily focused on civics and/or United States government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. A class primarily focused on geography</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. A class primarily focused on United States history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.	a. A class primarily focused on civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. A class primarily focused on geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. A class primarily focused on United States history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>The response option "5th grade" was added to achieve consistency with similar items found in the Civics, Geography, and U.S. History student questionnaires. For sub-item a and d, the phrase "civics or United States government" was revised to "civics and/or United States</p>
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c. National assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1404372																																																																																																																																																										
d. School assessments (e.g., quizzes or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1404373																																																																																																																																																										
e. Computer-based or online assessments (e.g., national assessments or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1404374																																																																																																																																																										

* Resp indicates Respondent (ST=Student, T=Teacher, S=School)

#	Resp *	Approved in OMB #1850-0928 v. 1	Amended August 2016	Rationale for Change																																										
				"Professional development" was added to sub-item c for more clarity.																																										
146	S	<p>[Grade 8 Social Sciences: School #9]</p> <p>Does your school offer any of the following school-sponsored activities to eighth-grade students?</p> <p>Select one circle in each row.</p> <table border="1" data-bbox="210 446 781 625"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Student government</td> <td><input type="radio"/> A</td> <td><input type="radio"/> B</td> </tr> <tr> <td>b. Class(es) with a service-learning component</td> <td><input type="radio"/> A</td> <td><input type="radio"/> B</td> </tr> <tr> <td>c. Club(s) with a community service component</td> <td><input type="radio"/> A</td> <td><input type="radio"/> B</td> </tr> <tr> <td>d. Special courses or workshops to improve skills with computers or other digital devices</td> <td><input type="radio"/> A</td> <td><input type="radio"/> B</td> </tr> <tr> <td>e. Other (Please specify): _____</td> <td><input type="radio"/> A</td> <td><input type="radio"/> B</td> </tr> </tbody> </table>		Yes	No	a. Student government	<input type="radio"/> A	<input type="radio"/> B	b. Class(es) with a service-learning component	<input type="radio"/> A	<input type="radio"/> B	c. Club(s) with a community service component	<input type="radio"/> A	<input type="radio"/> B	d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/> A	<input type="radio"/> B	e. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<p>5. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select one circle in each row.</p> <table border="1" data-bbox="976 446 1753 682"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Student government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14409722</td> </tr> <tr> <td>b. Classes with a community service component</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14409723</td> </tr> <tr> <td>c. Clubs with a community service component</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14409724</td> </tr> <tr> <td>d. Special courses or workshops to improve skills with computers or other digital devices</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14409725</td> </tr> <tr> <td>e. Other activities (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14409726</td> </tr> </tbody> </table>		Yes	No		a. Student government	<input type="radio"/>	<input type="radio"/>	V14409722	b. Classes with a community service component	<input type="radio"/>	<input type="radio"/>	V14409723	c. Clubs with a community service component	<input type="radio"/>	<input type="radio"/>	V14409724	d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/>	<input type="radio"/>	V14409725	e. Other activities (Please specify): _____	<input type="radio"/>	<input type="radio"/>	V14409726	The wording for sub-items b, c, and e was revised for improved clarity and grammar.
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