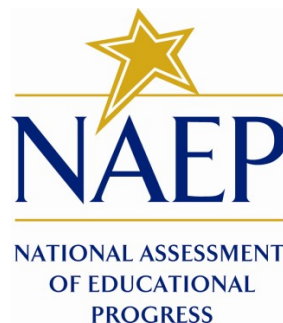


NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Volume II
Cognitive Interview Protocols

National Assessment of Educational Progress (NAEP) 2022
Social Science and Economics Questionnaire Cognitive Interviews

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Paperwork Burden Statement

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0803. The time required to complete this information collection is estimated to average 60 minutes, including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: *National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.*

Authorization and Confidentiality Assurance

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622).

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

OMB No. 1850-0803 Approval Expires 07/31/2019

The purpose of the cognitive interviews is to inform the development of the student, teacher, department head, and school questionnaires prior to pilot testing. Below are the probes that students, teachers, department heads, and school administrators will be asked during the cognitive interview. Please note that some probes may not be addressed if time does not permit¹.

Interviewer Welcome Script and Assent/Consent

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

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

Note: Students, teachers, department heads, and school administrators will be administered all items and probes, if time permits. The duration of each cognitive interview will be 60 minutes².

Student Welcome Script

Hello, my name is <name >.

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

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

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

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

This interview is being audio recorded so that researchers can review the recordings later. No one else will hear the recording. Your participation is voluntary and all of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Do you have any questions?

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

¹ Please note that the order of probes will be reversed in approximately half of the interviews to ensure that each probe is administered.

² Please note that the 60 minutes includes time for introductions, completing the interview, debriefing, and/or time for additional questions/feedback from the participants.

Teacher Welcome Script

Hello, my name is <name>.

Thank you for coming here today to help us.

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

This interview is being audio recorded so that researchers can review the recordings later. No one else will hear the recording. Your participation is voluntary and all of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Do you have any questions?

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

Department Head Welcome Script

Hello, my name is <name>.

Thank you for coming here today to help us.

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

This interview is being audio recorded so that researchers can review the recordings later. No one else will hear the recording. Your participation is voluntary and all of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Do you have any questions?

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

School Administrator Welcome Script

Hello, my name is <name >.

Thank you for coming here today to help us.

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

This interview is being audio recorded so that researchers can review the recordings later. No one else will hear the recording. Participant responses are voluntary, will be used only for statistical purposes, and will not be disclosed or used, in identifiable form, for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Do you have any questions?

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

Instructions and Generic Probes

The interviewer should ask the participant to read and answer the questions, one at a time. Each question will be either one discrete question (multiple choice or free response) or one matrix question (i.e., an item stem with two or more multiple choice sub-items). The respondent is not supposed to read the question aloud, but should work on the question in the same fashion he/she would during a NAEP test administration or survey. If a respondent indicates they do not know a word or phrase, the interviewer can read words aloud and/or explain the meaning of words for the respondent.

For most items, generic probes for discrete and matrix items will include the following:

Generic Probes for Discrete Items (Multiple Choice and Free Response)–Full Set

| No. | Probe | Instructions for Interviewer |
|-----|---|--|
| 1 | <p>Can you explain to me what the question is asking? Please try to explain without repeating the wording of the item.</p> | <p>Ask this probe for all discrete questions AFTER the respondent has answered the question.</p> |
| 2 | <p>Were there any words or parts of this question that were confusing?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No ____</p> | <p>Ask this probe for all discrete questions.</p> |
| 3 | <p>What did you find confusing? What could we do to make the question less confusing?</p> | <p>Ask both probes only if the respondent answered YES to the previous question.</p> |
| 4 | <p>Would you say it was very easy, easy, difficult, or very difficult to answer this question?</p> <p><input type="checkbox"/> Very Easy <input type="checkbox"/> Easy <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult</p> | <p>Ask this probe for all discrete questions.</p> |
| 5 | <p>How could we make it easier to answer this question?</p> | <p>Ask this probe only if the respondent answered DIFFICULT or VERY DIFFICULT to the previous question.</p> |
| 6 | <p>How sure are you about your answer to this item?</p> <p><input type="checkbox"/> Very Unsure <input type="checkbox"/> Unsure <input type="checkbox"/> Sure <input type="checkbox"/> Very Sure</p> | <p>Ask this probe for all discrete questions.</p> |
| 7 | <p>Were you comfortable answering this item?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No ____</p> | <p>Only ask this probe for discrete questions inquiring about potentially sensitive topics.</p> |
| 8 | <p>How could we make the item more comfortable to answer?</p> | <p>Ask this probe only if the respondent answered NO to the previous probe. This probe should be skipped if the previous probe was not administered.</p> |

Generic Probes for Matrix Items – Full Set

| No. | Probe | Instructions for Interviewer |
|-----|---|--|
| 1 | <i>Look back at the first part of the item where you were asked a question. Can you explain to me what this question is asking? Please try to explain without repeating the wording of the item.</i> | Ask this probe AFTER the respondent has answered the entire matrix question. This probe is specifically for the “stem” of the item, <u>not</u> the entire matrix item or a specific part/sub-item. |
| 2 | <i>Can you explain to me what [part a., b., c., etc.] means? Please try to explain without repeating the wording of the item.</i> | Ask this probe for all parts/sub-items. Please note probes 2-6 should be asked together for one part/sub-item before moving on to the next part/sub-item. |
| 3 | <i>Did you find any words or part of [part a., b., c., etc.] confusing?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No | Ask this probe for all parts/sub-items. |
| 4 | <i>What did you find confusing? What could we do to make [part a., b., c., etc.] less confusing?</i> | Ask both probes only if the respondent answered YES to the previous question. |
| 5 | <i>Would you say answering [part a., b., c., etc.] was very easy, easy, difficult, or very difficult?</i> <input type="checkbox"/> Very Easy <input type="checkbox"/> Easy <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult | Ask this probe for all parts/sub-items. |
| 6 | <i>How could we make it easier to answer [part a., b., c., etc.]?</i> | Ask this probe only if the respondent answered DIFFICULT or VERY DIFFICULT to the previous question. |
| 7 | <i>How sure are you about your answers to this item?</i> <input type="checkbox"/> Very Unsure <input type="checkbox"/> Unsure <input type="checkbox"/> Sure <input type="checkbox"/> Very Sure | Ask this probe for all matrix items. Ask this probe once per matrix, after completing all other probes pertaining to parts/sub-items. |
| 8 | <i>Were you comfortable answering this item?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | Only ask this probe for matrix questions inquiring about potentially sensitive topics. Ask this probe after completing all other probes pertaining to parts/sub-items. |
| 9 | <i>How could we make this item more comfortable to answer?</i> | Ask this probe only if the respondent answered NO to the previous probe. This probe should be skipped if the previous probe was not administered. |

Other existing items may only need to be administered in cog labs to ensure specific terminology or phrases are still relevant (e.g., “thesaurus”), or because the response options have been changed. In these cases, generic probes will not be administered. Probes specific to the item will be administered in relation to the terminology, phrase, or changed response options to ensure participants are able to provide the feedback.

Core Cognitive Interview Items and Probes

Student Items – Grade 8 Specific

[Grade 8 Core: Student #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) | Draft Response Option E (09/19/2018) |
|------------------------|-----------------------|---------------------|--|--|---|---|---|---|
| Stu_Mob1 | 8 | | Are you attending a different school this school year than last school year? | Yes, grade 8 students attend a different school than grade 7 students. | Yes, I moved and now attend a different school than I did last school year. | Yes, I attended a different school last school year for some other reason (Please specify): _____ | No, I was homeschooled last school year. | No, I am attending the same school I attended last school year. |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>How did you decide what answer to give to this question?</i> | Specific | Required |
| 3 | <i>[If selects options B, C, D, or E] Can you explain what the first response option means?</i> | Specific | Conditional |
| 4 | <i>[If selects options A, C, D, or E] Can you explain what the second response option means?</i> | Specific | Conditional |
| 5 | <i>Can you explain what “homeschooled” means to you?</i> | Specific | Required |

Student Items – Grade 12 Specific

[Grade 12 Core: Student #1]

| Item Development in Preparation for Coglabs | | | | | | | |
|---|-----------------------|---------------------|--|---|---|---|---|
| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) |
| Stu_Mob2 | 12 | | Are you attending a different school this school year than last school year? | Yes, I moved and now attend a different school than I did last school year. | Yes, I attended a different school last school year for some other reason (Please specify): _____ | No, I was homeschooled last school year. | No, I am attending the same school I attended last school year. |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>How did you decide what answer to give to this question?</i> | Specific | Required |
| 3 | <i>[If selects options B, C, or D] Can you explain what the first response option means?</i> | Specific | Conditional |
| 4 | <i>[If selects options A, C, or D] Can you explain what the second response option means?</i> | Specific | Conditional |
| 5 | <i>Can you explain what “homeschooled” means to you?</i> | Specific | Required |

Teacher Items – Grade 8 Specific

[Grade 8 Core: Teacher #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) |
|------------------------|-----------------------|---------------------|--|---|
| Int_1a | 8 | | To the best of your knowledge, are there any students in this class that do not have a computer with access to the Internet at home? | FREE RESPONSE |

Alternative version

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) |
|------------------------|-----------------------|---------------------|--|---|
| Int_1b | 8 | | To the best of your knowledge, are there any students in this class that do not have access to the Internet at home? | FREE RESPONSE |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>How did you decide what answer to give to this question?</i> | Specific | Required |
| 3 | <i>Can you explain what devices qualify as a “computer”?</i> | Specific | Required |
| 4 | <i>Do you know whether your students have a high-speed or dial-up Internet connection at home?</i> | Specific | Required |
| 5 | <i>[Looking at all versions of the item] Please take a look at the alternative version of the item you just answered. What is the difference between the two versions?</i> | Specific | Required |
| 6 | <i>[Looking at all versions of the item] Would you answer the alternate version of the item differently? Why?</i> | Specific | Required |

[Grade 8 Core: Teacher #2]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (10/04/2018) | Draft Response Option A (10/04/2018) | Draft Response Option B (10/04/2018) |
|------------------------|-----------------------|---------------------|--|---|---|
| Int_2a00 | 8 | | Do you use any of the following methods to accommodate students that do not have a computer with access to the Internet at home? Select one circle in each row. | Yes | No |
| Int_2a01 | 8 | a. | Avoiding assignment of homework that requires use of the Internet | A | B |
| Int_2a02 | 8 | b. | Incorporating Internet use into class activities (e.g., searching for information) in order to increase student exposure to the Internet | A | B |
| Int_2a03 | 8 | c. | Providing students with Internet access via school computers outside of class time | A | B |
| Int_2a04 | 8 | d. | Providing students and/or parents with information on where to access to the Internet for free outside of school (e.g., public libraries) | A | B |
| Int_2a05 | 8 | e. | Providing students and/or parents with information on affordable Internet access options | A | B |
| Int_2a06 | 8 | f. | Providing students and/or parents with information on affordable computers | A | B |
| Int_2a07 | 8 | g. | Discussing the issue of limited Internet access with your classes in order to avoid stigmatizing affected students | A | B |

Alternative version

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (10/04/2018) | Draft Response Option A (10/04/2018) | Draft Response Option B (10/04/2018) |
|------------------------|-----------------------|---------------------|--|---|---|
| Int_2b00 | 8 | | Do you use any of the following methods to accommodate students that do not have access to the Internet at home? Select one circle in each row. | Yes | No |
| Int_2b01 | 8 | a. | Avoiding assignment of homework that requires use of the Internet | A | B |
| Int_2b02 | 8 | b. | Incorporating Internet use into class activities (e.g., searching for information) in order to increase student exposure to the Internet | A | B |
| Int_2b03 | 8 | c. | Providing students with Internet access via school computers outside of class time | A | B |
| Int_2b04 | 8 | d. | Providing students and/or parents with information on where to access to the Internet for free outside of school (e.g., public libraries) | A | B |
| Int_2b05 | 8 | e. | Providing students and/or parents with information on affordable Internet access options | A | B |
| Int_2b06 | 8 | f. | Providing students and/or parents with information on affordable computers | A | B |
| Int_2b07 | 8 | g. | Discussing the issue of limited Internet access with your classes in order to avoid stigmatizing affected students | A | B |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you provide other examples of learning activities that require Internet access?</i> | Specific | Required |
| 3 | <i>d) Can you provide other examples of places to access to the Internet for free outside of school?</i> | Specific | Required |
| 4 | <i>e) and f) Can you explain what "affordable" means to you?</i> | Specific | Required |
| 5 | <i>Can you think of any other methods for accommodating students with limited Internet access at home?</i> | Specific | Required |
| 6 | <i>[Looking at all versions of the item] Please take a look at the alternative version of the item you just answered. The only difference is in the item stem. Would you answer any part of the alternate version of the item differently? Why?</i> | Specific | Required |

[Grade 8 Core: Teacher #3]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|
| PD_100 | 8 | | During the last two school years, did you participate in professional development activities related to any of the following topics? Select one circle in each row. | Yes, I participated voluntarily | Yes, I participated because it was required | No |
| PD_101 | 8 | a. | Professional values (e.g., ethics, diversity) | A | B | C |
| PD_102 | 8 | b. | Reflective teaching practice | A | B | C |
| PD_103 | 8 | c. | Subject matter content knowledge | A | B | C |
| PD_104 | 8 | d. | Curriculum content planning | A | B | C |
| PD_105 | 8 | e. | Student assessment (e.g., assessment development, use of assessment data) | A | B | C |
| PD_106 | 8 | f. | Student development knowledge | A | B | C |
| PD_107 | 8 | g. | Teaching techniques | A | B | C |
| PD_108 | 8 | h. | Teacher leadership skills | A | B | C |
| PD_109 | 8 | i. | Teacher inquiry skills | A | B | C |
| PD_110 | 8 | j. | Classroom management skills | A | B | C |
| PD_111 | 8 | k. | Student well-being awareness | A | B | C |
| PD_112 | 8 | l. | School safety practices | A | B | C |
| PD_113 | 8 | m. | Other (Please specify): _____ | A | B | C |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>[If responds "Yes, I participated because it was required" to a sub-item] Who required you to participate in this activity?</i> | Specific | Conditional |
| 3 | <i>a) Can you provide other examples of professional values?</i> | Specific | Required |
| 4 | <i>b) Can you provide some examples of reflective teaching practice?</i> | Specific | Required |
| 5 | <i>f) Can you provide some examples of student development knowledge?</i> | Specific | Required |
| 6 | <i>k) Can you provide some examples of student well-being awareness?</i> | Specific | Required |
| 7 | <i>What does "the last two school years" mean to you in this context?</i> | Specific | Required |
| 8 | <i>Do you think any of the professional development topics listed here are redundant?</i> | Specific | Required |
| 9 | <i>Which of these professional development topics do you think are the most important?</i> | Specific | Required |
| 10 | <i>Which of these professional development topics do you think are the least important?</i> | Specific | Required |
| 11 | <i>How do you know which professional development activities you are required to attend?</i> | Specific | Required |

Civics Cognitive Interview Items and Probes

Student Items – Grades 8 and 12 (Cross Grades)

[Grades 8 and 12 Civics: Student #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) | Draft Response Option E (09/19/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH457356 | 8, 12 | | In your social studies class this year, how much have you studied the following topics? Select one answer choice on each row. | Not at all | Very little | Some | Quite a bit | A lot |
| VH457358 | 8, 12 | a. | The United States Constitution | A | B | C | D | E |
| VH457359 | 8, 12 | b. | The three branches of the United States government (executive, judicial, and legislative branches) | A | B | C | D | E |
| VH457363 | 8, 12 | c. | How laws are made | A | B | C | D | E |
| Pro_Dev_900 | 8, 12 | d. | How leaders are elected | A | B | C | D | E |
| VH457368 | 8, 12 | e. | Other countries' governments (for example, their structure, how they are run, or interactions with the United States) | A | B | C | D | E |
| VH457369 | 8, 12 | f. | International organizations (for example, the United Nations, World Bank, or World Health Organization) | A | B | C | D | E |
| Pro_Dev_901 | 8, 12 | g. | Current political or social issues | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 3 | <i>g) Can you explain what part g means to you?</i> | Specific | Required |
| 4 | <i>Can you explain the difference between Response Option A and Response B?</i> | Specific | Required |
| 5 | <i>Can you explain the difference between Response Option B and Response C?</i> | Specific | Required |
| 6 | <i>Can you explain the difference between Response Option C and Response D?</i> | Specific | Required |
| 7 | <i>Can you explain the difference between Response Option D and Response E?</i> | Specific | Required |

Please note that in addition to response option probes, only sub-items "d" and "g" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Civics: Student #2]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH716851 | 8, 12 | | During this school year, how often do you do each of the following activities? Select one answer choice on each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| VH716852 | 8, 12 | a. | Read material from a civics and/or United States government textbook (print or digital) | A | B | C | D | E |
| Pro_Dev_90212 | 8, 12 | b. | Read extra material about civics and/or United States government in newspapers or magazines (print or digital) | A | B | C | D | E |
| Pro_Dev_902 | 8, 12 | c. | Read extra material about civics and/or United States government on social media (for example, on Facebook or Twitter) | A | B | C | D | E |
| VH716855 | 8, 12 | d. | Conduct research about civics and/or United States government topics (for example, online, in a library, or through interviews) | A | B | C | D | E |
| Pro_Dev_90684 | 8, 12 | e. | Listen to or watch movies or videos about civics and/or United States government topics | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>b) Can you explain what part b means to you?</i> | Specific | Required |
| 3 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 4 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |

Please note that only sub-items "b", "c", and "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Civics: Student #3]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH716857 | 8, 12 | | During this school year so far, how often have you done each of the following activities? Select one answer choice on each row. | Never | Once | Two or three times | Four or five times | More than five times |
| VH716858 | 8, 12 | a. | Gone on class field trips to learn about civics and/or United States government topics | A | B | C | D | E |
| VH716859 | 8, 12 | b. | Given class presentations on civics and/or United States government topics | A | B | C | D | E |
| VH716862 | 8, 12 | c. | Written about your opinion on a community problem or social issue (for example, in a letter, e-mail, or blog post) | A | B | C | D | E |
| Pro_Dev_903 | 8, 12 | d. | Participated in debates or discussions on political issues | A | B | C | D | E |
| Pro_Dev_904 | 8, 12 | e. | Participated in role-playing, mock trials, or dramas about civics and/or United States government topics | A | B | C | D | E |
| Pro_Dev_955 | 8, 12 | f. | Participated in social activism outside of school | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 3 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 4 | <i>f) Can you explain what part f means to you?</i> | Specific | Required |
| 5 | <i>f) Can you explain what it means to you to “participate” in an activity?</i> | Specific | Required |
| 6 | <i>f) Can you explain what “social activism” means to you?</i> | Specific | Required |

Please note that only sub-items "d", "e", and "f" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Civics: Student #4]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH457547 | 8, 12 | | When you study social studies, how often do you use computers or other digital devices to do the following? For this question, include both schoolwork and homework assignments. Select one answer choice on each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| VH457548 | 8, 12 | a. | Organize information about civics and/or United States government topics by creating tables, charts, or graphs | A | B | C | D | E |
| VH457549 | 8, 12 | b. | Create reports or projects about civics and/or United States government using different forms of media (for example, a slide presentation that combines text and video clips) | A | B | C | D | E |
| VH457550 | 8, 12 | c. | Participate in online discussions about civics and/or United States government on a website (for example, in forums or social media) | A | B | C | D | E |
| VH457551 | 8, 12 | d. | Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films) | A | B | C | D | E |
| Pro_Dev_Game play | 8, 12 | e. | Play games or use apps in which you play a role (for example, a journalist, lawyer, or government official) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 3 | <i>e) Do you think the examples provided in part e can be improved?</i> | Specific | Required |
| 4 | <i>e) If the student says that the examples provided in part e can be improved, then ask them: How can the examples in part e be improved?</i> | Specific | Conditional |

Please note that only sub-item "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Civics: Student #5]

| AccNum (09/19/2018) | Grade (09/19/2018) | Set type (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|--------------------------|---------------------|---|---|---|---|---|---|
| VH716887 | 8, 12 | SL | | How much does each of the following statements describe you? Select one answer choice on each row. | Not at all like me | A little bit like me | Somewhat like me | Quite a bit like me | Exactly like me |
| VH716888 | 8, 12 | SM | a. | I think I can make a difference in my community. | A | B | C | D | E |
| VH716893 | 8, 12 | SM | b. | I think being actively involved in community issues is my responsibility. | A | B | C | D | E |
| VH716891 | 8, 12 | SM | c. | I think being concerned about state and local issues is an important responsibility for everybody. | A | B | C | D | E |
| VH716892 | 8, 12 | SM | d. | I have good ideas for programs and projects that would help solve problems in my community. | A | B | C | D | E |
| VH716890 | 8, 12 | SM | e. | I expect to be involved in improving my community three years from now. | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 3 | <i>e) Do you have difficulty answering part e?</i> | Specific | Required |
| 4 | <i>e) What does “community” mean to you in this context?</i> | Specific | Required |
| 5 | <i>e) What does “my community three years from now” mean to you in this context?</i> | Specific | Required |

[Grades 8 and 12 Civics: Student #6]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) | Draft Response Option E (09/19/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH457877 | 8, 12 | | Do you think that you would be able to do each of the following? Select one answer choice on each row. | I definitely can't | I probably can't | Maybe | I probably can | I definitely can |
| VH457878 | 8, 12 | a. | Explain the roles and functions of the three branches of the United States government | A | B | C | D | E |
| VH457879 | 8, 12 | b. | Explain the rights and responsibilities of United States citizens | A | B | C | D | E |
| VH457880 | 8, 12 | c. | Explain how the United States influences and is influenced by events in other countries | A | B | C | D | E |
| VH457882 | 8, 12 | d. | Compare the roles and responsibilities of local, state, and national governments in the United States | A | B | C | D | E |
| VH457884 | 8, 12 | e. | Explain why it is important to pay attention to the political process and government | A | B | C | D | E |
| Pro_Dev_940 | 8, 12 | f. | Explain why it is important for individuals to participate in the democratic process | A | B | C | D | E |
| Pro_Dev_941 | 8, 12 | g. | Apply civics concepts to participate in the democratic process | A | B | C | D | E |
| Pro_Dev_942 | 8, 12 | h. | Evaluate different viewpoints about public policy issues | A | B | C | D | E |
| Pro_Dev_943 | 8, 12 | i. | Use civics knowledge to serve my community | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>f) Can you explain what part f means to you?</i> | Specific | Required |
| 3 | <i>f) Can you explain what "democratic process" means to you?</i> | Specific | Required |
| 4 | <i>f) Can you explain what it means to you to "participate in the democratic process"?</i> | Specific | Required |
| 5 | <i>g) Can you explain what part g means to you?</i> | Specific | Required |
| 6 | <i>h) Can you explain what part h means to you?</i> | Specific | Required |
| 7 | <i>h) Can you explain what "public policy" means to you?</i> | Specific | Required |
| 8 | <i>i) Can you explain what part i means to you?</i> | Specific | Required |
| 9 | <i>i) Can you explain what "serve your community" means to you?</i> | Specific | Required |

Please note that only sub-items "f", "g", "h" and "i" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Civics: Student #7]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH716880 | 8, 12 | | During this school year, how often do you do each of the following activities outside of school? Select one answer choice on each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| VH716881 | 8, 12 | a. | Read about current political events in the media | A | B | C | D | E |
| VH716882 | 8, 12 | b. | Watch movies, videos, and/or TV programs about current political events | A | B | C | D | E |
| Pro_Dev_91254 | 8, 12 | c. | Volunteer to help advance social causes | A | B | C | D | E |
| Pro_Dev_905 | 8, 12 | d. | Discuss current political events or issues with others (for example, in person or on social media sites like Facebook or Twitter) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 3 | <i>c) Can you explain what "social causes" means to you?</i> | Specific | Required |
| 4 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |

Please note that only sub-items "c" and "d" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

Student Items – Grade 12 Specific

[Grade 12 Civics: Student #1]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|
| Pro_Dev_9989 | 12 | | In which of the following grades have you learned about civics and/or United States government? Select one answer choice on each row. | Yes, I took a class or course mainly focused on civics and/or United States government. | Yes, I took a class or course that included some civics and/or United States government topics. | No, I did not take a class or course that taught civics and/or United States government topics. | I don't remember. |
| Pro_Dev_9990 | 12 | a. | Grade 9 | A | B | C | D |
| Pro_Dev_9991 | 12 | b. | Grade 10 | A | B | C | D |
| Pro_Dev_9992 | 12 | c. | Grade 11 | A | B | C | D |
| Pro_Dev_9993 | 12 | d. | Grade 12 | A | B | C | D |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>If student selects Response Option B for any of the sub-items, then ask these students: Please describe the class or course that you took that included some civics and/or United States government topics.</i> | Specific | Conditional |

Geography Cognitive Interview Items and Probes

Student Items – Grades 8 and 12 (Cross Grades)

[Grades 8 and 12 Geography: Student #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH459048 | 8,12 | | In your social studies class this year, how much have you studied the following topics? Select one answer choice on each row. | Not at all | Very little | Some | Quite a bit | A lot |
| Pro_Dev_251 | 8,12 | a. | Use of maps (for example, a road map, atlas, globe, Google Maps, or GIS) | A | B | C | D | E |
| VH459050 | 8,12 | b. | Natural resources (for example, oil, forests, or water) | A | B | C | D | E |
| VH459051 | 8,12 | c. | Countries and cultures | A | B | C | D | E |
| VH459052 | 8,12 | d. | Environmental issues (for example, pollution, recycling, climate change, or genetically modified food) | A | B | C | D | E |
| Pro_Dev_3434 | 8,12 | e. | How people interact across space (such as through communication, transportation, or trade) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you explain what part a means to you?</i> | Specific | Required |
| 3 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 4 | <i>e) Can you explain what the phrase “interact across space” means to you?</i> | Specific | Required |

Please note that only sub-items "a" and "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Geography: Student #2]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH717180 | 8,12 | | During this school year, how often do you do each of the following activities? Select one answer choice on each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| VH717181 | 8,12 | a. | Read material from a geography textbook (print or digital) | A | B | C | D | E |
| Pro_Dev_2999 | 8,12 | b. | Read extra material about geography in newspapers or magazines (print or digital) | A | B | C | D | E |
| VH717184 | 8,12 | c. | Conduct research about geography topics (for example, online, in a library, or through interviews) | A | B | C | D | E |
| Pro_Dev_90683 | 8,12 | d. | Listen to or watch movies or videos about geography topics | A | B | C | D | E |
| Pro_Dev_250 | 8,12 | e. | Read material about geography in a non-geography textbook (print or digital) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>b) Can you explain what part b means to you?</i> | Specific | Required |
| 3 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 4 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 5 | <i>e) Can you explain the difference between part e and part b?</i> | Specific | Required |

Please note that only sub-items “b”, “d”, and “e” will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Geography: Student #3]

| AccNum (11/1/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (11/1/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) | Final Response Option F (10/18/2018) |
|-----------------------|-----------------------|---------------------|---|---|---|---|---|---|---|
| VH717245 | 8,12 | | During this school year so far, how often have you done each of the following activities? Select one answer choice on each row. | Never | Once | Two or three times | Four or five times | More than five times | n/a |
| VH717246 | 8,12 | a. | Gone on class field trips to learn about geography topics | A | B | C | D | E | n/a |
| VH717249 | 8,12 | b. | Given class presentations on geography topics | A | B | C | D | E | n/a |
| Pro_Dev_245c | 8,12 | c. | Written about your opinion on geographic problems or issues (for example, in a letter, e-mail, or blog post) for school or on your own. | A | B | C | D | E | n/a |
| Pro_Dev_252 | 8,12 | d. | Participated in debates or discussions about environmental issues | A | B | C | D | E | n/a |
| Pro_Dev_956 | 8, 12 | e. | Participated in social activism outside of school | A | B | C | D | E | n/a |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 3 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 4 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 5 | <i>e) Can you explain what "social activism" means to you?</i> | Specific | Required |

Please note that only sub-items "c", "d", and "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Geography: Student #4]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH717200 | 8,12 | | During this school year, how often do you do each of the following activities when you study geography? Select one answer choice on each row. | Never or hardly ever | Once in a while | Sometimes | Often | Always or almost always |
| Pro_Dev_254 | 8,12 | a. | Use a map (for example, a road map, atlas, globe, Google Maps, or GIS) to locate different cities, countries, and continents | A | B | C | D | E |
| VH717208 | 8,12 | b. | Use geographic information (for example, maps, satellite images, or population data) to answer a question or solve a problem | A | B | C | D | E |
| VH717202 | 8,12 | c. | Examine how natural features of Earth (for example, rivers or mountains) are formed | A | B | C | D | E |
| VH717209 | 8,12 | d. | Examine why groups of people migrate to different parts of the world | A | B | C | D | E |
| VH717206 | 8,12 | e. | Examine how humans affect the natural environment | A | B | C | D | E |
| VH717205 | 8,12 | f. | Examine how humans adjust to the natural environment | A | B | C | D | E |
| Pro_Dev_253 | 8,12 | g. | Examine why different resources are traded globally | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you explain what part a means to you?</i> | Specific | Required |
| 3 | <i>g) Can you explain what part g means to you?</i> | Specific | Required |
| 4 | <i>g) Do you have difficulty understanding part g?</i> | Specific | Required |
| 5 | <i>g) Have you learned about the topic mentioned in part g?</i> | Specific | Required |

Please note that only sub-item "a" and "g" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Geography: Student #5]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH459263 | 8,12 | | When you study social studies, how often do you use computers or other digital devices to do the following? For this question, include both schoolwork and homework assignments. Select one answer choice on each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| VH727929 | 8,12 | a. | Play games or use apps in which you play a role (for example, an explorer, geographer, or historian) | A | B | C | D | E |
| VH459268 | 8,12 | b. | Organize information about geography topics by creating tables, charts, or graphs | A | B | C | D | E |
| VH459269 | 8,12 | c. | Create reports or projects about geography using different forms of media (for example, a slide presentation that combines text and video clips) | A | B | C | D | E |
| VH459270 | 8,12 | d. | Participate in online discussions about geography on a website (for example, in forums or social media) | A | B | C | D | E |
| Pro_Dev_NetGeo | 8,12 | e. | Use the Internet to look for information about geography (for example, text documents, photographic images, or films) | A | B | C | D | E |
| Pro_Dev_255 | 8,12 | f. | Use geographic information software (for example, Google Maps, Google Earth, or GIS) to answer a question or solve a problem | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 3 | <i>f) Can you explain what part f means to you?</i> | Specific | Required |

Please note that only sub-items "e" and "f" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Geography: Student #6]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH459340 | 8,12 | | Do you think that you would be able to do each of the following? Select one answer choice on each row. | I definitely can't | I probably can't | Maybe | I probably can | I definitely can |
| Pro_Dev_270 | 8,12 | a. | Use a map (for example, a road map, atlas, globe, Google Maps, or GIS) to locate different cities, countries, and continents | A | B | C | D | E |
| VH728006 | 8,12 | b. | Describe how natural features of Earth (for example, rivers or mountains) are formed | A | B | C | D | E |
| VH459357 | 8,12 | c. | Explain why groups of people migrate to different parts of the world | A | B | C | D | E |
| VH459358 | 8,12 | d. | Explain how humans affect the natural environment | A | B | C | D | E |
| VH602980 | 8,12 | e. | Explain how humans adjust to the natural environment | A | B | C | D | E |
| Pro_Dev_256 | 8,12 | f. | Explain why different resources are traded globally | A | B | C | D | E |
| VH459361 | 8,12 | g. | Use geographic information (for example, maps, satellite images, or population data) to answer a question or solve a problem | A | B | C | D | E |
| Pro_Dev_257 | 8,12 | h. | Evaluate different viewpoints about environmental issues | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you explain what part a means to you?</i> | Specific | Required |
| 3 | <i>f) Can you explain what part f means to you?</i> | Specific | Required |
| 4 | <i>h) Can you explain what part h means to you?</i> | Specific | Required |

Please note that only sub-item "a", "f", and "h" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 Geography: Student #7]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH717389 | 8,12 | | During this school year, how often do you do each of the following activities outside of school? Select one answer choice on each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| VH717390 | 8,12 | a. | Use online maps (for example, Google Maps, MapQuest, or Bing Maps) | A | B | C | D | E |
| VH717391 | 8,12 | b. | Read about geographic issues | A | B | C | D | E |
| Pro_Dev_91128 | 8,12 | c. | Travel to learn about places outside of your community | A | B | C | D | E |
| VH717392 | 8,12 | d. | Talk to friends or family about geographic topics | A | B | C | D | E |
| Pro_Dev_289 | 8,12 | e. | Discuss geographic topics on social media (for example, Facebook, Twitter, etc.) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 3 | <i>c) Can you explain what “places outside your community” means to you in this context?</i> | Specific | Required |
| 4 | <i>c) Can you explain what “your community” means to you in this context?</i> | Specific | Required |
| 5 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 6 | <i>e) Can you explain what it means to you to “discuss” a topic on social media?</i> | Specific | Required |

Please note that only sub-items “c” and “e” will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

Student Items – Grade 12 Specific

[Grade 12 Geography: Student #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|---------------------|--|--|--|--|---|
| Pro_Dev_280 | 12 | | In which of the following grades have you learned about geography? Select one answer choice on each row. | Yes, I took a class or course mainly focused on geography. | Yes, I took a class or course that included some geography topics. | No, I did not take a class or course that taught geography topics. | I don't remember. |
| Pro_Dev_281 | 12 | a. | 9th grade | A | B | C | D |
| Pro_Dev_282 | 12 | b. | 10th grade | A | B | C | D |
| Pro_Dev_283 | 12 | c. | 11th grade | A | B | C | D |
| Pro_Dev_284 | 12 | d. | 12th grade | A | B | C | D |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>If student selects Response Option B for any of the sub-items, ask students: Please describe the class or course that you took that included some geography topics.</i> | Specific | Conditional |

U.S. History Cognitive Interview Items and Probes

Student Items – Grades 8 and 12 (Cross Grades)

[Grades 8 and 12 U.S. History: Student #1]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH718236 | 8,12 | | During this school year, how often do you do each of the following activities? Select one answer choice on each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| VH718237 | 8,12 | a. | Read material from a United States history textbook (print or digital) | A | B | C | D | E |
| Pro_Dev_150450 | 8,12 | b. | Read extra material about United States history in newspapers or magazines (print or digital) | A | B | C | D | E |
| VH718242 | 8,12 | c. | Use primary sources (for example, letters, diaries, photographs, films, or essays written by people from the past) | A | B | C | D | E |
| VH718241 | 8,12 | d. | Conduct research about United States history topics (for example, online, in a library, or through interviews) | A | B | C | D | E |
| Pro_Dev_150451 | 8,12 | e. | Listen to or watch movies or videos about United States history topics | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>b) Can you explain what part b means to you?</i> | Specific | Required |
| 3 | <i>e) Can you explain what “main idea presented in a source” means to you?</i> | Specific | Required |

Please note that only sub-item "b" and "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 U.S. History: Student #2]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH718301 | 8,12 | | During this school year so far, how often have you done each of the following activities? Select one answer choice on each row. | Never | Once | Two or three times | Four or five times | More than five times |
| VH718302 | 8,12 | a. | Gone on class field trips to learn about United States history topics | A | B | C | D | E |
| VH718303 | 8,12 | b. | Given class presentations on United States history topics | A | B | C | D | E |
| VH718306 | 8,12 | c. | Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post) | A | B | C | D | E |
| Pro_Dev_3111 | 8,12 | d. | Participated in debates or discussions about United States history topics | A | B | C | D | E |
| Pro_Dev_3112 | 8,12 | e. | Participated in role-playing, mock trials, or dramas about United States history topics | A | B | C | D | E |
| Pro_Dev_957 | 8, 12 | f. | Participated in social activism outside of school | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 3 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 4 | <i>f) Can you explain what part d means to you?</i> | Specific | Required |
| 5 | <i>f) Can you explain what "social activism" means to you?</i> | Specific | Required |

Please note that only sub-items "d", "e", and "f" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 U.S. History: Student #3]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH718591 | 8,12 | | During this school year, how often do you do each of the following activities when you study United States history? Select one answer choice on each row. | Never or hardly ever | Once in a while | Sometimes | Often | Always or almost always |
| VH718592 | 8,12 | a. | Examine the causes and effects of important events in United States history | A | B | C | D | E |
| VH718593 | 8,12 | b. | Examine how time periods in United States history are similar or different | A | B | C | D | E |
| Pro_Dev_159 | 8,12 | c. | Evaluate the main idea presented in a source (for example, text, visual graphics, video, or audio) | A | B | C | D | E |
| Pro_Dev_160 | 8,12 | d. | Analyze relationships between two historical events | A | B | C | D | E |
| VH718596 | 8,12 | e. | Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War) | A | B | C | D | E |
| VH718597 | 8,12 | f. | Come up with research questions about why or how something happened in the past (for example, what were the causes of the Great Depression) | A | B | C | D | E |
| VH718595 | 8,12 | g. | Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 3 | <i>c) Can you explain what "main idea presented in a source" means to you?</i> | Specific | Required |
| 4 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |

Please note that only sub-items "c" and "d" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grades 8 and 12 U.S. History: Student #4]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH460009 | 8,12 | | Do you think that you would be able to do each of the following? Select one answer choice on each row. | I definitely can't | I probably can't | Maybe | I probably can | I definitely can |
| VH460011 | 8,12 | a. | Explain the causes and effects of important events in United States history | A | B | C | D | E |
| VH460016 | 8,12 | b. | Explain how time periods in United States history are similar or different | A | B | C | D | E |
| Pro_Dev_162 | 8,12 | c. | Evaluate the main idea presented in a source (for example, text, visual graphics, video, or audio) | A | B | C | D | E |
| Pro_Dev_169 | 8,12 | d. | Analyze relationships between two historical events | A | B | C | D | E |
| VH460042 | 8,12 | e. | Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War) | A | B | C | D | E |
| VH460043 | 8,12 | f. | Come up with research questions about why or how something happened in the past (for example, what were the causes of the Great Depression) | A | B | C | D | E |
| VH460044 | 8,12 | g. | Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy) | A | B | C | D | E |
| Pro_Dev_150 | 8,12 | h. | Explain the historical origins of current events (e.g. how Cold War alliances continue to influence international relations) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 3 | <i>c) Can you explain what "main idea presented in a source" means to you?</i> | Specific | Required |
| 4 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 5 | <i>h) Can you explain what part h means to you?</i> | Specific | Required |
| 6 | <i>h) Can you explain what "historical origins" means to you?</i> | Specific | Required |
| 7 | <i>h) Do you think that the example provided in part h can be improved?</i> | Specific | Required |
| 8 | <i>h) If the student answers that the example provided in part h can be improved, then ask the student: How can the example in part h be improved?</i> | Specific | Conditional |

Please note that only sub-item "c", "d", and "h" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

Student Items – Grade 12 Specific

[Grade 12 U.S. History: Student #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) |
|------------------------|-----------------------|---------------------|--|--|--|--|---|
| Pro_Dev_163 | 12 | | In which of the following grades have you learned about United States history? Select one answer choice on each row. | 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. |
| Pro_Dev_164 | 12 | a. | 9th grade | A | B | C | D |
| Pro_Dev_165 | 12 | b. | 10th grade | A | B | C | D |
| Pro_Dev_166 | 12 | c. | 11th grade | A | B | C | D |
| Pro_Dev_167 | 12 | d. | 12th grade | A | B | C | D |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>If student selects Response Option B for any of the sub-items, ask students: Please describe the class or course that you took that included some United States history topics.</i> | Specific | Conditional |

Social Studies Cognitive Interview Items and Probes

Teacher Items – Grade 8 Specific

[Grade 8 Social Studies: Teacher #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|--|--|---|---|--|
| Pro_Dev_98 | 8 | What is the primary way instruction is organized in your school? | Civics, Geography, and/or U.S. History are taught as discrete subjects. | Social studies is taught as a discrete subject, incorporating several fields of study (e.g., Civics, Geography, and U.S. History). | Social studies is taught as a discrete subject and some social studies content is also incorporated into non-social studies subjects (e.g., ELA, math, science). | Social studies is not taught as a discrete subject(s) and social studies content is primarily incorporated into non-social studies subjects (e.g., ELA, math, science). |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>Do you believe you know enough about instruction in non-Social Studies subjects to provide an accurate response to this question?</i> | Specific | Required |

[Grade 8 Social Studies: Teacher #2]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (11/1/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH493502 | 8 | | During this school year, how often do you do the following as part of social studies instruction with this class? Select one circle in each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| Pro_Dev_100 | 8 | a. | Have students read material from a social studies textbook (print or digital) | A | B | C | D | E |
| Pro_Dev_1001 | 8 | b. | Have students read extra material about social studies in newspapers or magazines (print or digital) | A | B | C | D | E |
| VH493509 | 8 | c. | Have students conduct research about social studies topics (e.g., online, in a library, or through interviews) | A | B | C | D | E |
| VH493512 | 8 | d. | Have students use primary sources (e.g., letters, diaries, photographs, films, or essays written by people from the past) | A | B | C | D | E |
| Pro_Dev_28 | 8 | e. | Have students use digital mapping software (e.g., GIS or Google Earth) on a computer or tablet | A | B | C | D | E |
| Pro_Dev_209 | 8 | f. | Have students play games that involve social studies concepts or content (e.g., iCivics or iStandWith) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you explain what part a means to you?</i> | Specific | Required |
| 3 | <i>b) Can you explain what part b means to you?</i> | Specific | Required |
| 4 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 5 | <i>f) Can you explain what part f means to you?</i> | Specific | Required |
| 6 | <i>f) If possible, please provide other examples of games that involve social studies concepts or content.</i> | Specific | Required |

Please note that only sub-items “a”, “b”, “e”, and “f” will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 8 Social Studies: Teacher #3]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH493515 | 8 | | During this school year so far, how often have you done each of the following as part of social studies instruction with this class? Select one circle in each row. | Never | Once | Two or three times | Four or five times | More than five times |
| VH493518 | 8 | a. | Had students give class presentations on social studies topics | A | B | C | D | E |
| VH493523 | 8 | b. | Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post) | A | B | C | D | E |
| Pro_Dev_33111 2 | 8 | c. | Had students participate in debates or panel discussions | A | B | C | D | E |
| Pro_Dev_34113 | 8 | d. | Had students participate in role-playing, mock trials, or dramas about social studies topics | A | B | C | D | E |
| Pro_Dev_558 | 9 | e. | Had students participate in social activism outside of school | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 3 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 4 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |
| 5 | <i>e) Can you explain what "social activism" means to you?</i> | Specific | Required |

Please note that only sub-items "c", "d", and "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 8 Social Studies: Teacher #4]

| AccNum (10/18/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| Pro_Dev_210 | 8 | | When giving assessments in your social studies class this year, how often do you use the assessment results to do each of the following? Select one circle in each row. | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
| Pro_Dev_211 | 8 | a. | Regularly discuss each student's current level of performance with them | A | B | C | D | E |
| Pro_Dev_212 | 8 | b. | Set goals for specific progress the student would like to make | A | B | C | D | E |
| Pro_Dev_213 | 8 | c. | Discuss progress the student has made toward goals previously set | A | B | C | D | E |
| Pro_Dev_214 | 8 | d. | Determine how to adjust your teaching strategies to meet the student's current learning needs | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |

[Grade 8 Social Studies: Teacher #5]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| VH728253 | 8 | | In your social studies class this year, how much have you emphasized the following topics in civics and/or United States government? Select one circle in each row. | Never or hardly ever | Less than half of the lessons | About half of the lessons | More than half of the lessons | All or almost all of the lessons |
| Pro_Dev_30 | 8 | a. | The United States Constitution | A | B | C | D | E |
| Pro_Dev_31 | 8 | b. | The three branches of the United States government (executive, judicial, and legislative branches) | A | B | C | D | E |
| Pro_Dev_32 | 8 | c. | How laws are made | A | B | C | D | E |
| Pro_Dev_33 | 8 | d. | How leaders are elected | A | B | C | D | E |
| VH728259 | 8 | e. | Other countries' governments (for example, their structure, how they are run, or interactions with the United States) | A | B | C | D | E |
| VH728260 | 8 | f. | International organizations (for example, the United Nations, World Bank, or World Health Organization) | A | B | C | D | E |
| Pro_Dev_36 | 8 | g. | Current political or social issues | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you explain what part a means to you?</i> | Specific | Required |
| 3 | <i>b) Can you explain what part b means to you?</i> | Specific | Required |
| 4 | <i>c) Can you explain what part c means to you?</i> | Specific | Required |
| 5 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 6 | <i>g) Can you explain what part g means to you?</i> | Specific | Required |
| 7 | <i>Can you explain the difference between Response Option A and Response B?</i> | Specific | Required |
| 8 | <i>Can you explain the difference between Response Option B and Response C?</i> | Specific | Required |
| 9 | <i>Can you explain the difference between Response Option C and Response D?</i> | Specific | Required |
| 10 | <i>Can you explain the difference between Response Option D and Response E?</i> | Specific | Required |

Please note that only sub-items “a”, “b”, “c”, “d” and “g” will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 8 Social Studies: Teacher #6]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH493706 | 8 | | In your social studies class this year, how much have you emphasized the following topics in geography? Select one circle in each row. | Not at all | Very little | Some | Quite a bit | A lot |
| VH493708 | 8 | a. | Countries and cultures | A | B | C | D | E |
| VH493709 | 8 | b. | Environmental issues (e.g., pollution, recycling, climate change, or genetically modified food) | A | B | C | D | E |
| VH493710 | 8 | c. | Basic concepts of physical and human geography | A | B | C | D | E |
| Pro_Dev_777 | 8 | d. | How people interact across space (such as through communication, transportation, or trade) | A | B | C | D | E |
| Pro_Dev_778 | 8 | e. | Natural resources (for example, oil, forests, or water) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 3 | <i>d) Can you explain what the phrase "interact across space" means to you in this context?</i> | Specific | Required |
| 4 | <i>e) Can you explain what part e means to you?</i> | Specific | Required |

Please note that only sub-items "d" and "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 8 Social Studies: Teacher #7]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| Pro_Dev_980 | 8 | | In your social studies class this year, how much have you emphasized the following periods of United States history? Select one circle in each row. | Not at all | Very little | Some | Quite a bit | A lot |
| Pro_Dev_981 | 8 | a. | The period before 1815 (e.g., age of exploration, colonization, settlement, or American Revolution) | A | B | C | D | E |
| Pro_Dev_982 | 8 | b. | 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War) | A | B | C | D | E |
| Pro_Dev_983 | 8 | c. | 1865 to 1945 (e.g., Reconstruction, industrial growth, United States role in world events, immigration, the Great Depression, or the First and Second World Wars) | A | B | C | D | E |
| Pro_Dev_984 | 8 | d. | 1945 to the present (e.g., the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |

[Grade 8 Social Studies: Teacher #8]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VH493578 | 8 | | In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select one circle in each row. | Not at all | Very little | Some | Quite a bit | A lot |
| VH493580 | 8 | a. | Examining the causes and effects of important events in United States history | A | B | C | D | E |
| VH493582 | 8 | b. | Examining how time periods in United States history are similar or different | A | B | C | D | E |
| VH493583 | 8 | c. | Judging whether information from a source (e.g., text, visual graphics, video, or audio) is accurate | A | B | C | D | E |
| Pro_Dev_25289 | 8 | d. | Analyzing relationships between two historical events | A | B | C | D | E |
| VH493589 | 8 | e. | Comparing and evaluating different points of view about the past (e.g., different ideas about what caused the Civil War) | A | B | C | D | E |
| VH493590 | 8 | f. | Coming up with research questions about why or how something happened in the past (e.g., what were the causes of the Great Depression) | A | B | C | D | E |
| VH493591 | 8 | g. | Taking and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy) | A | B | C | D | E |
| Pro_Dev_25 | 8 | h. | Examining the historical origins of current events (e.g. how Cold War alliances continue to influence international relations) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>d) Can you explain what part d means to you?</i> | Specific | Required |
| 3 | <i>h) Can you explain what part h means to you?</i> | Specific | Required |
| 4 | <i>h) Is the example provided in part h helpful?</i> | Specific | Required |
| 5 | <i>h) Can the example provided in part h be improved?</i> | Specific | Required |
| 6 | <i>h) If the student answers that the example provided in part h can be improved, then ask: How can the example provided in part h be improved?</i> | Specific | Required |

Please note that only sub-items “d” and “h” will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 8 Social Studies: Teacher #9]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) |
|------------------------|-----------------------|---------------------|---|--|--|---|
| Pro_Dev_1 | 8 | | 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 any of the following subjects? Select all that apply. | Yes, I have attended programs that are required by my school or district. | Yes, I have attended programs that are not required by my school or district. | No |
| Pro_Dev_2 | 8 | a. | Civics and/or U.S. government | A | B | C |
| Pro_Dev_3 | 8 | b. | Geography | A | B | C |
| Pro_Dev_4 | 8 | c. | U.S. History | A | B | C |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |

[Grade 8 Social Studies: Teacher #10]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|
| Pro_Dev_5 | 8 | | Which one of the following statements best describes the professional development program(s) you have attended during the past two years? | Aimed at general curriculum and instruction | Aimed at curriculum and instruction in my specific subject area | Both | Not Applicable |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>How did you decide what answer to give to this question?</i> | Specific | Required |
| 3 | <i>Can you explain what the first (A) response option means to you?</i> | Specific | Required |
| 4 | <i>Can you explain what the second (B) response option means to you?</i> | Specific | Required |

School Items – Grade 12 Specific

[Grade 12 Social Studies: School #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) |
|------------------------|-----------------------|------------------|---|---|
| SCH_SK24 | 12 | | Please provide a brief explanation for why the social studies courses you indicated are not offered in your school. | FREE RESPONSE |

The following script should be read to the participant before they provide a response:

This item will only be administered to school administrators who answer “This course is not offered in my school” to an existing item. (INTERVIEWER: show the participant the item in the image below).

Existing Item:

1. At what grade do students in your school typically take the following courses? Fill in **all** ovals that apply. VB338399

| | 9th grade | 10th grade | 11th grade | 12th grade | This course is not offered in my school. | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|--|----------|
| a. A course primarily focused on U.S. history | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VB338400 |
| b. A course primarily focused on geography | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VB338401 |
| c. A course primarily focused on civics or government | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VB607899 |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>Can you explain what you believe the difference is, if any, between a “class” primarily focused on social studies and a “course” primarily focused on social studies?</i> | Specific | Required |

[Grade 12 Social Studies: School #2]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| Dev_52 | 12 | | To what extent have you emphasized each of the following topics in your U.S. history curriculum? Select one circle in each row. | Not at all | Small extent | Moderate extent | Large extent | This class is not offered in my school. |
| Dev_53 | 12 | a. | Change and continuity in U.S. democracy | A | B | C | D | E |
| Dev_54 | 12 | b. | Gatherings and interactions of people from various cultures | A | B | C | D | E |
| Dev_55 | 12 | c. | Technological changes | A | B | C | D | E |
| Dev_56 | 12 | d. | Economic changes | A | B | C | D | E |
| Dev_57 | 12 | e. | Changing role of the U.S. in the world | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>As an administrator, are you expected to be involved in decisions about curriculum in your school?</i> | Specific | Required |
| 3 | <i>Please describe your involvement, if any, in your school's U.S. history curriculum.</i> | Specific | Required |
| 4 | <i>As an administrator, do you believe you can provide an accurate response to this question?</i> | Specific | Required |

[Grade 12 Social Studies: School #3]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| Dev_58 | 12 | | To what extent have you emphasized each of the following topics in your civics or government curriculum? Select one circle in each row. | Not at all | Small extent | Moderate extent | Large extent | This class is not offered in my school. |
| Dev_59 | 12 | a. | Politics and government | A | B | C | D | E |
| Dev_60 | 12 | b. | Foundations of the U.S. political system | A | B | C | D | E |
| Dev_61 | 12 | c. | The U.S. Constitution | A | B | C | D | E |
| Dev_62 | 12 | d. | World affairs | A | B | C | D | E |
| Dev_63 | 12 | e. | Roles of citizens in U.S. democracy | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>As an administrator, are you expected to be involved in decisions about curriculum in your school?</i> | Specific | Required |
| 3 | <i>Please describe your involvement, if any, in your school's civics or government curriculum.</i> | Specific | Required |
| 4 | <i>As an administrator, do you believe you can provide an accurate response to this question?</i> | Specific | Required |

[Grade 12 Social Studies: School #4]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| Dev_64 | 12 | | To what extent have you emphasized each of the following topics in your geography curriculum? Select one circle in each row. | Not at all | Small extent | Moderate extent | Large extent | This class is not offered in my school. |
| Dev_65 | 12 | a. | Space and place (i.e., basic concepts of physical and human geography) | A | B | C | D | E |
| Dev_66 | 12 | b. | Environment and society (i.e., how people adapt to, depend on, and are affected by the natural environment) | A | B | C | D | E |
| Dev_67 | 12 | c. | Spatial dynamics and connections (i.e., variation among regions and how people interact across space via communication, transportation, trade) | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>As an administrator, are you expected to be involved in decisions about curriculum in your school?</i> | Specific | Required |
| 3 | <i>Please describe your involvement, if any, in your school's geography curriculum.</i> | Specific | Required |
| 4 | <i>As an administrator, do you believe you can provide an accurate response to this question?</i> | Specific | Required |

Additional Social Studies Terminology Probes

Student Grades 8 and 12

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>What does the phrase "social studies" mean to you?</i> | General | Required |
| 2 | <i>What does the word "civics" mean to you?</i> | General | Required |
| 3 | <i>What does the word "geography" mean to you?</i> | General | Required |
| 4 | <i>What does the phrase "social science" mean to you?</i> | General | Required |

Teacher Grade 8

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>What does the phrase "social studies" mean to you?</i> | General | Required |
| 2 | <i>What does the word "civics" mean to you?</i> | General | Required |
| 3 | <i>What does the word "geography" mean to you?</i> | General | Required |
| 4 | <i>What does the phrase "social science" mean to you?</i> | General | Required |

School Grades 8 and 12

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>What does the phrase "social studies" mean to you?</i> | General | Required |
| 2 | <i>What does the word "civics" mean to you?</i> | General | Required |
| 3 | <i>What does the word "geography" mean to you?</i> | General | Required |
| 4 | <i>What does the phrase "social science" mean to you?</i> | General | Required |

Economics Cognitive Interview Items and Probes

Student Items – Grade 12 Specific

[Grade 12 Economics: Student #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub- Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) |
|------------------------|-----------------------|-------------------------|---|---|---|
| VB595669 | 12 | n/a | Which of the following statements best describes your overall course-taking in economics? | I have taken at least one economics-related course. | I have not taken any economics-related courses. |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>When considering response option A, did you include the classes you are currently taking?</i> | Specific | Conditional |
| 3 | <i>What does 'economics-related course' mean to you?</i> | Specific | Required |

Please note that the item-specific probe will be asked to students who selected Response Option A.

[Grade 12 Economics: Student #2]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|---|
| VB595239 | 12 | n/a | Which economics-related courses have you taken from ninth grade to the present? Count each course only once. Include courses you are currently taking as well as courses taken in summer school. Select one or more answer choice on each row. | Not taken | Taken/taking in Grade 12 | Taken in Grade 11 | Taken in Grade 10 | Taken in Grade 9 |
| VB595240 | 12 | a. | Economics course (general course that is not Advanced Placement, International Baccalaureate, or honors economics). | A | B | C | D | E |
| VB595241 | 12 | b. | Government and economics course (combined course). | A | B | C | D | E |
| VB595662 | 12 | c. | Personal finance course or consumer economics. | A | B | C | D | E |
| VB595663 | 12 | d. | Advanced Placement Economics course. | A | B | C | D | E |
| VB595664 | 12 | e. | International Baccalaureate Economics course. | A | B | C | D | E |
| VB595665 | 12 | f. | Honors economics course (not Advanced Placement or International Baccalaureate Economics). | A | B | C | D | E |
| VB595666 | 12 | g. | Business course such as entrepreneurship or business principles. | A | B | C | D | E |
| EC_22_011 | 12 | h. | Political science and economics course (combined course). | A | B | C | D | E |
| VB595668 | 12 | i. | Any other course (Please specify): | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | In which classes do you receive economics instruction? | General | Required |
| 2 | a) Can you describe what the difference is between a and f? | Specific | Conditional |
| 3 | c) Did you find any words or part of [c] confusing? | Specific | Conditional |
| 4 | h) Is 'political science and economics course' offered? | Specific | Conditional |
| 5 | i) What types of "any other course" did you think about when answering this item? | Specific | Conditional |

Please note that only sub-items "a", "c", "h", "i" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion. Please note that the probes listed above will be asked on the **condition** that students select 'taken/taking' on the specific sub-items.

[Grade 12 Economics: Student #3]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|
| VC099117 | 12 | n/a | For the course(s) you marked "Taken/taking in Grade 12" in Question 2, which of the following is true for you? Select one answer choice on each row. | Yes | No |
| VC099118 | 12 | a. | I am currently enrolled in a year-long course. | A | B |
| VC099119 | 12 | b. | I completed a semester-long course this school year. | A | B |
| VC099120 | 12 | c. | I just started a semester-long course. | A | B |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |

[Grade 12 Economics: Student #4]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|
| VB595670 | 12 | n/a | Think about the economics-related course(s) you took. How much do you agree or disagree with the following statements about those course(s) that you took? Select one answer choice on each row. | Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
| VB595671 | 12 | a. | Taking the course(s) helped me understand the U.S. economy. | A | B | C | D |
| VB595672 | 12 | b. | Taking the course(s) helped me understand the international economy. | A | B | C | D |
| VB595673 | 12 | c. | Taking the course(s) helped me understand what I hear on the news about current events and public policy. | A | B | C | D |
| VB595674 | 12 | d. | Taking the course(s) helped me understand how to manage my personal finances, now and in the future. | A | B | C | D |
| VB595675 | 12 | e. | Taking the course(s) helped me make choices about my future education and career. | A | B | C | D |
| EC_22_001 | 12 | f. | Taking the course(s) helped me better understand different political views. | A | B | C | D |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | f) Can you explain what "political view" means to you? | Specific | Required |

Please note that only sub-item "f" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 12 Economics: Student #5]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|
| EC_22_003 | 12 | n/a | In your current or most recent course that included economics, how often are you or were you asked to use graphs or graphical analysis? | Never | Once or twice a year | Once or twice a month | At least once a week |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see pages 7.</i> | Generic | Required |
| 2 | <i>Can you explain what "graphical analysis" means to you?</i> | Specific | Required |
| 3 | <i>Can you explain what kind of complex calculations are included in your economics course(s)/instruction?</i> | Specific | Required |

[Grade 12 Economics: Student #6]

| AccNum (10/18/2018) | Grade (10/18/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|
| EC_22_004 | 12 | n/a | In your current or most recent course that included economics, do you use the Internet for any of the following reasons? Select Yes or No on each row. | Yes | No |
| EC_22_004a | 12 | a. | Get information about economic concepts. | A | B |
| EC_22_004b | 12 | b. | Play simulated games that include economic concepts. | A | B |
| EC_22_004c | 12 | c. | Listen to podcasts on economic concepts. | A | B |
| EC_22_004d | 12 | d. | Watch YouTube videos on economic concepts. | A | B |
| EC_22_004f | 12 | e. | Use an online tool to work with other students on a project (for example, Google Docs or Google Classroom). | A | B |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see pages 8.</i> | Generic | Required |
| 2 | <i>c) What types of "podcasts" did you think about when answering this item?</i> | Specific | Required |
| 3 | <i>e) What types of "online tool" did you think about when answering this item?</i> | Specific | Required |
| 4 | <i>Do you use the Internet to pull/download data for use in economics class/coursework?</i> | Specific | Required |

[Grade 12 Economics: Student #7]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|
| VB595964 | 12 | n/a | To what extent do you use the following sources to learn about economic issues? Select one answer choice on each row. | Not at all | Small extent | Moderate extent | Large extent |
| VB595965 | 12 | a. | Newspapers and magazines (print or online) | A | B | C | D |
| VB595966 | 12 | b. | Radio and television | A | B | C | D |
| EC_22_002 | 12 | c | Social media (e.g., Facebook, Twitter, Instagram) | A | B | C | D |
| VB595968 | 12 | d | Family and friends | A | B | C | D |
| VB595969 | 12 | e | Personal experiences (such as having a job or keeping a budget) | A | B | C | D |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>a) What types of "newspapers and magazines (print or online)" did you think about when answering this item?</i> | Specific | Required |
| 2 | <i>d) Can you explain what "social media" means to you?</i> | Specific | Required |

Please note that only sub-items "a" and "d" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 12 Economics: Student #8]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|
| VB595971 | 12 | n/a | Since the beginning of ninth grade, have you ever participated in any of the following economics-related activities? Select one or more answer choice on each row. | Yes, did this for a class | Yes, did this, but not for a class | No, never did this |
| VB595976 | 12 | a. | Academic competition (includes such things as Fed Challenge, Economics Challenge, or Academic Decathlon) | A | B | C |
| VB595974 | 12 | b. | Junior Achievement | A | B | C |
| VB595979 | 12 | c. | Stock market game/simulation | A | B | C |
| VB595975 | 12 | d. | Club (includes such things as an economics, entrepreneurship, or investment club) | A | B | C |
| EC_22_004 | 12 | e. | Finance Challenge | A | B | C |
| EC_22_005 | 12 | f. | H&R Block Budget | A | B | C |
| VB607182 | 12 | g. | Other activity (Please specify): | A | B | C |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>e) Can you explain what "finance challenge" means to you?</i> | Specific | Required |
| 2 | <i>f) Can you explain what "H&R Block Budget" means to you?</i> | Specific | Required |
| 3 | <i>g) What "other" types of economics-related activities did you think about when answering this item?</i> | Specific | Required |

Please note that only sub-items "e", "f", "g" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 12 Economics: Student #9]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) | Draft Response Option E (09/19/2018) |
|------------------------|-----------------------|---------------------|--|---|--|---|---|---|
| VB607183 | 12 | n/a | In the last 12 months, how much have you worked? Include work you did or you do for pay. | Did not work at all | Worked once in a while or less than 5 hours a week | Worked between 5 and 10 hours a week | Worked between 11 and 20 hours a week | Worked more than 20 hours a week |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>When answering this question, what do you consider as work?</i> | Specific | Required |

[Grade 12 Economics: Student #10]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|
| EC_22_006 | 12 | n/a | Was a course that covered economics concepts (for example, choices and cost, incentives) offered by your school? | Yes and I took at least one. | Yes but I did not take it. | No and I did not take it. |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | What types of “economic concepts” did you think about when answering this item? (Please do not repeat the examples provided in the question.) | Specific | Required |

Please note that this item will be administered to students who reported that they have not taken any economics-related courses in item #1 (VB595669).

[Grade 12 Economics: Student #11]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) |
|------------------------|-----------------------|---------------------|---|
| EC_22_007 | 12 | n/a | Can you explain why you decided not to take the course that covered economics concepts? |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for free response items, see page 7.</i> | Generic | Required |

Please note that this item is administered only to students who select response option B in item EC_22_006.

The following script should be read to the participant before they provide a response:

This item will only be administered to students who answer “yes but I did not take it” to an existing item (INTERVIEWER: show the participant the item in the image below). If you would have answered “yes but I did not take it” to the existing item, explain why you did not take the course that covered economic concepts.

Existing item:

| | | | |
|--|------------------------------|----------------------------|---------------------------|
| Was a course that covered economics concepts (for example, choices and cost, incentives) offered by your school? | Yes and I took at least one. | Yes but I did not take it. | No and I did not take it. |
|--|------------------------------|----------------------------|---------------------------|

[Grade 12 Economics: Student #12]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub- Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) |
|------------------------|-----------------------|-------------------------|---|---|---|
| EC_22_008 | 12 | n/a | Which of the following course(s) that covered economic concepts did you take? Select one answer choice on each row. | Yes | No |
| EC_22_008a | 12 | a. | Sociology | A | B |
| EC_22_008b | 12 | b. | Social studies | A | B |
| EC_22_008c | 12 | c. | History | A | B |
| EC_22_008d | 12 | d. | Other course (Please specify): | A | B |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | d) What types of "other course" did you think about when answering this item? | Specific | Required |
| 3 | Would you include Political Science in this list? | Specific | Required |

[Grade 12 Economics: Student #13]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| EC_22_009 | 12 | n/a | How much does each of the following statements describe you? Select one answer choice on each row. | Not at all like me | A little bit like me | Somewhat like me | Quite a bit like me | Exactly like me |
| EC_22_009a | 12 | a. | I am interested in learning about economic issues. | A | B | C | D | E |
| EC_22_009b | 12 | b. | I enjoy keeping a budget and saving money. | A | B | C | D | E |
| EC_22_009c | 12 | c. | I like participating in economics-related activities (for example, economics clubs). | A | B | C | D | E |
| EC_22_009d | 12 | d. | I would enjoy taking an economics course in the future (for example, in college or as part of a job) | A | B | C | D | E |
| EC_22_009e | 12 | e. | I enjoy watching movies that focus on economic issues. | A | B | C | D | E |
| EC_22_009f | 12 | f. | I enjoy reading books that focus on economic issues. | A | B | C | D | E |
| EC_22_009g | 12 | g. | I like talking about current economic issues with other people. | A | B | C | D | E |
| EC_22_009h | 12 | h. | I think understanding economic concepts is important for everyday life. | A | B | C | D | E |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>b) Can you explain what "keeping a budget" means to you?</i> | Specific | Required |
| 3 | <i>g) Can you explain what "economic issues" means to you?</i> | Specific | Required |
| 4 | <i>h) Can you explain what "economic concepts" means to you?</i> | Specific | Required |

[Grade 12 Economics: Student #14]

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you explain what “monetary” means to you?</i> | Specific | Required |
| 3 | <i>b) Can you explain what “additional costs” means to you?</i> | Specific | Required |
| 4 | <i>b) Can you explain what “additional benefits” means to you?</i> | Specific | Required |
| 5 | <i>c) Can you explain what “e-book” means to you?</i> | Specific | Required |
| 6 | <i>(d) Can you explain what “consumers” means to you?</i> | Specific | Required |
| 7 | <i>g) Can you explain what “media report” means to you?</i> | Specific | Required |
| 8 | <i>g) Can you explain what “economic condition” means to you?</i> | Specific | Required |
| 9 | <i>h) Can you explain what “tax structures” means to you?</i> | Specific | Required |
| 10 | <i>h) Can you explain what “producers” means to you?</i> | Specific | Required |
| 11 | <i>j) Can you explain what “tariffs” means to you?</i> | Specific | Required |
| 12 | <i>j) Can you explain what “quotas” means to you?</i> | Specific | Required |
| 13 | <i>k) Can you explain what “specialization” means to you?</i> | Specific | Required |

[Grade 12 Economics: Student #15]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|
| EC_22_011 | 12 | n/a | Do you have any of the following things? Select one answer choice on each row. | Yes | No | I don't know what it is |
| EC_22_011a | 12 | a. | An account with a bank and/or credit union | A | B | C |
| EC_22_011b | 12 | b. | A credit and/or debit card | A | B | C |
| EC_22_011c | 12 | c. | A mobile application to access your account | A | B | C |

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Did you find "and/or" confusing? If yes, why?</i> | Specific | Required |
| 3 | <i>b) Did you find "and/or" confusing? If yes, why?</i> | Specific | Required |

Item-Specific Probes:

Please note that item-specific probes will be raised only on sub-items "a" and "b" during cognitive interviews.

[Grade 12 Economics: Student #16]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|
| EC_22_012 | 12 | n/a | Do you think that you would be able to do each of the following things? Select one answer choice on each row. | I definitely can't | I probably can't | Maybe | I probably can | I definitely can |
| EC_22_012a | 12 | a. | Make an electronic transaction (for example, send money to a friend) | A | B | C | D | E |
| EC_22_012b | 12 | b. | Fill in forms at the bank | A | B | C | D | E |
| EC_22_012c | 12 | c. | Understand bank statements | A | B | C | D | E |
| EC_22_012d | 12 | d. | Keep track of my account balance | A | B | C | D | E |

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Looking at the alternative version of the sub-item a, which version do you find easier to answer?</i> | Specific | Required |

Item-Specific Probes:

Alternative version for sub-item a:

“Make a money transaction (for example, send money to a friend)”

Department Head Items – Grade 12 Specific

[Grade 12 Economics: Department Head #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|
| VB607575 | 12 | n/a | Which of the following economics-related courses do teachers in your department teach? Please include courses that were offered this year or last year. Select one answer choice on each row. | Not offered | Offered |
| VB607576 | 12 | a. | Economics course (general course that is not Advanced Placement, International Baccalaureate, or honors economics). | A | B |
| VB607577 | 12 | b. | Government and economics course (combined course). | A | B |
| VB607578 | 12 | c. | Personal finance course or consumer economics. | A | B |
| VB607579 | 12 | d. | Advanced Placement Economics course. | A | B |
| VB607580 | 12 | e. | International Baccalaureate Economics course . | A | B |
| VB607581 | 12 | f. | Honors economics course (not Advanced Placement or International Baccalaureate Economics). | A | B |
| VB607662 | 12 | g. | Business course such as entrepreneurship or business principles. | A | B |
| VB607664 | 12 | h. | Any other course (Please specify): | A | B |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>a) Can you describe what the difference is between [a] and [f]?</i> | Specific | Conditional |
| 2 | <i>c) Did you find any words or part of [c] confusing?</i> | Specific | Conditional |
| 4 | <i>h) What types of “any other course” did you think about when answering this item?</i> | Specific | Conditional |
| 5 | <i>Do you think political science would be a natural fit to include in this list?</i> | Specific | Conditional |

Please note that only sub-items "a", "c", "h" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion. Please also note that the probes listed above will be asked on the **condition** that department heads select 'Offered' on the specific sub-items.

[Grade 12 Economics: Department Head #2]

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>Did you find any words or part of the question confusing? If so, what did you find confusing?</i> | Specific | Required |

Item-Specific Probes:

Please note that the probe only focuses on the item stem.

[Grade 12 Economics: Department Head #3]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|---|
| VB607666 | 12 | n/a | How many of the teachers who teach economics-related courses in your department this year have each of the following qualifications? Select one answer choice on each row. | None | A few | Most | All |
| VB607667 | 12 | a. | Three or more years experience teaching an economics-related subject in high school. | A | B | C | D |
| VB607668 | 12 | b. | An undergraduate or graduate major or minor in economics. | A | B | C | D |
| VB607669 | 12 | c. | Some college-level coursework in economics, but not a major or minor in economics. | A | B | C | D |
| EC_DeptHead_001 | 12 | d. | No coursework in economics or major or minor in economics. | A | B | C | D |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>d) Did you find any words or part of [d] confusing? If so, what did you find confusing?</i> | Specific | Required |

Please note that only sub-item "d" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 12 Economics: Department Head #4]

| No. | Probe | | | Type of Probe | Required/Conditional | | | | |
|------------------------|---|---------------------|--|---|---|---|---|---|--|
| 1 | <i>Did you find any words or part of this question confusing? If so, what did you find confusing?</i> | | | Specific | Required | | | | |
| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Draft Item Wording (09/19/2018) | Draft Response Option A (09/19/2018) | Draft Response Option B (09/19/2018) | Draft Response Option C (09/19/2018) | Draft Response Option D (09/19/2018) | Draft Response Option E (09/19/2018) | |
| VB607670 | 12 | n/a | How many of the teachers who teach economics-related courses in your department this year have had the following types of professional development related specifically to teaching economics in the last two years? Select one answer choice on each row. | None | A few | Most | All | Don't know | |
| VB607671 | 12 | a. | College or university courses | A | B | C | D | E | |
| VB607672 | 12 | b. | Professional development workshop or program of less than 6 hours | A | B | C | D | E | |
| VB607673 | 12 | c. | Professional development workshop or program of more than 6 hours | A | B | C | D | E | |

m-Specific Probes:

Please note that the probe only focuses on the item stem.

[Grade 12 Economics: Department Head #5]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub- Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) |
|------------------------|-----------------------|-------------------------|--|---|---|
| EC_DeptHead_0 02 | 12 | n/a | Do you or the teachers teaching economics in your department use the following strategies when teaching economics? Select one answer choice on each row. | Yes | No |
| EC_DeptHead_0 02a | 12 | a. | Lectures | A | B |
| EC_DeptHead_0 02b | 12 | b. | Flipped classrooms | A | B |
| EC_DeptHead_0 02c | 12 | c. | Activity-based lessons | A | B |
| EC_DeptHead_0 02d | 12 | d. | Problem-based lessons | A | B |
| EC_DeptHead_0 02e | 12 | e. | Cooperative learning | A | B |
| EC_DeptHead_0 02f | 12 | f. | Other (Please specify): | A | B |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>b) Can you explain what "flipped classrooms" means to you?</i> | Specific | Required |
| 3 | <i>c) What types of "activity-based lessons" did you think about when answering this item?</i> | Specific | Required |
| 4 | <i>d) What types of "problem-based lessons" did you think about when answering this item?</i> | Specific | Required |
| 5 | <i>f) What "other" instructional strategies did you think about when answering this item?</i> | Specific | Required |

[Grade 12 Economics: Department Head #6]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|
| EC_DeptHead_003 | 12 | n/a | Do teachers feel prepared to teach the following economics content? Select one answer choice on each row. | Not at all | Small extent | Moderate extent | Large extent |
| EC_DeptHead_003a | 12 | a. | Economics theory | A | B | C | D |
| EC_DeptHead_003b | 12 | b. | Economics and economics problems | A | B | C | D |
| EC_DeptHead_003c | 12 | c. | Economics analysis and criticism | A | B | C | D |
| EC_DeptHead_003d | 12 | d. | Internal Economics | A | B | C | D |

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>c) Can you explain what "economics analysis and criticism" means to you?</i> | Specific | Required |
| 3 | <i>d) Can you explain what "internal economics" means to you?</i> | Specific | Required |

Item-Specific Probes:

[Grade 12 Economics: Department Head #7]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/26/2018) | Final Response Option A (10/26/2018) | Final Response Option B (10/26/2018) | Final Response Option C (10/26/2018) |
|------------------------|-----------------------|---------------------|--|---|---|---|
| EC_DepthHead_004 | 12 | n/a | In economics this year, do teachers use any of the following instructional materials when presenting economic course content? Select one answer choice on each row. | Yes, all teachers use this resource | Yes, some teachers use this resource | No, this resource is not available to teachers |
| EC_DepthHead_004a | 12 | a. | Graphs in classroom presentations | A | B | C |
| EC_DepthHead_004b | 12 | b. | Graphs in testing the students or student work | A | B | C |
| EC_DepthHead_004c | 12 | c. | Textbooks provided by your district or school | A | B | C |
| EC_DepthHead_004d | 12 | d. | Materials the teacher has created | A | B | C |
| EC_DepthHead_004e | 12 | e. | Materials the teacher has found on the internet | A | B | C |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>a) Can you explain what “graphs in classroom presentations” means to you?</i> | Specific | Required |
| 3 | <i>b) Can you explain what “graphs in testing the students or student work” means to you?</i> | Specific | Required |
| 4 | <i>d) What types of “materials” did you think about when answering this item?</i> | Specific | Required |
| 5 | <i>e) What types of “materials on the internet” did you think about when answering this item?</i> | Specific | Required |

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>What types of “podcasts” did you think about when answering this item?</i> | Specific | Required |
| 3 | <i>What types of “visual clips and movie clips” did you think about when answering this item?</i> | Specific | Required |
| 4 | <i>What types of “simulations and games” did you think about when answering this item?</i> | Specific | Required |
| 5 | <i>What types of “phone applications” did you think about when answering this item?</i> | Specific | Required |

[Grade 12 Economics: Department Head #8]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|
| EC_DeptHead_005 | 12 | n/a | When teaching economics this school year, do teachers use any of the following technology in the classroom? Select one answer choice on each row. | Yes | No |
| EC_DeptHead_005a | 12 | a. | Podcasts | A | B |
| EC_DeptHead_005b | 12 | b. | Visual clips and movie clips | A | B |
| EC_DeptHead_005c | 12 | c. | Simulations and games | A | B |
| EC_DeptHead_005d | 12 | d. | Phone applications (e.g., H&R Block Challenge) | A | B |

Item-Specific Probes:

School Items – Grade 12 Specific

[Grade 12 Economics: School #1]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|------------------|--|---|---|---|---|
| VB607187 | 12 | n/a | Which of the following economics-related courses are offered in your school? Please include courses that were offered this year or last year. Select all that apply. | Not offered | Partial semester course | Full semester course or equivalent | Full year course |
| VB607188 | 12 | a. | Economics course (general course that is not Advanced Placement, International Baccalaureate, or honors economics). | A | B | C | D |
| VB607189 | 12 | b. | Government and economics course (combined course). | A | B | C | D |
| VB607190 | 12 | c. | Personal finance course or consumer economics. | A | B | C | D |
| VB607191 | 12 | d. | Advanced Placement Economics course. | A | B | C | D |
| VB607192 | 12 | e. | International Baccalaureate Economics course . | A | B | C | D |
| VB607193 | 12 | f. | Honors economics course (not Advanced Placement or International Baccalaureate Economics). | A | B | C | D |
| VB607194 | 12 | g. | Business course such as entrepreneurship or business principles. | A | B | C | D |
| VB607196 | 12 | h. | Any other course (Please specify): | A | B | C | D |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>a) Can you describe what the difference is between [a] and [f]?</i> | Specific | Conditional |
| 2 | <i>c) Did you find any words or part of [c] confusing?</i> | Specific | Conditional |
| 3 | <i>h) What types of “any other course” did you think about when answering this item?</i> | Specific | Conditional |

Please note that only sub-items "a", "c", "h" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion. Please note that the probes listed above will be asked on the **condition** that the school administrator selects response options 'B, C, D' on the specific sub-items.

[Grade 12 Economics: School #2]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) | Final Response Option E (10/18/2018) | Final Response Option F (10/18/2018) |
|------------------------|-----------------------|---------------------|---|---|---|---|---|---|---|
| VB607197 | 12 | n/a | By the time they graduate, what percentage of high school seniors in your school will have taken at least one semester of each of the following courses? Select one answer on each row. | None/ course not offered | 10% or less | 11-25% | 26-50% | 51-75% | 76% or more |
| VB607198 | 12 | a. | Economics course (general course that is not Advanced Placement, International Baccalaureate [®] , or honors economics) | A | B | C | D | E | F |
| VB607199 | 12 | b. | Government and economics course (combined course) | A | B | C | D | E | F |
| VB607200 | 12 | c. | Personal finance course or consumer economics | A | B | C | D | E | F |
| VB607201 | 12 | d. | Advanced Placement Economics course | A | B | C | D | E | F |
| VB607442 | 12 | e. | International Baccalaureate Economics course | A | B | C | D | E | F |
| VB607443 | 12 | f. | Honors economics course (not Advanced Placement or International Baccalaureate Economics) | A | B | C | D | E | F |
| VB607444 | 12 | g. | Business course such as entrepreneurship or business principles | A | B | C | D | E | F |
| VB607446 | 12 | h. | Any other course (Please specify): | A | B | C | D | E | F |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>a) Can you describe what the difference is between [a] and [f]?</i> | Specific | Conditional |
| 2 | <i>c) Did you find any words or part of [c] confusing?</i> | Specific | Conditional |
| 3 | <i>i) What types of "any other course" did you think about when answering this item?</i> | Specific | Conditional |

Please note that only sub-items "a", "c", "f", "h", "i" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion. Please note that the probes listed above will be asked on the **condition** that the school administrator selects response options 'B, C, D, E, F' on the specific sub-items.

[Grade 12 Economics: School #3]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) |
|------------------------|-----------------------|---------------------|--|---|--|---|
| VB607447 | 12 | n/a | Does your school have a requirement that students must take at least one semester of any of the following economics-related courses for graduation? Select all that apply. | Yes, a requirement for all students | Yes, a requirement for certain types of diplomas | No requirement |
| VB607448 | 12 | a. | Economics course (general course including Advanced Placement, International Baccalaureate, or honors economics) | A | B | C |
| VB607449 | 12 | b. | Government and economics course (combined course) | A | B | C |
| VB607450 | 12 | c. | Personal finance course or consumer economics | A | B | C |
| VB607451 | 12 | d. | Business course such as entrepreneurship, marketing, or business principles | A | B | C |
| VB607453 | 12 | e. | Any other course (Please specify): | A | B | C |
| VB607454 | 12 | f. | At least one economics-related course, that students choose from among a variety of courses such as those listed above. | A | B | C |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>a) Can you describe what the difference is between [a] and [f]?</i> | Specific | Conditional |
| 2 | <i>c) Did you find any words or part of [c] confusing?</i> | Specific | Conditional |
| 3 | <i>e) What types of "any other course" did you think about when answering this item?</i> | Specific | Conditional |

Please note that only sub-items "a", "c", "e" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion. Please note that the probes listed above will be asked on the **condition** that school administrators select response options 'B, C' on the specific sub-items.

[Grade 12 Economics: School #4]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) |
|------------------------|-----------------------|------------------|---|---|---|---|
| VB607458 | 12 | n/a | Are any of the following co-curricular activities related to economics available through your school? They could be part of a class or offered as an extracurricular activity. Select one answer on each row. | Available | Not available | Don't know |
| VB607463 | 12 | a. | Academic competition (includes such things as Fed Challenge, Economics Challenge, or Academic Decathlon) | A | B | C |
| VB607461 | 12 | b. | Junior Achievement | A | B | C |
| VB607466 | 12 | c. | Stock market game/simulation | A | B | C |
| VB607462 | 12 | d. | Club (includes such things as an economics, entrepreneurship, or investment club) | A | B | C |
| EC_22_004 | 12 | e. | Finance Challenge | A | B | C |
| EC_22_005 | 12 | f. | H&R Block Budget | A | B | C |
| VB607469 | 12 | g. | Other (Please specify): | A | B | C |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 2 | <i>e) Can you explain what "Finance Challenge" means to you?</i> | Specific | Required |
| 3 | <i>f) Can you explain what "H&R Block Budget" means to you?</i> | Specific | Required |

Please note that only sub-items "e", "f" will be reviewed in cognitive interviews, but the entire matrix will be shown to avoid potential confusion.

[Grade 12 Economics: School #5]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub- Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) |
|------------------------|-----------------------|-------------------------|---|---|---|
| EC_School_001 | 12 | n/a | Is any of the following school personnel primarily responsible for developing the content of the economics course? Select one answer on each row. | Yes | No |
| EC_School_001a | 12 | a. | School principal | A | B |
| EC_School_001b | 12 | b. | Economics department head | A | B |
| EC_School_001c | 12 | c. | School district curriculum specialists | A | B |
| EC_School_001d | 12 | d. | Social studies teachers | A | B |

Item-Specific Probes:

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for matrix items, see page 8.</i> | Generic | Required |
| 2 | <i>What other school personnel did you think about when answering this item?</i> | Specific | Required |

[Grade 12 Economics: School #6]

| AccNum (09/19/2018) | Grade (09/19/2018) | Sub-Item Letters | Final Item Wording (10/18/2018) | Final Response Option A (10/18/2018) | Final Response Option B (10/18/2018) | Final Response Option C (10/18/2018) | Final Response Option D (10/18/2018) |
|------------------------|-----------------------|---------------------|--|--|--|--|---|
| EC_Sch_002 | 12 | n/a | What is the primary reason your school offers an economics course? | An economics course is not offered at my school. | Offering an economics course at my school is required. | Policy reasons (for example, helping students evaluate economic policies and programs) | Students are interested in taking economics. |

| No. | Probe | Type of Probe | Required/Conditional |
|-----|--|---------------|----------------------|
| 1 | <i>For generic probes for discrete items, see page 7.</i> | Generic | Required |
| 2 | <i>What other reason did you think about when answering this item?</i> | Specific | Required |

Item-Specific Probes:

Additional Cross-subject Terminology Probes

Student Grades 8 and 12

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>You are currently using a Microsoft Surface Pro device to read and answer these items. Do you think of this device as a tablet or a laptop computer?</i> | General | Required |
| 2 | <i>Which phones do you think of when you hear the word "smartphone" ?</i> <i>A "smartphone" is any phone that is able to connect to the Internet.</i> | General | Required |
| 3 | <i>Which tablets do you think of when you hear the word "tablet" ?</i> <i>A "tablet" is bigger than a smartphone. It allows you to do many of the same things as a smartphone.</i> | General | Required |
| 4 | <i>Which social media apps or websites do you use most often?</i> | General | Required |
| 5 | <i>Can you explain in your own words what a "thesaurus" is?</i> | General | Required |
| 6 | <i>A thesaurus is a book that lists words that have exactly the same or nearly the same meaning in the same language. A thesaurus is not a dictionary. It does not provide definitions of words. Do you ever use a thesaurus when you work on assignments for school that require you to write several sentences or paragraphs?</i> | General | Required |
| 7 | <i>Can you explain in your own words what a "synonym" is?</i> | General | Required |
| 8 | <i>A synonym is a word that has exactly the same or nearly the same meaning as another word in the same language. Do you ever search for synonyms when you work on assignments for school that require you to write several sentences or paragraphs?</i> | General | Required |

Teacher Grade 8

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>You are currently using a Microsoft Surface Pro device to read and answer these items. Do you think of this device as a tablet or a laptop computer?</i> | General | Required |
| 2 | <i>Which phones do you think of when you hear the word "smartphone" ?</i> <i>A "smartphone" is any phone that is able to connect to the Internet.</i> | General | Required |
| 3 | <i>Which tablets do you think of when you hear the word "tablet" ?</i> <i>A "tablet" is bigger than a smartphone. It allows you to do many of the same things as a smartphone.</i> | General | Required |
| 4 | <i>Do you encourage students to use a thesaurus or to search for synonyms when working on assignments for school that require them to write several sentences or paragraphs?</i> | General | Required |
| 5 | <i>If yes, do you specifically use the words "thesaurus", "synonym", or do you use other language?</i> | General | Required |
| 6 | <i>If no, why don't you encourage students to use a thesaurus or search for synonyms when working on assignments for school that require them to write several sentences or paragraphs?</i> | General | Required |

School Grades 8 and 12

| No. | Probe | Type of Probe | Required/Conditional |
|-----|---|---------------|----------------------|
| 1 | <i>You are currently using a Microsoft Surface Pro device to read and answer these items. Do you think of this device as a tablet or a laptop computer?</i> | General | Required |
| 2 | <i>Which phones do you think of when you hear the word "smartphone" ?</i> <i>A "smartphone" is any phone that is able to connect to the Internet.</i> | General | Required |
| 3 | <i>Which tablets do you think of when you hear the word "tablet" ?</i> <i>A "tablet" is bigger than a smartphone. It allows you to do many of the same things as a smartphone.</i> | General | Required |

General Debriefing and Thank You (For all student, teacher, and school administrator participants)

Before we finish, I'd like to hear any other thoughts you have about the survey questions we worked on today.

Is there anything else you would like to tell me about working on the survey questions?

Is there anything that you think could make these survey questions clearer?

Thank the participant for his/her time and provide gift card, as appropriate.