

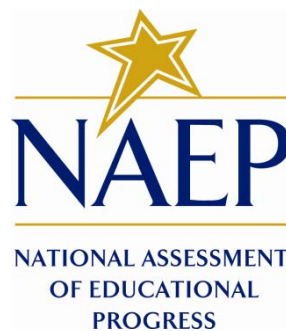
*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress (NAEP)
2018 and 2019*

Appendix F

Item Library for NAEP 2018 & 2019 Survey Questionnaires

OMB# 1850-0928 v.5



May 2017

This Appendix F provides the library of possible items to be used in the NAEP 2018 and 2019 questionnaires. Non-substantive wording changes to the questionnaire items (based on ongoing and future cognitive and pilot testing results), if any will be made, along with the final selection of which items will be used in the final versions of the NAEP 2018 and 2019 questionnaires (future Appendix I), will be submitted to OMB for approval as a non-substantive change request by October 2017 for NAEP 2018 and by October 2018 for NAEP 2019. The number of items selected for each type of respondent will be appropriate to the allocated time (as indicated in the Supporting Statement Part A section A.12).

The Appendix is structured by respondent type: student, teacher, and then school. For each respondent, a table is included to help define what components are included in the library, when each component will be administered (2018 and/or 2019), which parts of this Appendix comprise each component, and the source of the content of each Appendix part (e.g., whether it was approved as part of Appendix F in OMB# 1850-0928 v.1, Appendix J in OMB# 1850-0928 v.4, or is new).

For the Appendix parts that are a combination of previously administered items and new items, a table is included detailing the revisions, additions, and deletions from the last administration. Note, this only applies to Appendix parts for the student and school questionnaires; the teacher questionnaires do not have any Appendix parts that are the combination of previously administered items and new items.

Note, given that some of the previous administrations were from paper-and-pencil assessments and others were from digitally-based assessments, the item-level directions are not consistent (i.e., some items indicate to “fill in **one** oval” while others indicate to “select **one** answer choice” or “select **one** circle”). The final item-level directions that will be used in NAEP 2018-2019 will be appropriate to the mode of the testing, as indicated in Part A.12.

Abbreviation Key
BET: Background, Education, and Training
COI: Classroom Organization and Instruction
KaSA: Knowledge and Skills Appropriate
NIES: National Indian Education Study
NTPS: National Teacher and Principal Survey
SBT: Scenario Based Tasks
SCP: School Characteristics and Polices
TEL: Technology and Engineering Literacy

Table of Contents

Appendix F1: Student Questionnaires	6
Table F.a.	7
Appendix F-1a: 2017 Operational Grade 4 Core	33
Appendix F-1b: 2017 Operational Grade 8 Core	42
Appendix F-1c: 2016 Pilot Grade 12 Core	52
Appendix F-1d: 2017 Operational Grade 4 Reading	73
Appendix F-1e: 2017 Operational Grade 8 Reading	81
Appendix F-1f: 2018 Pilot Grade 12 Reading	90
Appendix F-1g: 2017 Operational Grade 4 Mathematics	102
Appendix F-1h: 2017 Operational Grade 8 Mathematics	111
Appendix F-1i: 2018 Pilot Grade 12 Mathematics	121
Appendix F-1j: 2015 Operational Grade 4 Science	140
Appendix F-1k: 2017 Cognitive Interviews Grade 4 Science	147
Appendix F-1l: 2015 Operational Grade 8 Science	156
Appendix F-1m: 2017 Cognitive Interviews Grade 8 Science	164
Appendix F-1n: 2015 Operational Grade 12 Science	173
Appendix F-1o: 2017 Cognitive Interviews Grade 12 Science	183
Appendix F-1p: 2017 Operational Grade 4 Writing	193
Appendix F-1q: 2017 Operational Grade 8 Writing	199
Appendix F-1r: 2011 Operational Grade 12 Writing	210
Appendix F-1s: 2016 Pilot Grade 12 Writing	218
Appendix F-1t: 2017 Pilot Grade 8 Civics	237
Appendix F-1u: 2017 Pilot Grade 8 Geography	253
Appendix F-1v: 2017 Pilot Grade 8 U.S. History	267
Appendix F-1w: 2014 Probe Grade 8 TEL	282
Appendix F-1x: 2017 Operational Grade 4 & 8 KaSA	296
Appendix F-1y: 2015 Operational Grade 4 NIES	298
Appendix F-1z: 2015 Operational Grade 8 NIES	306
Appendix F-1aa: 2018 Reading SBT Special Study Student Engagement Items	319
Appendix F2: Teacher Questionnaires	322
Table F.à.	323
Appendix F-2a: 2017 Operational Grade 4 Core (BET)	325
Appendix F-2b: 2015 Operational Grade 4 Core (BET)	337
Appendix F-2c: 2017 Operational Grade 8 Core (BET- Reading/Writing)	348
Appendix F-2d: 2017 Operational Grade 8 Core (BET-Mathematics)	359
Appendix F-2e: 2015 Operational Grade 8 Core (BET-Science)	370
Appendix F-2f: 2017 Pilot Grade 8 Core (BET-Social Studies)	379
Appendix F-2g: 2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	

	390
Appendix F-2h: 2017 Operational Grade 4 Reading (COI)	399
Appendix F-2i: 2017 Operational Grade 8 Reading (COI)	407
Appendix F-2j: 2017 Operational Grade 4 Mathematics (COI)	416
Appendix F-2k: 2017 Operational Grade 8 Mathematics (COI)	426
Appendix F-2l: 2017 Cognitive Interviews Grade 4 Science (COI)	436
Appendix F-2m: 2015 Operational Grade 4 Science (COI)	447
Appendix F-2n: 2017 Cognitive Interviews Grade 8 Science (COI)	459
Appendix F-2o: 2015 Operational Grade 8 Science (COI)	470
Appendix F-2p: 2017 Operational Grade 4 Writing (COI)	482
Appendix F-2q: 2017 Operational Grade 8 Writing (COI)	492
Appendix F-2r: 2017 Pilot Grade 8 Social Studies (COI)	502
Appendix F-2s: 2015 Operational Grade 4 NIES	522
Appendix F-2t: 2015 Operational Grade 8 NIES	535
Appendix F-2u: 2017 Operational Grade 4 & 8 Giving Back Items	550
Appendix F-2v: 2018 Pilot Teacher and School Gender Item	552
Appendix F-2w: 2017-2018 NTPS Teacher Questionnaire	554
Appendix F3: School Questionnaires	595
Table F.c.	596
Appendix F-3a: 2017 Operational Grade 4 Core (SCP)	612
Appendix F-3b: 2017 Operational Grade 8 Core (SCP)	626
Appendix F-3c: 2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	636
Appendix F-3d: 2016 Pilot Grade 12 Core (SCP)	643
Appendix F-3e: 2017 Operational Grade 4 Charter School	652
Appendix F-3f: 2017 Operational Grade 8 Charter School	656
Appendix F-3g: 2015 Operational Grade 12 Charter School	660
Appendix F-3h: 2017 Operational Grade 4 Reading	665
Appendix F-3i: 2017 Operational Grade 8 Reading	672
Appendix F-3j: 2018 Pilot Grade 12 Reading	679
Appendix F-3k: 2017 Operational Grade 4 Mathematics	688
Appendix F-3l: 2017 Operational Grade 8 Mathematics	694
Appendix F-3m: 2018 Pilot Grade 12 Mathematics	700
Appendix F-3n: 2015 Operational Grade 4 Science	714
Appendix F-3o: 2015 Operational Grade 8 Science	723
Appendix F-3p: 2015 Operational Grade 12 Science	732
Appendix F-3q: 2017 Cognitive Interviews Grade 4 Science	742
Appendix F-3r: 2017 Cognitive Interviews Grade 8 Science	746
Appendix F-3s: 2017 Cognitive Interviews Grade 12 Science	750
Appendix F-3t: 2017 Operational Grade 4 Writing	754

Appendix F-3u: 2017 Operational Grade 8 Writing	759
Appendix F-3v: 2011 Operational Grade 12 Writing	765
Appendix F-3w: 2016 Pilot Grade 12 Writing	768
Appendix F-3x: 2017 Pilot Grade 8 Social Studies	774
Appendix F-3y: 2014 Probe Grade 8 TEL	780
Appendix F-3z: 2015 Operational Grade 4 NIES	795
Appendix F-3aa: 2015 Operational Grade 8 NIES	805
Appendix F-3ab: 2017 Operational Grade 4 , 8 & 12 Giving Back Items	816
Appendix F-3ac: 2018 Pilot Teacher and School Gender Item	818
Appendix F-3ad: 2017-2018 NTPS Principal Questionnaire	820
Appendix F-3ae: 2017-2018 NTPS School Questionnaire	853

Appendix F-1: Student Questionnaires

Table F.a. Assessment years for the student survey questionnaires and appendix parts.

	2018	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.3 or other source
Grade 4 Core	X	X	F-1a	2017 Operational Grade 4 Core	Appendix I-1 (p. 6-13)
Grade 8 Core	X	X	F-1b	2017 Operational Grade 8 Core	Appendix I-1 (p. 17-25)
Grade 12 Core	X	X	F-1c	2016 Pilot Grade 12 Core	Appendix F-1f (p. 60-80)
Grade 4 Reading	X	X	F-1d	2017 Operational Grade 4 Reading	Appendix I-1 (p. 29-35)
			F-1aa	2018 Special Study Engagement Items	New items for 2018 that were previously used in <i>John T. Guthrie, & Susan Lutz Klauda, (2014). Effects of Classroom Practices on Reading Comprehension, Engagement, and Motivations for Adolescents. Reading Research Quarterly, 49(4), 409-410.</i>
Grade 8 Reading	X	X	F-1e	2017 Operational Grade 8 Reading	Appendix I-1 (p. 37-44)
			F-1aa	2018 Special Study Engagement Items	New items for 2018 that were previously used in <i>John T. Guthrie, & Susan Lutz Klauda, (2014). Effects of Classroom Practices on Reading Comprehension, Engagement, and Motivations for Adolescents. Reading Research Quarterly, 49(4), 409-410.</i>
Grade 12 Reading	X	X	F-1f	2018 Pilot Grade 12 Reading	Includes items from Appendix F-1i (p. 120-125) and Appendix I-1 (p. 37-44), as well as newly developed items for 2018, which were pretested under OMB #1850-0803 v.179*
			F-1aa	2018 Special Study Engagement Items	New items for 2018 that were previously used in <i>John T. Guthrie, & Susan Lutz Klauda, (2014). Effects of Classroom Practices on Reading Comprehension, Engagement, and Motivations for Adolescents. Reading Research Quarterly, 49(4), 409-410.</i>
Grade 4 Mathematics		X	F-1g	2017 Operational Grade 4 Mathematics	Appendix I-1 (p. 63-70)
Grade 8 Mathematics		X	F-1h	2017 Operational Grade 8 Mathematics	Appendix I-1 (p. 72-80)

	2018	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.3 or other source
Grade 12 Mathematics	X	X	F-1i	2018 Pilot Grade 12 Mathematics	Includes items from Appendix F-1i (p. 164-171) and Appendix I-1 (p. 72-80), as well as newly developed items for 2018, which were pretested under OMB #1850-0803 v.179*
Grade 4 Science	X	X	F-1j	2015 Operational Grade 4 Science	Appendix F-1m (p. 174-179)
			F-1k	2017 Cognitive Interviews Grade 4 Science	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
Grade 8 Science	X	X	F-1l	2015 Operational Grade 8 Science	Appendix 1n (p. 181-187)
			F-1m	2017 Cognitive Interviews Grade 8 Science	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
Grade 12 Science	X	X	F-1n	2015 Operational Grade 12 Science	Appendix F-1o (p. 189-197)
			F-1o	2017 Cognitive Interviews Grade 12 Science	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
Grade 4 Writing		X	F-1p	2017 Operational Grade 4 Writing	Appendix I-1 (p. 46-50)
Grade 8 Writing		X	F-1q	2017 Operational Grade 8 Writing	Appendix I-1 (p. 52-61)
Grade 12 Writing		X	F-1r	2011 Operational Grade 12 Writing	Appendix F-1r (p. 221-228)
			F-1s	2016 Pilot Grade 12 Writing	Appendix F-1s (p. 230-247)
Grade 8 Civics	X		F-1t	2017 Pilot Grade 8 Civics	Appendix I-1 (p. 82-96)
Grade 8 Geography	X		F-1u	2017 Pilot Grade 8 Geography	Appendix I-1 (p. 101-113)
Grade 8 U.S. History	X		F-1v	2017 Pilot Grade 8 U.S. History	Appendix I-1 (p. 118-131)
Grade 8 TEL	X		F-1w	2014 Probe Grade 8 TEL	Appendix F-1w (p. 265-277)
Grade 4 & 8 KaSA		X	F-1x	2017 Operational Grade 4 & KaSA	Appendix I-1 (p. 136 & 138)
Grade 4 NIES		X	F-1y	2015 Operational Grade 4 NIES	Appendix F-1y (p. 281-287)
Grade 8 NIES		X	F-1z	2018 Operational Grade 8 NIES	Appendix F-1z (p. 289-300)

*A table detailing the revisions, additions, and deletions from the last administration is provided on the following pages.

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																																																																																																																																																																																																																																
<p style="text-align: right; font-size: small;">VC298762</p> <p>1. Which courses have you taken from eighth grade to the present? If you have taken a course more than once, give the most recent year you took it. Fill in one oval on each line. INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course (such as trigonometry taught in drafting class or computer programming taught in Algebra II).</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">I have never taken this course.</th> <th style="width: 5%;">I took this course in or before Grade 8.</th> <th style="width: 5%;">I took this course in Grade 9.</th> <th style="width: 5%;">I took this course in Grade 10.</th> <th style="width: 5%;">I took this course in Grade 11.</th> <th style="width: 5%;">I took this course in Grade 12.</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Basic or general mathematics course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC298769</td> </tr> <tr> <td>b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC298847</td> </tr> <tr> <td>c. Introduction to algebra or pre-algebra course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC299007</td> </tr> <tr> <td>d. Algebra I course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC299008</td> </tr> <tr> <td>e. Geometry course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC299009</td> </tr> <tr> <td>f. Algebra II course, with or without trigonometry</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC299010</td> </tr> <tr> <td>g. Trigonometry (as a separate course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC299012</td> </tr> <tr> <td>h. Pre-calculus course (also called introductory analysis)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VE593389</td> </tr> <tr> <td>i. Integrated mathematics 1 (first year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VF260035</td> </tr> <tr> <td>j. Integrated mathematics 2 (second year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VF260036</td> </tr> <tr> <td></td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td></td> </tr> <tr> <td>k. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VF260037</td> </tr> <tr> <td>l. Integrated mathematics 4 (fourth year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VF260038</td> </tr> <tr> <td>m. Probability or statistics course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC299032</td> </tr> <tr> <td>n. Calculus course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VC299033</td> </tr> <tr> <td>o. Computer programming course (such as C++, Visual Basic, etc.)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VE593398</td> </tr> <tr> <td>p. Other mathematics course (specify): _____</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: x-small;">VE593395</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 12)</p>		I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.		a. Basic or general mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC298769	b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC298847	c. Introduction to algebra or pre-algebra course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299007	d. Algebra I course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299008	e. Geometry course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299009	f. Algebra II course, with or without trigonometry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299010	g. Trigonometry (as a separate course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299012	h. Pre-calculus course (also called introductory analysis)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE593389	i. Integrated mathematics 1 (first year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260035	j. Integrated mathematics 2 (second year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260036		Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ		k. Integrated mathematics 3 (third year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260037	l. Integrated mathematics 4 (fourth year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260038	m. Probability or statistics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299032	n. Calculus course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299033	o. Computer programming course (such as C++, Visual Basic, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE593398	p. Other mathematics course (specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE593395	<p style="text-align: right; font-size: small;">V1D40819</p> <p>1. Which courses have you taken from eighth grade to the present? If you have taken a course more than once, give the most recent year you took it. INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course (such as trigonometry taught in drafting class or computer programming taught in Algebra II). Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">I have never taken this course.</th> <th style="width: 5%;">I took this course in or before Grade 8.</th> <th style="width: 5%;">I took this course in Grade 9.</th> <th style="width: 5%;">I took this course in Grade 10.</th> <th style="width: 5%;">I took this course in Grade 11.</th> <th style="width: 5%;">I took this course in Grade 12.</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Basic or general mathematics course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40820</td> </tr> <tr> <td>b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40844</td> </tr> <tr> <td>c. Introduction to algebra or pre-algebra course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40822</td> </tr> <tr> <td>d. Algebra I course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40823</td> </tr> <tr> <td>e. Geometry course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40824</td> </tr> <tr> <td>f. Algebra II course, with or without trigonometry</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40825</td> </tr> <tr> <td>g. Trigonometry (as a separate course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40826</td> </tr> <tr> <td>h. Pre-calculus course (also called introductory analysis)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40833</td> </tr> <tr> <td>i. Integrated mathematics 1 (first year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40841</td> </tr> <tr> <td>j. Integrated mathematics 2 (second year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40842</td> </tr> <tr> <td>k. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40843</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">I have never taken this course.</th> <th style="width: 5%;">I took this course in or before Grade 8.</th> <th style="width: 5%;">I took this course in Grade 9.</th> <th style="width: 5%;">I took this course in Grade 10.</th> <th style="width: 5%;">I took this course in Grade 11.</th> <th style="width: 5%;">I took this course in Grade 12.</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>l. Integrated mathematics 4 (fourth year of a multi-year course)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40821</td> </tr> <tr> <td>m. Probability or statistics course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40836</td> </tr> <tr> <td>n. Calculus course</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40839</td> </tr> <tr> <td>o. Computer programming course (such as C++, Visual Basic, etc.)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40835</td> </tr> <tr> <td>p. Other mathematics course (Please specify): _____</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: center;">Ⓕ</td> <td style="font-size: xx-small;">V1D40834</td> </tr> </tbody> </table> <p style="font-size: small;">Issue: Organization of Instruction</p>		I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.		a. Basic or general mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40820	b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40844	c. Introduction to algebra or pre-algebra course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40822	d. Algebra I course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40823	e. Geometry course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40824	f. Algebra II course, with or without trigonometry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40825	g. Trigonometry (as a separate course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40826	h. Pre-calculus course (also called introductory analysis)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40833	i. Integrated mathematics 1 (first year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40841	j. Integrated mathematics 2 (second year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40842	k. Integrated mathematics 3 (third year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40843		I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.		l. Integrated mathematics 4 (fourth year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40821	m. Probability or statistics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40836	n. Calculus course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40839	o. Computer programming course (such as C++, Visual Basic, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40835	p. Other mathematics course (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40834	R	<p>The following revision was made: (1) the wording of subitem “p” was revised. Please note that inline directions are different given the transition from PPT to DBA.</p>
	I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.																																																																																																																																																																																																																																																																																													
a. Basic or general mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC298769																																																																																																																																																																																																																																																																																												
b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC298847																																																																																																																																																																																																																																																																																												
c. Introduction to algebra or pre-algebra course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299007																																																																																																																																																																																																																																																																																												
d. Algebra I course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299008																																																																																																																																																																																																																																																																																												
e. Geometry course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299009																																																																																																																																																																																																																																																																																												
f. Algebra II course, with or without trigonometry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299010																																																																																																																																																																																																																																																																																												
g. Trigonometry (as a separate course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299012																																																																																																																																																																																																																																																																																												
h. Pre-calculus course (also called introductory analysis)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE593389																																																																																																																																																																																																																																																																																												
i. Integrated mathematics 1 (first year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260035																																																																																																																																																																																																																																																																																												
j. Integrated mathematics 2 (second year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260036																																																																																																																																																																																																																																																																																												
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ																																																																																																																																																																																																																																																																																													
k. Integrated mathematics 3 (third year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260037																																																																																																																																																																																																																																																																																												
l. Integrated mathematics 4 (fourth year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VF260038																																																																																																																																																																																																																																																																																												
m. Probability or statistics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299032																																																																																																																																																																																																																																																																																												
n. Calculus course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC299033																																																																																																																																																																																																																																																																																												
o. Computer programming course (such as C++, Visual Basic, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE593398																																																																																																																																																																																																																																																																																												
p. Other mathematics course (specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE593395																																																																																																																																																																																																																																																																																												
	I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.																																																																																																																																																																																																																																																																																													
a. Basic or general mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40820																																																																																																																																																																																																																																																																																												
b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40844																																																																																																																																																																																																																																																																																												
c. Introduction to algebra or pre-algebra course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40822																																																																																																																																																																																																																																																																																												
d. Algebra I course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40823																																																																																																																																																																																																																																																																																												
e. Geometry course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40824																																																																																																																																																																																																																																																																																												
f. Algebra II course, with or without trigonometry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40825																																																																																																																																																																																																																																																																																												
g. Trigonometry (as a separate course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40826																																																																																																																																																																																																																																																																																												
h. Pre-calculus course (also called introductory analysis)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40833																																																																																																																																																																																																																																																																																												
i. Integrated mathematics 1 (first year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40841																																																																																																																																																																																																																																																																																												
j. Integrated mathematics 2 (second year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40842																																																																																																																																																																																																																																																																																												
k. Integrated mathematics 3 (third year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40843																																																																																																																																																																																																																																																																																												
	I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.																																																																																																																																																																																																																																																																																													
l. Integrated mathematics 4 (fourth year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40821																																																																																																																																																																																																																																																																																												
m. Probability or statistics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40836																																																																																																																																																																																																																																																																																												
n. Calculus course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40839																																																																																																																																																																																																																																																																																												
o. Computer programming course (such as C++, Visual Basic, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40835																																																																																																																																																																																																																																																																																												
p. Other mathematics course (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	V1D40834																																																																																																																																																																																																																																																																																												

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale
<p style="text-align: right; font-size: small;">VE593403</p> <p>2. Are you currently enrolled in or have you taken any of the following Advanced Placement (AP[®]) courses? Fill in ovals for all that apply.</p> <p><input type="checkbox"/> Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus AB.</p> <p><input type="checkbox"/> Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus BC.</p> <p><input type="checkbox"/> Yes, I am enrolled in or have taken Advanced Placement (AP) Statistics.</p> <p><input type="checkbox"/> No, I have not taken any of the courses listed above.</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VDE50444</p> <p>2. Are you currently enrolled in or have you taken any of the following Advanced Placement (AP[®]) courses? Select all that apply.</p> <p><input type="checkbox"/> Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus AB.</p> <p><input type="checkbox"/> Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus BC.</p> <p><input type="checkbox"/> Yes, I am enrolled in or have taken Advanced Placement (AP) Statistics.</p> <p><input type="checkbox"/> No, I have not taken any of the courses listed above.</p> <p>Issue: Organization of Instruction</p>	NC	Please note that inline directions are different given the transition from PPT to DBA.
<p style="text-align: right; font-size: small;">VE593756</p> <p>3. Are you currently enrolled in or have you taken an International Baccalaureate[®] (IB) mathematics course?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VDE40048</p> <p>3. Are you currently enrolled in or have you taken an International Baccalaureate[®] (IB) mathematics course?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Issue: Organization of Instruction</p>	NC	
<p style="text-align: right; font-size: small;">VBS43297</p> <p>4. Are you currently enrolled in or have you taken any online mathematics courses for high school or college credit?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VDE40049</p> <p>4. Are you currently enrolled in or have you taken any online mathematics courses for high school or college credit?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Issue: Organization of Instruction</p>	NC	
<p style="text-align: right; font-size: small;">VC288225</p> <p>5. Was there a mathematics course that you would have liked to have taken this school year but did not take?</p> <p><input type="checkbox"/> Yes, but my school does not offer the course.</p> <p><input type="checkbox"/> Yes, but the course was full.</p> <p><input type="checkbox"/> Yes, but I did not have the necessary prerequisites.</p> <p><input type="checkbox"/> Yes, but my schedule was full.</p> <p><input type="checkbox"/> No, there was no other course that I wanted to take.</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VDE40050</p> <p>5. Was there a mathematics course that you would have liked to have taken this school year but did not take?</p> <p><input type="checkbox"/> Yes, but my school does not offer the course.</p> <p><input type="checkbox"/> Yes, but the course was full.</p> <p><input type="checkbox"/> Yes, but I did not have the necessary prerequisites.</p> <p><input type="checkbox"/> Yes, but my schedule was full.</p> <p><input type="checkbox"/> No, there was no other course that I wanted to take.</p> <p>Issue: Organization of Instruction</p>	NC	

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																
<p style="text-align: right; font-size: small;">VC189706</p> <p>6. Please indicate how much you DISAGREE or AGREE with the following statements. Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%; text-align: center;">Strongly disagree</th> <th style="width: 10%; text-align: center;">Disagree</th> <th style="width: 10%; text-align: center;">Agree</th> <th style="width: 10%; text-align: center;">Strongly agree</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics is one of my favorite subjects.</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VC189711</td> </tr> <tr> <td>b. I take mathematics because it will help me in the future.</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VC189713</td> </tr> <tr> <td>c. I take mathematics to meet my high school graduation requirements.</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VE634987</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2015 Grade 12)</p>		Strongly disagree	Disagree	Agree	Strongly agree		a. Mathematics is one of my favorite subjects.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC189711	b. I take mathematics because it will help me in the future.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC189713	c. I take mathematics to meet my high school graduation requirements.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VE634987	<p style="text-align: right; font-size: small;">VE1240763</p> <p>6. Please indicate how much you DISAGREE or AGREE with the following statements. Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 45%;"></th> <th style="width: 10%; text-align: center;">Strongly disagree</th> <th style="width: 10%; text-align: center;">Disagree</th> <th style="width: 10%; text-align: center;">Agree</th> <th style="width: 10%; text-align: center;">Strongly agree</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Math is one of my favorite subjects.</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">V11240768</td> </tr> <tr> <td>b. I take mathematics because it will help me in the future.</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">V11240770</td> </tr> <tr> <td>c. I take mathematics to meet my high school graduation requirements.</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">V11240767</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Student Factors</p>		Strongly disagree	Disagree	Agree	Strongly agree		a. Math is one of my favorite subjects.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	V11240768	b. I take mathematics because it will help me in the future.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	V11240770	c. I take mathematics to meet my high school graduation requirements.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	V11240767	NC	Please note that inline directions are different given the transition from PPT to DBA.
	Strongly disagree	Disagree	Agree	Strongly agree																																															
a. Mathematics is one of my favorite subjects.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC189711																																														
b. I take mathematics because it will help me in the future.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC189713																																														
c. I take mathematics to meet my high school graduation requirements.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VE634987																																														
	Strongly disagree	Disagree	Agree	Strongly agree																																															
a. Math is one of my favorite subjects.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	V11240768																																														
b. I take mathematics because it will help me in the future.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	V11240770																																														
c. I take mathematics to meet my high school graduation requirements.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	V11240767																																														
<p style="text-align: right; font-size: small;">VRS17284</p> <p>7. Are you currently taking a mathematics course?</p> <p style="margin-left: 20px;">Ⓐ Yes → Go to Question 8.</p> <p style="margin-left: 20px;">Ⓑ No → Skip to Question 15.</p> <p style="margin-top: 10px;">(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">V11240051</p> <p>8. Are you currently taking a mathematics course?</p> <p style="margin-left: 20px;">Ⓐ Yes</p> <p style="margin-left: 20px;">Ⓑ No</p> <p style="margin-top: 10px;">Issue: Organization of Instruction</p>	NC	Please note skip patterns are automatically initiated in DBA, therefore skip pattern directions are not needed in the item text.																																																
<p style="text-align: right; font-size: small;">VE634875</p> <p>8. How often do you receive help or tutoring with mathematics outside of your regular mathematics class?</p> <p style="margin-left: 20px;">Ⓐ Never or hardly ever</p> <p style="margin-left: 20px;">Ⓑ Once or twice a month</p> <p style="margin-left: 20px;">Ⓒ Once or twice a week</p> <p style="margin-left: 20px;">Ⓓ Every day or almost every day</p> <p style="margin-top: 10px;">(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VE136233</p> <p>4. How often do you receive help or tutoring with math outside of school or after school?</p> <p style="margin-left: 20px;">Ⓐ Never</p> <p style="margin-left: 20px;">Ⓑ About once or twice a year</p> <p style="margin-left: 20px;">Ⓒ About once or twice a month</p> <p style="margin-left: 20px;">Ⓓ About once or twice a week</p> <p style="margin-left: 20px;">Ⓔ Every day or almost every day</p> <p style="margin-top: 10px;">Issue: Resources for Learning and Instruction</p>	R	This item was revised to align grade 12 item development with previous grade 4 and 8 development.																																																

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																												
<p style="text-align: right; font-size: small;">VC497572</p> <p>9. How often do you feel the following way in your mathematics class? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Sometimes</th> <th style="width: 10%; text-align: center; font-size: small;">Often</th> <th style="width: 10%; text-align: center; font-size: small;">Always or almost always</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. I have a clear understanding of what my mathematics teacher is asking me to do.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC497573</td> </tr> <tr> <td>b. The mathematics work is too easy.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC497574</td> </tr> <tr> <td>c. The mathematics work is challenging.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC497575</td> </tr> <tr> <td>d. The mathematics work is engaging and interesting.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC497576</td> </tr> <tr> <td>e. I am learning mathematics.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593449</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Never or hardly ever	Sometimes	Often	Always or almost always		a. I have a clear understanding of what my mathematics teacher is asking me to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497573	b. The mathematics work is too easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497574	c. The mathematics work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497575	d. The mathematics work is engaging and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497576	e. I am learning mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593449	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.																								
	Never or hardly ever	Sometimes	Often	Always or almost always																																																											
a. I have a clear understanding of what my mathematics teacher is asking me to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497573																																																										
b. The mathematics work is too easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497574																																																										
c. The mathematics work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497575																																																										
d. The mathematics work is engaging and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC497576																																																										
e. I am learning mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593449																																																										
<p style="text-align: right; font-size: small;">VB517159</p> <p>10. How often do you use these different types of calculators in your mathematics class? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never Use</th> <th style="width: 10%; text-align: center; font-size: small;">Sometimes, but not often</th> <th style="width: 10%; text-align: center; font-size: small;">Usually use</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Basic four-function (addition, subtraction, multiplication, division)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VB517160</td> </tr> <tr> <td>b. Scientific (not graphing)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VB517161</td> </tr> <tr> <td>c. Graphing</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VB517283</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Never Use	Sometimes, but not often	Usually use		a. Basic four-function (addition, subtraction, multiplication, division)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB517160	b. Scientific (not graphing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB517161	c. Graphing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB517283	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.																																								
	Never Use	Sometimes, but not often	Usually use																																																												
a. Basic four-function (addition, subtraction, multiplication, division)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB517160																																																											
b. Scientific (not graphing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB517161																																																											
c. Graphing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB517283																																																											
<p style="text-align: right; font-size: small;">VE593461</p> <p>11. How often do you use a calculator to perform the following tasks for the mathematics course you are currently taking? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Sometimes</th> <th style="width: 10%; text-align: center; font-size: small;">Often</th> <th style="width: 10%; text-align: center; font-size: small;">Always or almost always</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. To perform basic numeric operations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593464</td> </tr> <tr> <td>b. To graph equations or inequalities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593465</td> </tr> <tr> <td>c. To evaluate functions (e.g., exponential, logarithmic, trigonometric)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593466</td> </tr> <tr> <td>d. To calculate probabilities or statistical measures</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593467</td> </tr> <tr> <td>e. To create statistical representations (charts and graphs, etc.)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593469</td> </tr> <tr> <td>f. To use a computer algebra system (CAS)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593471</td> </tr> <tr> <td>g. To perform matrix operations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593472</td> </tr> <tr> <td>h. To perform business/financial calculations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593473</td> </tr> <tr> <td>i. To explore geometric concepts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593474</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Never or hardly ever	Sometimes	Often	Always or almost always		a. To perform basic numeric operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593464	b. To graph equations or inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593465	c. To evaluate functions (e.g., exponential, logarithmic, trigonometric)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593466	d. To calculate probabilities or statistical measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593467	e. To create statistical representations (charts and graphs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593469	f. To use a computer algebra system (CAS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593471	g. To perform matrix operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593472	h. To perform business/financial calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593473	i. To explore geometric concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593474	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.
	Never or hardly ever	Sometimes	Often	Always or almost always																																																											
a. To perform basic numeric operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593464																																																										
b. To graph equations or inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593465																																																										
c. To evaluate functions (e.g., exponential, logarithmic, trigonometric)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593466																																																										
d. To calculate probabilities or statistical measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593467																																																										
e. To create statistical representations (charts and graphs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593469																																																										
f. To use a computer algebra system (CAS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593471																																																										
g. To perform matrix operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593472																																																										
h. To perform business/financial calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593473																																																										
i. To explore geometric concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593474																																																										

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																																								
<p style="text-align: right; font-size: small;">VBS17158</p> <p>12. When you take a mathematics test or quiz, how often do you use a calculator?</p> <p style="margin-left: 20px;"> <input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always </p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.																																																								
<p style="text-align: right; font-size: small;">VBS43155</p> <p>13. When you are doing mathematics for school or homework, how often do you use these different types of computer programs? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once every few weeks</th> <th style="width: 10%; text-align: center; font-size: small;">About once a week</th> <th style="width: 10%; text-align: center; font-size: small;">Two or three times a week</th> <th style="width: 10%; text-align: center; font-size: small;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. A spreadsheet program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VF094885</td> </tr> <tr> <td>b. A database program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VF094889</td> </tr> <tr> <td>c. A mathematics tutorial program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593747</td> </tr> <tr> <td>d. A graphing program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593748</td> </tr> <tr> <td>e. A statistical program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593749</td> </tr> <tr> <td>f. A dynamic geometry program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593753</td> </tr> <tr> <td>g. A computer algebra system (CAS)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE593754</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day		a. A spreadsheet program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF094885	b. A database program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF094889	c. A mathematics tutorial program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593747	d. A graphing program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593748	e. A statistical program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593749	f. A dynamic geometry program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593753	g. A computer algebra system (CAS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593754	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.
	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day																																																						
a. A spreadsheet program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF094885																																																					
b. A database program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF094889																																																					
c. A mathematics tutorial program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593747																																																					
d. A graphing program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593748																																																					
e. A statistical program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593749																																																					
f. A dynamic geometry program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593753																																																					
g. A computer algebra system (CAS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE593754																																																					

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																		
<p style="text-align: right; font-size: small;">VC189613</p> <p>14. How often do you use e-mail, instant messages, blogs, or text messages to do any of the following? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once every few weeks</th> <th style="width: 10%; text-align: center; font-size: small;">About once a week</th> <th style="width: 10%; text-align: center; font-size: small;">Two or three times a week</th> <th style="width: 10%; text-align: center; font-size: small;">Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. Talk online with friends about mathematics work</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> </tr> <tr> <td>b. Get help with mathematics from someone other than your teacher, family, classmates, or friends</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> </tr> </tbody> </table> <p style="font-size: small;">VC299268</p> <p style="font-size: small;">VC189627</p> <p>(2015 Grade 12)</p>		Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	a. Talk online with friends about mathematics work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	b. Get help with mathematics from someone other than your teacher, family, classmates, or friends	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.
	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day																
a. Talk online with friends about mathematics work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E																
b. Get help with mathematics from someone other than your teacher, family, classmates, or friends	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E																
<p style="text-align: right; font-size: small;">VES93425</p> <p>15. What kind of calculator did you use for this test?</p> <p><input type="radio"/> A I did not use a calculator for this test.</p> <p><input type="radio"/> B NAEP-provided scientific calculator</p> <p><input type="radio"/> C Scientific (not graphing) calculator</p> <p><input type="radio"/> D Graphing calculator (with or without a computer algebra system [CAS])</p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.																		
<p style="text-align: right; font-size: small;">VBS95182</p> <p>16. How hard was this test compared to most other tests you have taken this year in school?</p> <p><input type="radio"/> A Easier than other tests</p> <p><input type="radio"/> B About as hard as other tests</p> <p><input type="radio"/> C Harder than other tests</p> <p><input type="radio"/> D Much harder than other tests</p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.																		
<p style="text-align: right; font-size: small;">VC034559</p> <p>17. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?</p> <p><input type="radio"/> A Not as hard as on other tests</p> <p><input type="radio"/> B About as hard as on other tests</p> <p><input type="radio"/> C Harder than on other tests</p> <p><input type="radio"/> D Much harder than on other tests</p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.																		

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale
<p style="text-align: right; font-size: small;">VB595184</p> <p>18. How important was it to you to do well on this test?</p> <ul style="list-style-type: none"> <input type="radio"/> Not very important <input type="radio"/> Somewhat important <input type="radio"/> Important <input type="radio"/> Very important <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VBE40003</p> <p>1. How important was it to you to do well on this test?</p> <ul style="list-style-type: none"> <input type="radio"/> Not very important <input type="radio"/> Somewhat important <input type="radio"/> Important <input type="radio"/> Very important <p>Issue: N/A</p>	<p>NC</p>	<p>To keep content consistent with previous grade 4 and 8 item development, this item was dropped from the Math questionnaire and moved to the Core questionnaire. (Appendix F-1b). Please note that the purpose of debrief items is not to address an issue identified in the issues paper but to assess students' experience of taking the assessment. As such, this item is not classified by issue.</p>

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																																															
N/A	<p style="text-align: right; font-size: small;">VH1207479</p> <p>7. How much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 7.5%;">Not at all like me</th> <th style="width: 7.5%;">A little bit like me</th> <th style="width: 7.5%;">Somewhat like me</th> <th style="width: 7.5%;">Quite a bit like me</th> <th style="width: 7.5%;">Exactly like me</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. I enjoy doing math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1207479</td> </tr> <tr> <td>b. I look forward to my math class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1207481</td> </tr> <tr> <td>c. I am interested in the things I learn in math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1617324</td> </tr> <tr> <td>d. I think making an effort in math is worthwhile.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1207485</td> </tr> <tr> <td>e. I think math will help me even when I am not in school.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1207486</td> </tr> <tr> <td>f. I think it is important to do well in math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1207487</td> </tr> <tr> <td>g. I take mathematics because it will help me in the future.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1651872</td> </tr> <tr> <td>h. I take mathematics to meet my high school graduation requirements.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1651874</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me		a. I enjoy doing math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207479	b. I look forward to my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207481	c. I am interested in the things I learn in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1617324	d. I think making an effort in math is worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207485	e. I think math will help me even when I am not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207486	f. I think it is important to do well in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207487	g. I take mathematics because it will help me in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1651872	h. I take mathematics to meet my high school graduation requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1651874	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me																																																													
a. I enjoy doing math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207479																																																												
b. I look forward to my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207481																																																												
c. I am interested in the things I learn in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1617324																																																												
d. I think making an effort in math is worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207485																																																												
e. I think math will help me even when I am not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207486																																																												
f. I think it is important to do well in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1207487																																																												
g. I take mathematics because it will help me in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1651872																																																												
h. I take mathematics to meet my high school graduation requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1651874																																																												
N/A	<p style="text-align: right; font-size: small;">VH150115</p> <p>1. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved math?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>Issue: Organization of Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																															
N/A	<p style="text-align: right; font-size: small;">VH150116</p> <p>2. For school this year, how often do you work in pairs or small groups to talk about something that you have done in math?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Organization of Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																															
N/A	<p style="text-align: right; font-size: small;">VH1206754</p> <p>3. How often do you use a computer or other digital device (excluding handheld calculators) for math at school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																															

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																			
N/A	<p style="text-align: right; font-size: small;">V12266808</p> <p>5. In your math class this year, how often have you used the following types of calculators? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">Never or hardly ever</th> <th style="width: 10%;">Less than half of the time</th> <th style="width: 10%;">About half of the time</th> <th style="width: 10%;">More than half of the time</th> <th style="width: 10%;">All or almost all of the time</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Basic calculator</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V12266809</td> </tr> <tr> <td>b. Graphing calculator</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V12266810</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time		a. Basic calculator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12266809	b. Graphing calculator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12266810	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.														
	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time																																	
a. Basic calculator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12266809																																
b. Graphing calculator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12266810																																
N/A	<p style="text-align: right; font-size: small;">V12267166</p> <p>6. This school year, how often did the following things happen in your math class? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">Never or hardly ever</th> <th style="width: 10%;">Less than half of the time</th> <th style="width: 10%;">About half of the time</th> <th style="width: 10%;">More than half of the time</th> <th style="width: 10%;">All or almost all of the time</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. My teacher used computers or other digital devices to show us how to work through math problems.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V12267416</td> </tr> <tr> <td>b. I used the Internet for my math work.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V12267417</td> </tr> <tr> <td>c. My teacher used computers or other digital devices when teaching math to my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V12267418</td> </tr> <tr> <td>d. My teacher required us to use computers or other digital devices to complete math assignments.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V12267419</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time		a. My teacher used computers or other digital devices to show us how to work through math problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267416	b. I used the Internet for my math work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267417	c. My teacher used computers or other digital devices when teaching math to my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267418	d. My teacher required us to use computers or other digital devices to complete math assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267419	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time																																	
a. My teacher used computers or other digital devices to show us how to work through math problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267416																																
b. I used the Internet for my math work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267417																																
c. My teacher used computers or other digital devices when teaching math to my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267418																																
d. My teacher required us to use computers or other digital devices to complete math assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12267419																																
N/A	<p style="text-align: right; font-size: small;">V12267016</p> <p>7. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to complete your math assignments?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			
N/A	<p style="text-align: right; font-size: small;">V12267017</p> <p>8. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to look online for resources for help with your math assignments?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																			
N/A	<p style="text-align: right;"><small>V9617207</small></p> <p>9. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to take an online practice test?</p> <p> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times </p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			
N/A	<p style="text-align: right;"><small>V7E268956</small></p> <p>10. How often do you use math in everyday life outside of school?</p> <p> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day </p> <p>Issue: Student Factors</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			
N/A	<p style="text-align: right;"><small>V8E89204</small></p> <p>11. How often do you participate in each of the following activities outside of school? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%;">Never</th> <th style="width: 10%;">About once or twice a year</th> <th style="width: 10%;">About once or twice a month</th> <th style="width: 10%;">About once or twice a week</th> <th style="width: 10%;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Talk about math problems with your friends</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="text-align: left;"><small>V12268946</small></td> </tr> <tr> <td>b. Program computers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="text-align: left;"><small>V12268949</small></td> </tr> <tr> <td>c. Play an instrument and read music</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="text-align: left;"><small>V12268941</small></td> </tr> <tr> <td>d. Go to websites for help with your math homework</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="text-align: left;"><small>V12268942</small></td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Talk about math problems with your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268946</small>	b. Program computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268949</small>	c. Play an instrument and read music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268941</small>	d. Go to websites for help with your math homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268942</small>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																	
a. Talk about math problems with your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268946</small>																																
b. Program computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268949</small>																																
c. Play an instrument and read music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268941</small>																																
d. Go to websites for help with your math homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V12268942</small>																																
N/A	<p style="text-align: right;"><small>V8E36085</small></p> <p>12. Have you ever helped your friends with their math homework?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			
N/A	<p style="text-align: right;"><small>V9E268037</small></p> <p>13. Over the past seven days, how many days have you helped your friends with their math homework? Enter the number of days.</p> <p style="text-align: center;">□</p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																	
N/A	<p style="text-align: right; font-size: small;">VH126702</p> <p>14. Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Estimate the weight of 5 apples using pounds (lbs.)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1267674</td> </tr> <tr> <td>b. Divide 42 stickers among 6 students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1617317</td> </tr> <tr> <td>c. Determine a 20 percent tip of a 67-dollar restaurant dinner bill</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1267679</td> </tr> <tr> <td>d. Describe the properties shared by every isosceles right triangle</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1267681</td> </tr> <tr> <td>e. Find the amount of carpet needed to cover a rectangular floor if you know its length and width</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1267682</td> </tr> <tr> <td>f. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1267683</td> </tr> </tbody> </table> <p style="font-weight: bold; margin-top: 10px;">Issue: Student Factors</p>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Estimate the weight of 5 apples using pounds (lbs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267674	b. Divide 42 stickers among 6 students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1617317	c. Determine a 20 percent tip of a 67-dollar restaurant dinner bill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267679	d. Describe the properties shared by every isosceles right triangle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267681	e. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267682	f. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267683	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																															
a. Estimate the weight of 5 apples using pounds (lbs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267674																																														
b. Divide 42 stickers among 6 students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1617317																																														
c. Determine a 20 percent tip of a 67-dollar restaurant dinner bill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267679																																														
d. Describe the properties shared by every isosceles right triangle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267681																																														
e. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267682																																														
f. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1267683																																														
N/A	<p style="text-align: right; font-size: small;">VH126948</p> <p>15. How much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all like me</th> <th>A little bit like me</th> <th>Somewhat like me</th> <th>Quite a bit like me</th> <th>Exactly like me</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I want other students to think I am good at math.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1269049</td> </tr> <tr> <td>b. I want to show others that my math schoolwork is easy for me.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1269050</td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my math class.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1269053</td> </tr> <tr> <td>d. I want to learn as much as possible in my math class.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1269059</td> </tr> <tr> <td>e. I want to become better in math this year.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1269056</td> </tr> <tr> <td>f. I want to understand as much as I can in my math class.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">VH1269060</td> </tr> </tbody> </table> <p style="font-weight: bold; margin-top: 10px;">Issue: Student Factors</p>		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me		a. I want other students to think I am good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269049	b. I want to show others that my math schoolwork is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269050	c. I want to look smart in comparison to the other students in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269053	d. I want to learn as much as possible in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269059	e. I want to become better in math this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269056	f. I want to understand as much as I can in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269060	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me																																															
a. I want other students to think I am good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269049																																														
b. I want to show others that my math schoolwork is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269050																																														
c. I want to look smart in comparison to the other students in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269053																																														
d. I want to learn as much as possible in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269059																																														
e. I want to become better in math this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269056																																														
f. I want to understand as much as I can in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269060																																														

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																	
N/A	<p>16. How much does each of the following statements describe a person like you? Select one answer choice on each row. VH267476</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all like me</th> <th>A little bit like me</th> <th>Somewhat like me</th> <th>Quite a bit like me</th> <th>Exactly like me</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I enjoy doing math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267479</td> </tr> <tr> <td>b. I look forward to my math class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267481</td> </tr> <tr> <td>c. I am interested in the things I learn in math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH617324</td> </tr> <tr> <td>d. I think making an effort in math is worthwhile.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267485</td> </tr> <tr> <td>e. I think math will help me even when I am not in school.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267486</td> </tr> <tr> <td>f. I think it is important to do well in math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267487</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me		a. I enjoy doing math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267479	b. I look forward to my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267481	c. I am interested in the things I learn in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617324	d. I think making an effort in math is worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267485	e. I think math will help me even when I am not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267486	f. I think it is important to do well in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267487	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me																																															
a. I enjoy doing math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267479																																														
b. I look forward to my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267481																																														
c. I am interested in the things I learn in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617324																																														
d. I think making an effort in math is worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267485																																														
e. I think math will help me even when I am not in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267486																																														
f. I think it is important to do well in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267487																																														
N/A	<p>17. How much do you enjoy solving each of the following types of math problems? Select one answer choice on each row. VH267498</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Enjoy not at all</th> <th>Enjoy a little bit</th> <th>Enjoy somewhat</th> <th>Enjoy quite a bit</th> <th>Enjoy a lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Addition, subtraction, multiplication, and division</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267499</td> </tr> <tr> <td>b. Finding areas of shapes and figures</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267501</td> </tr> <tr> <td>c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267502</td> </tr> <tr> <td>d. Solving equations or simplifying expressions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267503</td> </tr> <tr> <td>e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267504</td> </tr> <tr> <td>f. Working with geometric figures like rectangles and squares</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VH267505</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot		a. Addition, subtraction, multiplication, and division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267499	b. Finding areas of shapes and figures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267501	c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267502	d. Solving equations or simplifying expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267503	e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267504	f. Working with geometric figures like rectangles and squares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267505	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot																																															
a. Addition, subtraction, multiplication, and division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267499																																														
b. Finding areas of shapes and figures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267501																																														
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267502																																														
d. Solving equations or simplifying expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267503																																														
e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267504																																														
f. Working with geometric figures like rectangles and squares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH267505																																														
N/A	<p>18. How often do you play digital games (for example, apps, video games, or computer games) outside of school that involve math? VH460329</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																	

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																			
N/A	<p style="text-align: right; font-size: small;">V1440317</p> <p>19. How often do you use a computer, tablet, smartphone, or gaming console outside of school to play educational games that involve math?</p> <p style="margin-left: 20px;"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day </p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			
N/A	<p style="text-align: right; font-size: small;">V1440341</p> <p>20. How often do you use a computer, tablet, smartphone, or gaming console outside of school to play popular games that involve math?</p> <p style="margin-left: 20px;"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day </p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																			
N/A	<p style="text-align: right; font-size: small;">V161351</p> <p>21. Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%;">I definitely can't</th> <th style="width: 10%;">I probably can't</th> <th style="width: 10%;">Maybe</th> <th style="width: 10%;">I probably can</th> <th style="width: 10%;">I definitely can</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Create a bar graph to represent the number of desks, chairs, and tables in your classroom</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">V1440348</td> </tr> <tr> <td style="font-size: small;">b. Use a box plot to represent the height, in inches, of all of the students in your class</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">V1440355</td> </tr> <tr> <td style="font-size: small;">c. Determine the probability of picking a blue marble without looking if you know the number of marbles of each color in a bag</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">V1440381</td> </tr> <tr> <td style="font-size: small;">d. List all of the different possible outcomes when a coin is flipped three times</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">V1440382</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Create a bar graph to represent the number of desks, chairs, and tables in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440348	b. Use a box plot to represent the height, in inches, of all of the students in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440355	c. Determine the probability of picking a blue marble without looking if you know the number of marbles of each color in a bag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440381	d. List all of the different possible outcomes when a coin is flipped three times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440382	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																	
a. Create a bar graph to represent the number of desks, chairs, and tables in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440348																																
b. Use a box plot to represent the height, in inches, of all of the students in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440355																																
c. Determine the probability of picking a blue marble without looking if you know the number of marbles of each color in a bag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440381																																
d. List all of the different possible outcomes when a coin is flipped three times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1440382																																

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																	
N/A	<p style="text-align: right; font-size: small;">VH613511</p> <p>22. Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Create an expression that represents the average number of miles you run in a week if you run 100 miles in w weeks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440385</td> </tr> <tr> <td>b. Create an expression to show how old you will be in n years if you are 8 years old today</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440386</td> </tr> <tr> <td>c. Create an expression that shows the number of wheels on n wagons if each wagon has 4 wheels</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440389</td> </tr> <tr> <td>d. Explain how you know the number of books you can buy if you know the price of each book and you have \$35</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440391</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Create an expression that represents the average number of miles you run in a week if you run 100 miles in w weeks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440385	b. Create an expression to show how old you will be in n years if you are 8 years old today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440386	c. Create an expression that shows the number of wheels on n wagons if each wagon has 4 wheels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440389	d. Explain how you know the number of books you can buy if you know the price of each book and you have \$35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440391	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.														
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																															
a. Create an expression that represents the average number of miles you run in a week if you run 100 miles in w weeks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440385																																														
b. Create an expression to show how old you will be in n years if you are 8 years old today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440386																																														
c. Create an expression that shows the number of wheels on n wagons if each wagon has 4 wheels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440389																																														
d. Explain how you know the number of books you can buy if you know the price of each book and you have \$35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440391																																														
N/A	<p style="text-align: right; font-size: small;">VH613523</p> <p>23. Thinking about math, do you think that you would be able to do each of the following? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>I definitely can't</th> <th>I probably can't</th> <th>Maybe</th> <th>I probably can</th> <th>I definitely can</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Decide if your classmate's math work is correct</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440398</td> </tr> <tr> <td>b. Give an example to show that a math statement is false</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440399</td> </tr> <tr> <td>c. Explain to your classmate how you solved a math problem</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440910</td> </tr> <tr> <td>d. Use correct mathematical words and symbols to communicate ideas about math</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440903</td> </tr> <tr> <td>e. Use correct mathematical words and symbols when showing your work</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440902</td> </tr> <tr> <td>f. Use definitions of geometric shapes to support an argument</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH440912</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Decide if your classmate's math work is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440398	b. Give an example to show that a math statement is false	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440399	c. Explain to your classmate how you solved a math problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440910	d. Use correct mathematical words and symbols to communicate ideas about math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440903	e. Use correct mathematical words and symbols when showing your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440902	f. Use definitions of geometric shapes to support an argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440912	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																															
a. Decide if your classmate's math work is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440398																																														
b. Give an example to show that a math statement is false	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440399																																														
c. Explain to your classmate how you solved a math problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440910																																														
d. Use correct mathematical words and symbols to communicate ideas about math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440903																																														
e. Use correct mathematical words and symbols when showing your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440902																																														
f. Use definitions of geometric shapes to support an argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH440912																																														
N/A	<p style="text-align: right; font-size: small;">VH440923</p> <p>24. Have you ever participated in a math study group outside of school?</p> <p style="margin-left: 20px;"> <input type="radio"/> Yes <input type="radio"/> No </p> <p>Issue: Student Factors</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																	

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale
N/A	<p style="text-align: right;"><small>V18460925</small></p> <p>25. Over the past seven days, how many days have you participated in a math study group outside of school? Enter the number of days.</p> <p style="text-align: center;"><input type="text"/></p> <p>Issue: Student Factors</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
N/A	<p style="text-align: right;"><small>V18460401</small></p> <p>26. Have you ever participated in a math study group at school?</p> <p style="text-align: center;"> <input type="radio"/> Yes <input type="radio"/> No </p> <p>Issue: Student Factors</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
N/A	<p style="text-align: right;"><small>V18460877</small></p> <p>27. Over the past seven days, how many days have you participated in a math study group at school? Enter the number of days.</p> <p style="text-align: center;"><input type="text"/></p> <p>Issue: Student Factors</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																										
<p style="text-align: right; font-size: small;">VR345622</p> <p>1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Strongly disagree</th> <th style="width: 10%; text-align: center; font-size: small;">Disagree</th> <th style="width: 10%; text-align: center; font-size: small;">Agree</th> <th style="width: 10%; text-align: center; font-size: small;">Strongly agree</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. When I read books, I learn a lot.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VR345623</td> </tr> <tr> <td>b. Reading is one of my favorite activities.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VR345624</td> </tr> <tr> <td>c. Reading is enjoyable.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VE633189</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Strongly disagree	Disagree	Agree	Strongly agree		a. When I read books, I learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345623	b. Reading is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345624	c. Reading is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE633189	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.</p>																		
	Strongly disagree	Disagree	Agree	Strongly agree																																									
a. When I read books, I learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345623																																								
b. Reading is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345624																																								
c. Reading is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE633189																																								
<p style="text-align: right; font-size: small;">VR379288</p> <p>2. How often do you do each of the following? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a month</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a week</th> <th style="width: 10%; text-align: center; font-size: small;">Almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Read for fun on your own time</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VR379289</td> </tr> <tr> <td>b. Talk with your friends or family about something you have read</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VR379290</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day		a. Read for fun on your own time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR379289	b. Talk with your friends or family about something you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR379290	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.</p>																								
	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day																																									
a. Read for fun on your own time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR379289																																								
b. Talk with your friends or family about something you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR379290																																								
<p style="text-align: right; font-size: small;">VR345648</p> <p>3. For your English class so far this year, how many times have you done each of the following? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never</th> <th style="width: 10%; text-align: center; font-size: small;">Once</th> <th style="width: 10%; text-align: center; font-size: small;">2 or 3 times</th> <th style="width: 10%; text-align: center; font-size: small;">4 or 5 times</th> <th style="width: 10%; text-align: center; font-size: small;">6 or more times</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Made a presentation to the class about something that you have read</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VR345650</td> </tr> <tr> <td>b. Done a project about something that you have read (for example, written a play, created a website)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VR345651</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Never	Once	2 or 3 times	4 or 5 times	6 or more times		a. Made a presentation to the class about something that you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345650	b. Done a project about something that you have read (for example, written a play, created a website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345651	<p style="text-align: right; font-size: small;">VH240417</p> <p>1. For your English/language arts class this year, how many times have you done each of the following? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never</th> <th style="width: 10%; text-align: center; font-size: small;">Once</th> <th style="width: 10%; text-align: center; font-size: small;">2 or 3 times</th> <th style="width: 10%; text-align: center; font-size: small;">4 or 5 times</th> <th style="width: 10%; text-align: center; font-size: small;">6 or more times</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Made a presentation to the class about something that you have read</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH240420</td> </tr> <tr> <td>b. Done a project about something that you have read (for example, written a play, created a website)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH240421</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never	Once	2 or 3 times	4 or 5 times	6 or more times		a. Made a presentation to the class about something that you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240420	b. Done a project about something that you have read (for example, written a play, created a website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240421	<p>NC</p>	<p>Please note inline directions are different given the transition from PPT to DBA. Also, in the set leader “English” was changed to “English/Language arts” to ensure consistency across items. Given the minute nature of these revisions they are classified as NC.</p>
	Never	Once	2 or 3 times	4 or 5 times	6 or more times																																								
a. Made a presentation to the class about something that you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345650																																							
b. Done a project about something that you have read (for example, written a play, created a website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR345651																																							
	Never	Once	2 or 3 times	4 or 5 times	6 or more times																																								
a. Made a presentation to the class about something that you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240420																																							
b. Done a project about something that you have read (for example, written a play, created a website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240421																																							

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																																						
<p style="text-align: right; font-size: small;">VE634877</p> <p>4. How often do you receive help or tutoring with reading outside of your regular English/language arts class?</p> <p><input type="radio"/> Ⓐ Never or hardly ever</p> <p><input type="radio"/> Ⓑ Once or twice a month</p> <p><input type="radio"/> Ⓒ Once or twice a week</p> <p><input type="radio"/> Ⓓ Every day or almost every day</p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.																																																						
<p style="text-align: right; font-size: small;">VCS04013</p> <p>5. In your English/language arts class this year, how often does your class do each of the following? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a month</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a week</th> <th style="width: 10%; text-align: center; font-size: small;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Read aloud</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VCS04014</td> </tr> <tr> <td>b. Read silently</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VCS04015</td> </tr> <tr> <td>c. Discuss new or difficult vocabulary</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VCS04016</td> </tr> <tr> <td>d. Explain what we have read</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VCS04017</td> </tr> <tr> <td>e. Work in pairs or small groups to talk about something that we have read</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VES89600</td> </tr> <tr> <td>f. Read books we have chosen ourselves</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VCS04019</td> </tr> <tr> <td>g. Write a paragraph or more about what we have read</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VES89602</td> </tr> <tr> <td>h. Discuss different interpretations of what we have read</td> <td style="text-align: center;"><input type="radio"/> Ⓐ</td> <td style="text-align: center;"><input type="radio"/> Ⓑ</td> <td style="text-align: center;"><input type="radio"/> Ⓒ</td> <td style="text-align: center;"><input type="radio"/> Ⓓ</td> <td style="font-size: x-small;">VCS04021</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day		a. Read aloud	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04014	b. Read silently	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04015	c. Discuss new or difficult vocabulary	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04016	d. Explain what we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04017	e. Work in pairs or small groups to talk about something that we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VES89600	f. Read books we have chosen ourselves	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04019	g. Write a paragraph or more about what we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VES89602	h. Discuss different interpretations of what we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04021	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.
	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day																																																					
a. Read aloud	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04014																																																				
b. Read silently	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04015																																																				
c. Discuss new or difficult vocabulary	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04016																																																				
d. Explain what we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04017																																																				
e. Work in pairs or small groups to talk about something that we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VES89600																																																				
f. Read books we have chosen ourselves	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04019																																																				
g. Write a paragraph or more about what we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VES89602																																																				
h. Discuss different interpretations of what we have read	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VCS04021																																																				

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																																																													
<p style="text-align: right; font-size: small;">VC504022</p> <p>6. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a month</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a week</th> <th style="width: 10%; text-align: center; font-size: small;">Every day or almost every day</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>a. Summarize the passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VC504023</td> </tr> <tr> <td>b. Interpret the meaning of the passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VC504024</td> </tr> <tr> <td>c. Question the motives or feelings of the characters</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VC504025</td> </tr> <tr> <td>d. Identify the main themes or main ideas of the passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VE589611</td> </tr> <tr> <td>e. Evaluate the main arguments or evidence in a persuasive passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VE589612</td> </tr> <tr> <td>f. Analyze the author's organization of information in a passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VE589613</td> </tr> <tr> <td>g. Critique the author's craft or technique</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VE607938</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2015 Grade 12)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day		a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504023	b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504024	c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504025	d. Identify the main themes or main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589611	e. Evaluate the main arguments or evidence in a persuasive passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589612	f. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589613	g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE607938	<p style="text-align: right; font-size: small;">VH333074</p> <p>2. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once in a while</th> <th style="width: 10%; text-align: center; font-size: small;">Sometimes</th> <th style="width: 10%; text-align: center; font-size: small;">Often</th> <th style="width: 10%; text-align: center; font-size: small;">Always or almost always</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>a. Summarize the passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333075</td> </tr> <tr> <td>b. Interpret the meaning of the passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333076</td> </tr> <tr> <td>c. Question the motives or feelings of the characters</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333079</td> </tr> <tr> <td>d. Identify the main ideas of the passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333078</td> </tr> <tr> <td>e. Identify the themes of the passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333094</td> </tr> <tr> <td>f. Analyze two or more texts on the same topic</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333077</td> </tr> </tbody> </table> <p>1. In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once in a while</th> <th style="width: 10%; text-align: center; font-size: small;">Sometimes</th> <th style="width: 10%; text-align: center; font-size: small;">Often</th> <th style="width: 10%; text-align: center; font-size: small;">Always or almost always</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>a. Evaluate the main evidence in a persuasive/argument passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH260256</td> </tr> <tr> <td>b. Analyze the author's organization of information in a passage</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333142</td> </tr> <tr> <td>c. Critique the author's craft or technique</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="text-align: center;"><input type="radio"/> E</td> <td style="font-size: small;">VH333144</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Organization of Instruction</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333075	b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333076	c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333079	d. Identify the main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333078	e. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333094	f. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333077		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Evaluate the main evidence in a persuasive/argument passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260256	b. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333142	c. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333144	R	<p>The following revisions were made: (1) response option wording was revised, (2) subitem “d” was separated into two subitems, and (3) subitems “e”, “f”, and “g” were put in a separate matrix item. Please note that inline directions are different given the transition from PPT to DBA.</p>
	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day																																																																																																																												
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504023																																																																																																																											
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504024																																																																																																																											
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504025																																																																																																																											
d. Identify the main themes or main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589611																																																																																																																											
e. Evaluate the main arguments or evidence in a persuasive passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589612																																																																																																																											
f. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589613																																																																																																																											
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE607938																																																																																																																											
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																																																											
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333075																																																																																																																										
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333076																																																																																																																										
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333079																																																																																																																										
d. Identify the main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333078																																																																																																																										
e. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333094																																																																																																																										
f. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333077																																																																																																																										
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																																																											
a. Evaluate the main evidence in a persuasive/argument passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH260256																																																																																																																										
b. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333142																																																																																																																										
c. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH333144																																																																																																																										
<p style="text-align: right; font-size: small;">VC504027</p> <p>7. In your English/language arts class this year, how often do you use a computer to do each of the following? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Never or hardly ever</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a month</th> <th style="width: 10%; text-align: center; font-size: small;">Once or twice a week</th> <th style="width: 10%; text-align: center; font-size: small;">Every day or almost every day</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>a. Learn and practice vocabulary</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VC504028</td> </tr> <tr> <td>b. Write fictional stories</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VE589642</td> </tr> <tr> <td>c. Write informational reports</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VE589649</td> </tr> <tr> <td>d. Produce multimedia reports/projects</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VC504031</td> </tr> <tr> <td>e. Access reading-related websites (for example, websites with book reviews and lists of recommended books)</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VC504033</td> </tr> <tr> <td>f. Conduct research for reading and writing projects</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VC504034</td> </tr> <tr> <td>g. Read books or articles using a digital media device, such as an e-book reader or tablet computer</td> <td style="text-align: center;"><input type="radio"/> A</td> <td style="text-align: center;"><input type="radio"/> B</td> <td style="text-align: center;"><input type="radio"/> C</td> <td style="text-align: center;"><input type="radio"/> D</td> <td style="font-size: small;">VE589651</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2015 Grade 12)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day		a. Learn and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504028	b. Write fictional stories	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589642	c. Write informational reports	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589649	d. Produce multimedia reports/projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504031	e. Access reading-related websites (for example, websites with book reviews and lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504033	f. Conduct research for reading and writing projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504034	g. Read books or articles using a digital media device, such as an e-book reader or tablet computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589651	N/A	D	<p>To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.</p>																																																																													
	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day																																																																																																																												
a. Learn and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504028																																																																																																																											
b. Write fictional stories	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589642																																																																																																																											
c. Write informational reports	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589649																																																																																																																											
d. Produce multimedia reports/projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504031																																																																																																																											
e. Access reading-related websites (for example, websites with book reviews and lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504033																																																																																																																											
f. Conduct research for reading and writing projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC504034																																																																																																																											
g. Read books or articles using a digital media device, such as an e-book reader or tablet computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589651																																																																																																																											

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale
<p style="text-align: right; font-size: small;">VE626880</p> <p>8. Are you currently enrolled in or have you taken an Advanced Placement (AP[®]) course in English/language arts? Fill in ovals for all that apply.</p> <p><input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement (AP) English Language and Composition.</p> <p><input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement (AP) English Literature and Composition.</p> <p><input type="radio"/> No, I have never taken an Advanced Placement (AP) English/language arts course.</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VH140398</p> <p>3. Are you currently enrolled in or have you taken an Advanced Placement (AP[®]) course in English/language arts? Select all that apply.</p> <p><input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement (AP) English Language and Composition.</p> <p><input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement (AP) English Literature and Composition.</p> <p><input type="radio"/> No, I have never taken an Advanced Placement (AP) English/language arts course.</p> <p>Issue: Organization of Instruction</p>	NC	<p>Please note that inline directions are different given the transition from PPT to DBA.</p>
<p style="text-align: right; font-size: small;">VES89658</p> <p>9. Are you currently enrolled in or have you taken the International Baccalaureate[®] (IB) Language A1 course?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VH140006</p> <p>4. Are you currently enrolled in or have you taken the International Baccalaureate[®] (IB) Language A1 course?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Organization of Instruction</p>	NC	<p>Please note that inline directions are different given the transition from PPT to DBA.</p>
<p style="text-align: right; font-size: small;">VC293008</p> <p>10. Are you currently enrolled in or have you taken any online English/language arts courses for high school or college credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VH140007</p> <p>5. Are you currently enrolled in or have you taken any online English/language arts courses for high school or college credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Organization of Instruction</p>	NC	
<p style="text-align: right; font-size: small;">VB595182</p> <p>11. How hard was this test compared to most other tests you have taken this year in school?</p> <p><input type="radio"/> Easier than other tests</p> <p><input type="radio"/> About as hard as other tests</p> <p><input type="radio"/> Harder than other tests</p> <p><input type="radio"/> Much harder than other tests</p> <p>(2015 Grade 12)</p>	<p>N/A</p>	D	<p>To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.</p>

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale
<p style="text-align: right; font-size: small;">VC034559</p> <p>12. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?</p> <p>Ⓐ Not as hard as on other tests</p> <p>Ⓑ About as hard as on other tests</p> <p>Ⓒ Harder than on other tests</p> <p>Ⓓ Much harder than on other tests</p> <p>(2015 Grade 12)</p>	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.</p>
<p style="text-align: right; font-size: small;">VB595184</p> <p>13. How important was it to you to do well on this test?</p> <p>Ⓐ Not very important</p> <p>Ⓑ Somewhat important</p> <p>Ⓒ Important</p> <p>Ⓓ Very important</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VBE40003</p> <p>1. How important was it to you to do well on this test?</p> <p>Ⓐ Not very important</p> <p>Ⓑ Somewhat important</p> <p>Ⓒ Important</p> <p>Ⓓ Very important</p> <p>Issue: N/A</p>	<p>NC</p>	<p>To keep content consistent with previous grade 4 and 8 item development, this item was dropped from the Reading questionnaire and moved to the Core questionnaire (Appendix F1-b).</p> <p>Please note that the purpose of debrief items is not to address an issue identified in the issues paper but to assess students' experience of taking the assessment. As such, this item is not classified by issue.</p>

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																												
N/A	<p style="text-align: right; font-size: small;">VH13287</p> <p>2. For your English/language arts class this year, how often do you do each of the following? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%;">Never</th> <th style="width: 10%;">About once or twice a year</th> <th style="width: 10%;">About once or twice a month</th> <th style="width: 10%;">About once or twice a week</th> <th style="width: 10%;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Have a class discussion about something that the whole class has read</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: small;">VH13288</td> </tr> <tr> <td style="font-size: small;">b. Work in pairs or small groups to talk about something that we have read</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: small;">VH65285</td> </tr> <tr> <td style="font-size: small;">c. Discuss different interpretations of what we have read</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: small;">VH65287</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH13288	b. Work in pairs or small groups to talk about something that we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH65285	c. Discuss different interpretations of what we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH65287	A	This item was added to align grade 12 with previous grade 4 and 8 development.
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																										
a. Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH13288																									
b. Work in pairs or small groups to talk about something that we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH65285																									
c. Discuss different interpretations of what we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH65287																									
N/A	<p style="text-align: right; font-size: small;">VH188774</p> <p>3. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?</p> <p>Ⓐ Never</p> <p>Ⓑ Once</p> <p>Ⓒ Two or three times</p> <p>Ⓓ Four or five times</p> <p>Ⓔ More than five times</p> <p>Issue: Organization of Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																												
N/A	<p style="text-align: right; font-size: small;">VH19865</p> <p>4. On a typical school day, how much time do you use a computer or other digital device to do your English/language arts schoolwork?</p> <p>Ⓐ Less than 30 minutes</p> <p>Ⓑ About 30 minutes</p> <p>Ⓒ About 1 hour</p> <p>Ⓓ About 2 hours</p> <p>Ⓔ About 3 hours</p> <p>Ⓕ 4 or more hours</p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																												
N/A	<p style="text-align: right; font-size: small;">VH46301</p> <p>5. In this school year, how often do you borrow reading materials (such as books or magazines) from your classroom library, school library, or media center?</p> <p>Ⓐ Never</p> <p>Ⓑ About once or twice a year</p> <p>Ⓒ About once or twice a month</p> <p>Ⓓ About once or twice a week</p> <p>Ⓔ Every day or almost every day</p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																												

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																										
N/A	<p style="text-align: right; font-size: small;">VH260847</p> <p>6. Do you think you would be able to do each of the following when reading? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">I definitely can't</th> <th style="width: 10%;">I probably can't</th> <th style="width: 10%;">Maybe</th> <th style="width: 10%;">I probably can</th> <th style="width: 10%;">I definitely can</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Figure out the meaning of a word you don't know by using other words in the text</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260848</td> </tr> <tr> <td style="font-size: x-small;">b. Explain the meaning of something you have read</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260849</td> </tr> <tr> <td style="font-size: x-small;">c. Figure out the main idea of a text</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260851</td> </tr> <tr> <td style="font-size: x-small;">d. Find text in a reading passage to help you answer a question on a test</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260859</td> </tr> <tr> <td style="font-size: x-small;">e. Recognize when you don't understand something you are reading</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260861</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Figure out the meaning of a word you don't know by using other words in the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260848	b. Explain the meaning of something you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260849	c. Figure out the main idea of a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260851	d. Find text in a reading passage to help you answer a question on a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260859	e. Recognize when you don't understand something you are reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260861	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																								
a. Figure out the meaning of a word you don't know by using other words in the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260848																																							
b. Explain the meaning of something you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260849																																							
c. Figure out the main idea of a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260851																																							
d. Find text in a reading passage to help you answer a question on a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260859																																							
e. Recognize when you don't understand something you are reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260861																																							
N/A	<p style="text-align: right; font-size: small;">VH611300</p> <p>7. Do you think you would be able to do each of the following when reading? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">I definitely can't</th> <th style="width: 10%;">I probably can't</th> <th style="width: 10%;">Maybe</th> <th style="width: 10%;">I probably can</th> <th style="width: 10%;">I definitely can</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Recognize the difference between fact and opinion in a text</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260863</td> </tr> <tr> <td style="font-size: x-small;">b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260857</td> </tr> <tr> <td style="font-size: x-small;">c. Critique an author's craft or technique</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260866</td> </tr> <tr> <td style="font-size: x-small;">d. Use evidence from a text to support my answer</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH616841</td> </tr> <tr> <td style="font-size: x-small;">e. Identify the author's perspective in a persuasive text</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260868</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Recognize the difference between fact and opinion in a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260863	b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260857	c. Critique an author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260866	d. Use evidence from a text to support my answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH616841	e. Identify the author's perspective in a persuasive text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260868	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																								
a. Recognize the difference between fact and opinion in a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260863																																							
b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260857																																							
c. Critique an author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260866																																							
d. Use evidence from a text to support my answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH616841																																							
e. Identify the author's perspective in a persuasive text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260868																																							

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																	
N/A	<p style="text-align: right; font-size: small;">VH260926</p> <p>8. How much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%;">Not at all like me</th> <th style="width: 10%;">A little bit like me</th> <th style="width: 10%;">Somewhat like me</th> <th style="width: 10%;">Quite a bit like me</th> <th style="width: 10%;">Exactly like me</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. I want other students to think I am good at reading.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260928</td> </tr> <tr> <td>b. I want to show others that my English/language arts schoolwork is easy for me.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260929</td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my English/language arts class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260930</td> </tr> <tr> <td>d. I want to learn as much as possible in my English/language arts class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260931</td> </tr> <tr> <td>e. I want to become a better reader this year.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260934</td> </tr> <tr> <td>f. I want to understand as much as I can in my English/language arts class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260938</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me		a. I want other students to think I am good at reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260928	b. I want to show others that my English/language arts schoolwork is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260929	c. I want to look smart in comparison to the other students in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260930	d. I want to learn as much as possible in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260931	e. I want to become a better reader this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260934	f. I want to understand as much as I can in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260938	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me																																															
a. I want other students to think I am good at reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260928																																														
b. I want to show others that my English/language arts schoolwork is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260929																																														
c. I want to look smart in comparison to the other students in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260930																																														
d. I want to learn as much as possible in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260931																																														
e. I want to become a better reader this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260934																																														
f. I want to understand as much as I can in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260938																																														
N/A	<p style="text-align: right; font-size: small;">VH89132</p> <p>9. How much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%;">Not at all like me</th> <th style="width: 10%;">A little bit like me</th> <th style="width: 10%;">Somewhat like me</th> <th style="width: 10%;">Quite a bit like me</th> <th style="width: 10%;">Exactly like me</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Reading is one of my favorite activities.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260271</td> </tr> <tr> <td>b. I like talking about books with other people.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260272</td> </tr> <tr> <td>c. I think reading is important.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260275</td> </tr> <tr> <td>d. I enjoy going to a bookstore or a library.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260277</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me		a. Reading is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260271	b. I like talking about books with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260272	c. I think reading is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260275	d. I enjoy going to a bookstore or a library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260277	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.														
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me																																															
a. Reading is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260271																																														
b. I like talking about books with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260272																																														
c. I think reading is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260275																																														
d. I enjoy going to a bookstore or a library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260277																																														
N/A	<p style="text-align: right; font-size: small;">VH59886</p> <p>10. Besides doing homework, how much time do you spend reading outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 30 minutes a day <input type="radio"/> About 30 minutes a day <input type="radio"/> About 1 hour a day <input type="radio"/> About 2 hours a day <input type="radio"/> About 3 hours a day <input type="radio"/> 4 or more hours a day <p>Issue: Student Factors</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																	

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading Student

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																															
N/A	<p style="text-align: right; font-size: small;">VH332820</p> <p>11. How often do you receive help from a tutor, family member, or friend with English/language arts outside of school or after school?</p> <p>Ⓐ Never</p> <p>Ⓑ About once or twice a year</p> <p>Ⓒ About once or twice a month</p> <p>Ⓓ About once or twice a week</p> <p>Ⓔ Every day or almost every day</p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																															
N/A	<p style="text-align: right; font-size: small;">VH261065</p> <p>12. How often do you typically read each of the following outside of school (print or online)? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">About once or twice a year</th> <th style="text-align: center;">About once or twice a month</th> <th style="text-align: center;">About once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Stories or novels</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH261066</td> </tr> <tr> <td>b. Poems</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH261067</td> </tr> <tr> <td>c. Plays</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH261068</td> </tr> <tr> <td>d. Biographies</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH617043</td> </tr> <tr> <td>e. Comic books</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH261070</td> </tr> <tr> <td>f. Magazines</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH261071</td> </tr> <tr> <td>g. E-mails</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH261074</td> </tr> <tr> <td>h. Text messages</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH261075</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Stories or novels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261066	b. Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261067	c. Plays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261068	d. Biographies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617043	e. Comic books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261070	f. Magazines	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261071	g. E-mails	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261074	h. Text messages	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261075	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																													
a. Stories or novels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261066																																																												
b. Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261067																																																												
c. Plays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261068																																																												
d. Biographies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617043																																																												
e. Comic books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261070																																																												
f. Magazines	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261071																																																												
g. E-mails	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261074																																																												
h. Text messages	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261075																																																												
N/A	<p style="text-align: right; font-size: small;">VH260906</p> <p>13. How often do you typically do each of the following things outside of school? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">About once or twice a year</th> <th style="text-align: center;">About once or twice a month</th> <th style="text-align: center;">About once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Talk about books (print or online) with other people</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH260907</td> </tr> <tr> <td>b. Go to my local library to borrow books (print or online)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH260911</td> </tr> <tr> <td>c. Read blogs</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH360913</td> </tr> <tr> <td>d. Use social media (for example, Facebook, Twitter, Instagram)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH333261</td> </tr> <tr> <td>e. Help friends with reading homework</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="font-size: x-small;">VH260917</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Talk about books (print or online) with other people	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260907	b. Go to my local library to borrow books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260911	c. Read blogs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH360913	d. Use social media (for example, Facebook, Twitter, Instagram)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333261	e. Help friends with reading homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260917	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																					
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																													
a. Talk about books (print or online) with other people	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260907																																																												
b. Go to my local library to borrow books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260911																																																												
c. Read blogs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH360913																																																												
d. Use social media (for example, Facebook, Twitter, Instagram)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333261																																																												
e. Help friends with reading homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260917																																																												

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix F-1a: 2017 Operational Grade 4 Core

1. How important was it to you to do well on this test?

- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

6. Are you Hispanic or Latino? Select **one or more** answer choices.

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

7. Which of the following best describes you? Select **one or more** answer choices.

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

8. About how many books are there in your home?

- Ⓐ Few (0–10)
- Ⓑ Enough to fill one shelf (11–25)
- Ⓒ Enough to fill one bookcase (26–100)
- Ⓓ Enough to fill several bookcases (more than 100)

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

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

10. How often do you use the Internet for homework at home?

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

11. How many days were you absent from school in the last month?

- A None
- B 1 or 2 days
- C 3 or 4 days
- D 5 to 10 days
- E More than 10 days

12. How often do you talk about things you have studied in school with someone in your family?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day

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

	Yes	No	
a. Mother	Ⓐ	Ⓑ	VH271145
b. Stepmother	Ⓐ	Ⓑ	VH271146
c. Foster mother or other female legal guardian	Ⓐ	Ⓑ	VH271147
d. Father	Ⓐ	Ⓑ	VH271148
e. Stepfather	Ⓐ	Ⓑ	VH271149
f. Foster father or other male legal guardian	Ⓐ	Ⓑ	VH271150

14. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?

- Ⓐ Never
- Ⓑ In some classes
- Ⓒ In about half of the classes
- Ⓓ In more than half of the classes
- Ⓔ In all or almost all classes

15. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- Ⓐ Never
- Ⓑ In some classes
- Ⓒ In about half of the classes
- Ⓓ In more than half of the classes
- Ⓔ In all or almost all classes

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271338
b. I try very hard even after making mistakes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271339
c. I keep working hard even when I feel like quitting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271345

17. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271370
b. I paid attention and resisted distractions.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271372
c. I stayed on task without reminders from my teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271374
d. I paid attention in class even when I was not interested.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271375

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271750
b. I like activities that challenge my thinking abilities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271752
c. I enjoy situations where I will have to think about something.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271753
d. I enjoy thinking about new solutions to problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271756

19. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271942
b. I felt happy at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271944
c. I felt that I learned something that I can use in my daily life.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH336903

20. Write the ZIP code of your home address in the box.

--	--	--	--	--

Appendix F-1b: 2017 Operational Grade 8 Core

1. How important was it to you to do well on this test?

- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important

2. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

3. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort

4. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

5. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

6. Are you Hispanic or Latino? Select **one or more** answer choices.

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

7. Which of the following best describes you? Select **one or more** answer choices.

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

8. About how many books are there in your home?

- Ⓐ Few (0–10)
- Ⓑ Enough to fill one shelf (11–25)
- Ⓒ Enough to fill one bookcase (26–100)
- Ⓓ Enough to fill several bookcases (more than 100)

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

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH591976
f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

10. How often do you use the Internet for homework at home?

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

11. How many days were you absent from school in the last month?

- A None
- B 1 or 2 days
- C 3 or 4 days
- D 5 to 10 days
- E More than 10 days

12. How often do you talk about things you have studied in school with someone in your family?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day

13. How far in school did **your mother** go?

- Ⓐ She did not finish high school.
- Ⓑ She graduated from high school.
- Ⓒ She had some education after high school.
- Ⓓ She graduated from college.
- Ⓔ I don't know.

14. How far in school did **your father** go?

- Ⓐ He did not finish high school.
- Ⓑ He graduated from high school.
- Ⓒ He had some education after high school.
- Ⓓ He graduated from college.
- Ⓔ I don't know.

15. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

16. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

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

	Yes	No	
a. Mother	<input type="radio"/> A	<input type="radio"/> B	VH271145
b. Stepmother	<input type="radio"/> A	<input type="radio"/> B	VH271146
c. Foster mother or other female legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271147
d. Father	<input type="radio"/> A	<input type="radio"/> B	VH271148
e. Stepfather	<input type="radio"/> A	<input type="radio"/> B	VH271149
f. Foster father or other male legal guardian	<input type="radio"/> A	<input type="radio"/> B	VH271150

18. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes

19. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- A Never
- B In some classes
- C In about half of the classes
- D In more than half of the classes
- E In all or almost all classes

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	(A)	(B)	(C)	(D)	(E)	VH271338
b. I try very hard even after making mistakes.	(A)	(B)	(C)	(D)	(E)	VH271339
c. I keep working hard even when I feel like quitting.	(A)	(B)	(C)	(D)	(E)	VH271342
d. I keep trying to improve myself, even when it takes a long time to get there.	(A)	(B)	(C)	(D)	(E)	VH271345

21. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	(A)	(B)	(C)	(D)	(E)	VH271370
b. I paid attention and resisted distractions.	(A)	(B)	(C)	(D)	(E)	VH271372
c. I stayed on task without reminders from my teacher.	(A)	(B)	(C)	(D)	(E)	VH271374
d. I paid attention in class even when I was not interested.	(A)	(B)	(C)	(D)	(E)	VH271375

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271750
b. I like activities that challenge my thinking abilities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271752
c. I enjoy situations where I will have to think about something.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271753
d. I enjoy thinking about new solutions to problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271756

23. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271942
b. I felt happy at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271944
c. I felt that I learned something that I can use in my daily life.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH336903

24. Write the ZIP code of your home address in the box.

□ □ □ □ □

Appendix F-1c: 2016 Pilot Grade 12 Core

1. Are you Hispanic or Latino? Select **one or more** answer choices.

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

2. Which of the following best describes you? Select **one or more** answer choices.

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

3. About how many books are there in your home?

- Ⓐ Few (0–10)
- Ⓑ Enough to fill one shelf (11–25)
- Ⓒ Enough to fill one bookcase (26–100)
- Ⓓ Enough to fill several bookcases (more than 100)

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

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Clothes dryer just for your family	<input type="radio"/> A	<input type="radio"/> B	VH336756
c. Dishwasher	<input type="radio"/> A	<input type="radio"/> B	VH336759
d. More than one bathroom with a bathtub or shower	<input type="radio"/> A	<input type="radio"/> B	VH336760
e. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
f. A desktop or laptop computer that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271108
g. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271110
h. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/> A	<input type="radio"/> B	VH271112

5. In this school year, about how many pages a day do you have to read in school and for homework?

- A 5 or fewer
- B 6–10
- C 11–15
- D 16–20
- E More than 20

6. How many days were you absent from school in the last month?

- A None
- B 1 or 2 days
- C 3 or 4 days
- D 5 to 10 days
- E More than 10 days

7. How far in school did **your mother** go?

- Ⓐ She did not finish high school.
- Ⓑ She graduated from high school.
- Ⓒ She had some education after high school.
- Ⓓ She graduated from college.
- Ⓔ I don't know.

8. How far in school did **your father** go?

- Ⓐ He did not finish high school.
- Ⓑ He graduated from high school.
- Ⓒ He had some education after high school.
- Ⓓ He graduated from college.
- Ⓔ I don't know.

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

	Yes	No	
a. Mother	Ⓐ	Ⓑ	VH271145
b. Stepmother	Ⓐ	Ⓑ	VH271146
c. Foster mother or other female legal guardian	Ⓐ	Ⓑ	VH271147
d. Father	Ⓐ	Ⓑ	VH271148
e. Stepfather	Ⓐ	Ⓑ	VH271149
f. Foster father or other male legal guardian	Ⓐ	Ⓑ	VH271150

10. Write the ZIP code of your home address in the box.

11. During this school year, which of the following have you done? Select **all** that apply.
- Ⓐ Taken the SAT or ACT College Entrance Exams
 - Ⓑ Submitted the Free Application for Federal Student Aid (FAFSA)
 - Ⓒ Applied to a 2-year college
 - Ⓓ Been accepted to a 2-year college
 - Ⓔ Applied to a 4-year college
 - Ⓕ Been accepted to a 4-year college
 - Ⓖ Applied to a certificate or diploma program at a school that provides occupational training (such as electrician, beautician, mechanic, computer programmer, etc.)
 - Ⓗ Been accepted to a technical training program
 - Ⓘ Talked with a military recruiter
 - Ⓙ Enlisted in the military
 - Ⓚ Applied for a full-time job
 - Ⓛ Been interviewed for a full-time job
 - Ⓜ None of the above

12. Which of the following best describes your high school program?
- Ⓐ General
 - Ⓑ Academic or college preparatory
 - Ⓒ Vocational or technical

VH336776

13. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

VH336779

14. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

VH336786

15. What does **your mother** do at work? (For example, She's a lawyer; She teaches 1st grade; She cooks in a restaurant; She does not work.) Use these lines to describe what **your mother** does at work.

16. What does **your father** do at work? (For example, He’s a lawyer; He teaches 1st grade; He cooks in a restaurant; He does not work.) Use these lines to describe what **your father** does at work.

17. What is **your mother** currently doing? Select **all** that apply.

- Ⓐ Works full-time
- Ⓑ Works part-time
- Ⓒ Takes care of the home and family
- Ⓓ Studies to get a degree at a college or university
- Ⓔ Other (Please specify): _____
- Ⓕ I don’t know.

18. What is **your father** currently doing? Select **all** that apply.

- Ⓐ Works full-time
- Ⓑ Works part-time
- Ⓒ Takes care of the home and family
- Ⓓ Studies to get a degree at a college or university
- Ⓔ Other (Please specify): _____
- Ⓕ I don't know.

19. What does **your mother** do for work? Select the choice that most closely describes what she does at work.

- | | | |
|---------------------------|----------------------|------------------------------------|
| Ⓐ Accountant | Ⓐ Farmer | Ⓐ Religious worker |
| Ⓑ Artist | Ⓑ Firefighter | Ⓑ Repair technician |
| Ⓒ Athlete | Ⓒ Grounds worker | Ⓒ Salesperson |
| Ⓓ Carpenter | Ⓓ Health aide | Ⓓ Scientist |
| Ⓔ Cashier | Ⓔ Helper | Ⓔ Secretary |
| Ⓕ Cleaner | Ⓕ Housekeeper | Ⓕ Security guard |
| Ⓖ Clerk | Ⓖ Janitor | Ⓖ Server |
| Ⓗ College professor | Ⓗ Lawyer | Ⓗ Social worker |
| Ⓘ Construction worker | Ⓘ Librarian | Ⓘ Software developer |
| Ⓚ Cook | Ⓚ Manager | Ⓚ Stocker |
| Ⓛ Customer service | Ⓛ Marketing | Ⓛ Supervisor |
| Ⓜ Day care worker | Ⓜ Mechanic | Ⓜ Surgeon |
| Ⓝ Dental hygienist | Ⓝ Medical technician | Ⓝ Surveyor |
| Ⓟ Dentist | Ⓟ Military | Ⓟ Taxi driver |
| Ⓠ Designer | Ⓠ Miner | Ⓠ Teacher |
| Ⓡ Doctor | Ⓡ Nurse | Ⓡ Therapist |
| Ⓢ Education administrator | Ⓢ Office support | Ⓢ Transportation |
| Ⓣ Electrician | Ⓣ Painter | Ⓣ Truck driver |
| Ⓤ Engineer | Ⓤ Pharmacist | Ⓤ Veterinarian |
| Ⓡ Executive | Ⓡ Police | Ⓡ Writer |
| Ⓚ Factory worker | Ⓚ Receptionist | Ⓚ Other (Please specify):
_____ |

20. What does **your father** do for work? Select the choice that most closely describes what he does at work.

- | | | |
|---------------------------|----------------------|------------------------------------|
| Ⓐ Accountant | Ⓐ Farmer | Ⓐ Religious worker |
| Ⓑ Artist | Ⓑ Firefighter | Ⓑ Repair technician |
| Ⓒ Athlete | Ⓒ Grounds worker | Ⓒ Salesperson |
| Ⓓ Carpenter | Ⓓ Health aide | Ⓓ Scientist |
| Ⓔ Cashier | Ⓔ Helper | Ⓔ Secretary |
| Ⓕ Cleaner | Ⓕ Housekeeper | Ⓕ Security guard |
| Ⓖ Clerk | Ⓖ Janitor | Ⓖ Server |
| Ⓗ College professor | Ⓗ Lawyer | Ⓗ Social worker |
| Ⓘ Construction worker | Ⓘ Librarian | Ⓘ Software developer |
| Ⓚ Cook | Ⓚ Manager | Ⓚ Stocker |
| Ⓛ Customer service | Ⓛ Marketing | Ⓛ Supervisor |
| Ⓜ Day care worker | Ⓜ Mechanic | Ⓜ Surgeon |
| Ⓝ Dental hygienist | Ⓝ Medical technician | Ⓝ Surveyor |
| Ⓟ Dentist | Ⓟ Military | Ⓟ Taxi driver |
| Ⓠ Designer | Ⓠ Miner | Ⓠ Teacher |
| Ⓡ Doctor | Ⓡ Nurse | Ⓡ Therapist |
| Ⓢ Education administrator | Ⓢ Office support | Ⓢ Transportation |
| Ⓣ Electrician | Ⓣ Painter | Ⓣ Truck driver |
| Ⓤ Engineer | Ⓤ Pharmacist | Ⓤ Veterinarian |
| Ⓡ Executive | Ⓡ Police | Ⓡ Writer |
| Ⓚ Factory worker | Ⓚ Receptionist | Ⓚ Other (Please specify):
_____ |

21. Which of the following best describes where you are living?

- Ⓐ A single family home
- Ⓑ A townhouse
- Ⓒ An apartment
- Ⓓ A trailer or mobile home
- Ⓔ A community home or shelter
- Ⓕ Other (Please specify): _____

22. How often do the following things happen at home? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. People at home ask what I am learning in school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271260
b. I talk about things I have studied in school with someone in my family.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271261
c. People at home make sure that I make time for my homework.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271262
d. People at home check if I do my homework.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271263

VH271273

23. In your school, are there **laptop computers** that you can use?

- Ⓐ No
- Ⓑ Yes, but I cannot take one home with me.
- Ⓒ Yes, and I can take one home with me.

VH271274

24. In this school year, how often did you use a **laptop or desktop computer** during your classes at school?

- Ⓐ Never
- Ⓑ In some classes
- Ⓒ In about half of the classes
- Ⓓ In more than half of the classes
- Ⓔ In all or almost all classes

VH271275

25. In your school, are there **tablets** (for example, Surface Pro, iPad, Kindle Fire) that you can use?

- Ⓐ No
- Ⓑ Yes, but I cannot take one home with me.
- Ⓒ Yes, and I can take one home with me.

VH271276

26. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?

- Ⓐ Never
- Ⓑ In some classes
- Ⓒ In about half of the classes
- Ⓓ In more than half of the classes
- Ⓔ In all or almost all classes

27. In your school, are there **desktop computers** that you can use?

- A No
- B Yes

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271338
b. I try very hard even after making mistakes.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271339
c. I continue to work towards my goals, even when they take a long time to complete.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271341
d. I keep working hard even when I feel like quitting.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271342
e. I continue working on what I set out to do, even when it takes a long time to complete.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271344
f. I keep trying to improve myself, even when it takes a long time to get there.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH271345

29. In this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I came to class prepared.	(A)	(B)	(C)	(D)	(E)	VH271368
b. I remembered and followed directions.	(A)	(B)	(C)	(D)	(E)	VH271369
c. I started working on assignments right away rather than waiting until the last minute.	(A)	(B)	(C)	(D)	(E)	VH271370
d. I paid attention and resisted distractions.	(A)	(B)	(C)	(D)	(E)	VH271372
e. I stayed on task without reminders from my teacher.	(A)	(B)	(C)	(D)	(E)	VH271374
f. I paid attention in class even when I was not interested.	(A)	(B)	(C)	(D)	(E)	VH271375

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. At school, I finish whatever I begin.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329466
b. At school, I try very hard even after making mistakes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329467
c. At school, I continue to work towards my goals, even when they take a long time to complete.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329468
d. At school, I keep working hard even when I feel like quitting.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329469
e. At school, I continue working on what I set out to do, even when it takes a long time to complete.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329470
f. At school, I keep trying to improve myself, even when it takes a long time to get there.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329471

31. If you have a problem while working towards an important goal, how well can you keep working?

- Ⓐ Not well at all
- Ⓑ Slightly well
- Ⓒ Somewhat well
- Ⓓ Quite well
- Ⓔ Extremely well

VH329413

32. How often do you stay focused on the same goal for more than 3 months at a time?

- Ⓐ Almost never
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Frequently
- Ⓔ Almost always

VH329415

33. When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

- Ⓐ Not focused at all
- Ⓑ Slightly focused
- Ⓒ Somewhat focused
- Ⓓ Quite focused
- Ⓔ Extremely focused

VH329416

34. If you fail at an important goal, how likely are you to try again?

- Ⓐ Not at all likely
- Ⓑ Slightly likely
- Ⓒ Somewhat likely
- Ⓓ Quite likely
- Ⓔ Extremely likely

35. If you need to do something you don't want, in order to reach an important goal, how likely are you to do it?

- Ⓐ Not at all likely
- Ⓑ Slightly likely
- Ⓒ Somewhat likely
- Ⓓ Quite likely
- Ⓔ Extremely likely

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271750
b. I like activities that challenge my thinking abilities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271752
c. I enjoy situations where I will have to think about something.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271753
d. I find satisfaction in thinking hard and for long hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271754
e. I enjoy thinking about new solutions to problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271756
f. I like to think of my life as a puzzle that I must solve.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH271758

37. Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change each of the following? Select **one** answer choice on each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329450
b. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329451

38. In this school year, how often have you felt any of the following ways about your school? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt left out of things at school.	(A)	(B)	(C)	(D)	(E)	VH271935
b. I felt like I belong at school.	(A)	(B)	(C)	(D)	(E)	VH271936
c. I felt that I was treated fairly by my teachers.	(A)	(B)	(C)	(D)	(E)	VH271937
d. I felt that teachers encouraged me to do my best.	(A)	(B)	(C)	(D)	(E)	VH271938
e. I worried about crime and violence at my school.	(A)	(B)	(C)	(D)	(E)	VH271940
f. I felt excited about something I learned in my classes.	(A)	(B)	(C)	(D)	(E)	VH271941
g. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
h. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
i. I looked forward to going to school in the morning.	(A)	(B)	(C)	(D)	(E)	VH336900
j. I felt lonely at school.	(A)	(B)	(C)	(D)	(E)	VH336901
k. I did not feel safe on my way to and from school.	(A)	(B)	(C)	(D)	(E)	VH336902
l. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903
m. I felt that I learned something that will help me in the future.	(A)	(B)	(C)	(D)	(E)	VH336904
n. I felt that I would like to go to a different school if I could.	(A)	(B)	(C)	(D)	(E)	VH336905

39. When did you first use a **laptop or desktop computer**?

- Ⓐ I have never used one.
- Ⓑ Before I was in kindergarten
- Ⓒ When I was in kindergarten
- Ⓓ When I was in first, second, or third grade
- Ⓔ When I was in fourth or fifth grade
- Ⓕ When I was in sixth, seventh, or eighth grade
- Ⓖ When I was in high school

40. When did you first use a **tablet** (for example, Surface Pro, iPad, Kindle Fire)?

- Ⓐ Never until this assessment
- Ⓑ Before I was in kindergarten
- Ⓒ When I was in kindergarten
- Ⓓ When I was in first, second, or third grade
- Ⓔ When I was in fourth or fifth grade
- Ⓕ When I was in sixth, seventh, or eighth grade
- Ⓖ When I was in high school

41. When did you first use a **smartphone** (for example, iPhone, Samsung Galaxy, HTC One)?

- Ⓐ I have never used one.
- Ⓑ Before I was in kindergarten
- Ⓒ When I was in kindergarten
- Ⓓ When I was in first, second, or third grade
- Ⓔ When I was in fourth or fifth grade
- Ⓕ When I was in sixth, seventh, or eighth grade
- Ⓖ When I was in high school

42. How many days did you use the Internet for homework at home in the last month?

- Ⓐ None
- Ⓑ 1 or 2
- Ⓒ 3 or 4
- Ⓓ 5 to 10
- Ⓔ More than 10 days

43. How often do you use the Internet for homework at home?

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

Appendix F-1d: 2017 Operational Grade 4 Reading

1. How often does your teacher ask you to read a book you have chosen yourself?

- Ⓐ 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

2. How often does your teacher ask you to discuss new or difficult vocabulary?

- Ⓐ 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

3. For school this year, how often do you work in pairs or small groups to talk about something that you have read?
- Ⓐ 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

4. For school this year, how often do you have a class discussion about something that the class has read?
- Ⓐ 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

5. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?
- Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

6. On a typical school day, how much time do you use a computer or other digital device to do your **English/language arts** schoolwork and homework?
- Ⓐ Less than 30 minutes
 - Ⓑ About 30 minutes
 - Ⓒ About 1 hour
 - Ⓓ About 2 hours
 - Ⓔ About 3 hours
 - Ⓕ 4 or more hours

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260848
b. Explain the meaning of something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260849
c. Figure out the main idea of a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260851
d. Find text in a reading passage to help you answer a question on a test	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260859
e. Recognize when you don't understand something you are reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260861
f. Recognize the difference between fact and opinion in a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260863

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	(A)	(B)	(C)	(D)	(E)	VH260928
b. I want to show others that my English/language arts schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH260929
c. I want to look smart in comparison to the other students in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260930
d. I want to learn as much as possible in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260931
e. I want to become a better reader this year.	(A)	(B)	(C)	(D)	(E)	VH260934
f. I want to understand as much as I can in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260938

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH260271
b. I like talking about books with other people.	(A)	(B)	(C)	(D)	(E)	VH260272
c. I think reading is important.	(A)	(B)	(C)	(D)	(E)	VH260275
d. I enjoy going to a bookstore or a library.	(A)	(B)	(C)	(D)	(E)	VH260277

11. Besides doing homework, how much time do you spend reading **outside of school**?

- (A) Less than 30 minutes a day
- (B) About 30 minutes a day
- (C) About 1 hour a day
- (D) About 2 hours a day
- (E) About 3 hours a day
- (F) 4 or more hours a day

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

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

13. How often do you typically do each of the following things **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about books (print or online) with other people	(A)	(B)	(C)	(D)	(E)	VH260907
b. Go to my local library to borrow books (print or online)	(A)	(B)	(C)	(D)	(E)	VH260911
c. Read blogs	(A)	(B)	(C)	(D)	(E)	VH260913
d. Use social media (for example, Facebook, Twitter, Instagram)	(A)	(B)	(C)	(D)	(E)	VH333261
e. Help friends with reading homework	(A)	(B)	(C)	(D)	(E)	VH260917

Appendix F-1e: 2017 Operational Grade 8 Reading

1. For your English/language arts class this year, how often do you do each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Have a class discussion about something that the whole class has read	(A)	(B)	(C)	(D)	(E)	VH332888
b. Work in pairs or small groups to talk about something that you have read	(A)	(B)	(C)	(D)	(E)	VH332889

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Evaluate the main evidence in a persuasive/argument passage	(A)	(B)	(C)	(D)	(E)	VH260256
b. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH333142
c. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH333144

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH333075
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH333076
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH333079
d. Identify the main ideas of the passage	(A)	(B)	(C)	(D)	(E)	VH333078
e. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH333094
f. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH333077

4. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?

- (A) Never
- (B) Once
- (C) Two or three times
- (D) Four or five times
- (E) More than five times

5. On a typical school day, how much time do you use a computer or other digital device to do your **English/language arts** schoolwork and homework?
- Ⓐ Less than 30 minutes
 - Ⓑ About 30 minutes
 - Ⓒ About 1 hour
 - Ⓓ About 2 hours
 - Ⓔ About 3 hours
 - Ⓕ 4 or more hours

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260848
b. Explain the meaning of something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260849
c. Figure out the main idea of a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260851
d. Find text in a reading passage to help you answer a question on a test	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260859
e. Recognize when you don't understand something you are reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260861

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize the difference between fact and opinion in a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260863
b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260857
c. Critique an author's craft or technique	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260866
d. Use evidence from a text to support my answer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616841
e. Identify the author's perspective in a persuasive text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260868

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	(A)	(B)	(C)	(D)	(E)	VH260928
b. I want to show others that my English/language arts schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH260929
c. I want to look smart in comparison to the other students in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260930
d. I want to learn as much as possible in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260931
e. I want to become a better reader this year.	(A)	(B)	(C)	(D)	(E)	VH260934
f. I want to understand as much as I can in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260938

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH260271
b. I like talking about books with other people.	(A)	(B)	(C)	(D)	(E)	VH260272
c. I think reading is important.	(A)	(B)	(C)	(D)	(E)	VH260275
d. I enjoy going to a bookstore or a library.	(A)	(B)	(C)	(D)	(E)	VH260277

11. Besides doing homework, how much time do you spend reading **outside of school**?

- (A) Less than 30 minutes a day
- (B) About 30 minutes a day
- (C) About 1 hour a day
- (D) About 2 hours a day
- (E) About 3 hours a day
- (F) 4 or more hours a day

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Stories or novels	(A)	(B)	(C)	(D)	(E)	VH261066
b. Poems	(A)	(B)	(C)	(D)	(E)	VH261067
c. Plays	(A)	(B)	(C)	(D)	(E)	VH261068
d. Biographies	(A)	(B)	(C)	(D)	(E)	VH617043
e. Comic books	(A)	(B)	(C)	(D)	(E)	VH261070
f. Magazines	(A)	(B)	(C)	(D)	(E)	VH261071
g. E-mails	(A)	(B)	(C)	(D)	(E)	VH261074
h. Text messages	(A)	(B)	(C)	(D)	(E)	VH261075

14. How often do you typically do each of the following things **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about books (print or online) with other people	(A)	(B)	(C)	(D)	(E)	VH260907
b. Go to my local library to borrow books (print or online)	(A)	(B)	(C)	(D)	(E)	VH260911
c. Read blogs	(A)	(B)	(C)	(D)	(E)	VH260913
d. Use social media (for example, Facebook, Twitter, Instagram)	(A)	(B)	(C)	(D)	(E)	VH333261
e. Help friends with reading homework	(A)	(B)	(C)	(D)	(E)	VH260917

Appendix F-1f: 2018 Pilot Grade 12 Reading

Grade 12 specific items

1. For your English/language arts class this year, how many times have you done each of the following? Select **one** answer choice on each row.

VH240417

	Never	Once	2 or 3 times	4 or 5 times	6 or more times	
a. Made a presentation to the class about something that you have read	(A)	(B)	(C)	(D)	(E)	VH240420
b. Done a project about something that you have read (for example, written a play, created a website)	(A)	(B)	(C)	(D)	(E)	VH240421

2. For your English/language arts class this year, how often do you do each of the following? Select **one** answer choice on each row.

VH332887

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Have a class discussion about something that the whole class has read	(A)	(B)	(C)	(D)	(E)	VH332888
b. Work in pairs or small groups to talk about something that we have read	(A)	(B)	(C)	(D)	(E)	VH652035
c. Discuss different interpretations of what we have read	(A)	(B)	(C)	(D)	(E)	VH652037

3. Are you currently enrolled in or have you taken an Advanced Placement (AP[®]) course in English/language arts? Select **all** that apply.
- Ⓐ Yes, I am enrolled in or have taken Advanced Placement (AP) English **Language** and Composition.
 - Ⓑ Yes, I am enrolled in or have taken Advanced Placement (AP) English **Literature** and Composition.
 - Ⓒ No, I have never taken an Advanced Placement (AP) English/language arts course.

4. Are you currently enrolled in or have you taken the International Baccalaureate[®] (IB) Language A1 course?
- Ⓐ Yes
 - Ⓑ No

5. Are you currently enrolled in or have you taken any online English/language arts courses for high school or college credit?
- Ⓐ Yes
 - Ⓑ No

Items previously cleared at Grade 8 and proposed for Grade 12

VH260254

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Evaluate the main evidence in a persuasive/argument passage	(A)	(B)	(C)	(D)	(E)	VH260256
b. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH333142
c. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH333144

VH333074

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH333075
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH333076
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH333079
d. Identify the main ideas of the passage	(A)	(B)	(C)	(D)	(E)	VH333078
e. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH333094
f. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH333077

Please note: (1) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

3. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?
- Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

4. On a typical school day, how much time do you use a computer or other digital device to do your **English/language arts** schoolwork?
- Ⓐ Less than 30 minutes
 - Ⓑ About 30 minutes
 - Ⓒ About 1 hour
 - Ⓓ About 2 hours
 - Ⓔ About 3 hours
 - Ⓕ 4 or more hours

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260848
b. Explain the meaning of something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260849
c. Figure out the main idea of a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260851
d. Find text in a reading passage to help you answer a question on a test	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260859
e. Recognize when you don't understand something you are reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260861

Please note: (1) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize the difference between fact and opinion in a text	(A)	(B)	(C)	(D)	(E)	VH260863
b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	(A)	(B)	(C)	(D)	(E)	VH260857
c. Critique an author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH260866
d. Use evidence from a text to support my answer	(A)	(B)	(C)	(D)	(E)	VH616841
e. Identify the author's perspective in a persuasive text	(A)	(B)	(C)	(D)	(E)	VH260868

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	(A)	(B)	(C)	(D)	(E)	VH260928
b. I want to show others that my English/language arts schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH260929
c. I want to look smart in comparison to the other students in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260930
d. I want to learn as much as possible in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260931
e. I want to become a better reader this year.	(A)	(B)	(C)	(D)	(E)	VH260934
f. I want to understand as much as I can in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH260938

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH260271
b. I like talking about books with other people.	(A)	(B)	(C)	(D)	(E)	VH260272
c. I think reading is important.	(A)	(B)	(C)	(D)	(E)	VH260275
d. I enjoy going to a bookstore or a library.	(A)	(B)	(C)	(D)	(E)	VH260277

10. Besides doing homework, how much time do you spend reading **outside of school**?

- (A) Less than 30 minutes a day
- (B) About 30 minutes a day
- (C) About 1 hour a day
- (D) About 2 hours a day
- (E) About 3 hours a day
- (F) 4 or more hours a day

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Stories or novels	(A)	(B)	(C)	(D)	(E)	VH261066
b. Poems	(A)	(B)	(C)	(D)	(E)	VH261067
c. Plays	(A)	(B)	(C)	(D)	(E)	VH261068
d. Biographies	(A)	(B)	(C)	(D)	(E)	VH617043
e. Comic books	(A)	(B)	(C)	(D)	(E)	VH261070
f. Magazines	(A)	(B)	(C)	(D)	(E)	VH261071
g. E-mails	(A)	(B)	(C)	(D)	(E)	VH261074
h. Text messages	(A)	(B)	(C)	(D)	(E)	VH261075

13. How often do you typically do each of the following things **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about books (print or online) with other people	(A)	(B)	(C)	(D)	(E)	VH260907
b. Go to my local library to borrow books (print or online)	(A)	(B)	(C)	(D)	(E)	VH260911
c. Read blogs	(A)	(B)	(C)	(D)	(E)	VH260913
d. Use social media (for example, Facebook, Twitter, Instagram)	(A)	(B)	(C)	(D)	(E)	VH333261
e. Help friends with reading homework	(A)	(B)	(C)	(D)	(E)	VH260917

21. For school this year, how often do you write stories?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

22. For school this year, how often do you write reports?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

23. For school this year, how often do you write letters?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

24. For school this year, how often do you typically write for each of the following purposes? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. To explain something that you know or have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312245
b. To convince or persuade someone	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312246
c. To describe a real experience (for example, write about factual events or personal experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312247
d. To describe an imagined experience (for example, tell a fictional story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312248

25. For school this year, how often do you look for information on the Internet to include in your writing?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

Appendix F-1g: 2017 Operational Grade 4 Mathematics

21. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved math?
- Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

22. For school this year, how often do you work in pairs or small groups to talk about something that you have done in math?
- Ⓐ 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

23. How often do you use a computer or other digital device (excluding handheld calculators) for math **at school**?

- Ⓐ 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

24. How often do you use a computer or other digital device (excluding handheld calculators) for math homework?

- Ⓐ 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

25. How often do you use the Internet to learn things about math?

- Ⓐ 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

26. How often do you **use a calculator**?

- Ⓐ 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

27. How often do you receive help or tutoring with math **outside of school or after school**?

- Ⓐ 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

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. My teacher used computers or other digital devices when teaching math to my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH588077
b. My teacher required us to use computers or other digital devices to complete math assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267419

29. How often do you use math in everyday life **outside of school**?

- Ⓐ 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

30. How often do you participate in 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	
a. Talk about math problems with your friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268946
b. Play an instrument and read music	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268961
c. Go to websites for help with your math homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268962

31. Have you ever helped your friends with their math homework?

- Ⓐ Yes
- Ⓑ No

32. Over the past seven days, how many days have you helped your friends with their math homework? Enter the number of days.

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lbs.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267674
b. Divide 42 stickers among 6 students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617317
c. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267682
d. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267683

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	(A)	(B)	(C)	(D)	(E)	VH269049
b. I want to show others that my math schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH269050
c. I want to look smart in comparison to the other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH269053
d. I want to learn as much as possible in my math class.	(A)	(B)	(C)	(D)	(E)	VH269059
e. I want to become better in math this year.	(A)	(B)	(C)	(D)	(E)	VH269056
f. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH269060

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	(A)	(B)	(C)	(D)	(E)	VH267479
b. I look forward to my math class.	(A)	(B)	(C)	(D)	(E)	VH267481
c. I am interested in the things I learn in math.	(A)	(B)	(C)	(D)	(E)	VH617324
d. I think making an effort in math is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH267485
e. I think math will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH267486
f. I think it is important to do well in math.	(A)	(B)	(C)	(D)	(E)	VH267487

Appendix F-1h: 2017 Operational Grade 8 Mathematics

25. What math class are you taking this year? Select **one or more** answer choices.

- Ⓐ Eighth-grade math
- Ⓑ General eighth-grade math
- Ⓒ Algebra I course
- Ⓓ First year of a two-year algebra course
- Ⓔ Second year of a two-year algebra course
- Ⓕ Algebra I (one-year course)
- Ⓖ Algebra II
- Ⓗ Geometry
- Ⓘ Other

26. What math class do you expect to take next year?

- Ⓐ Geometry
- Ⓑ Algebra II
- Ⓒ Algebra I (one-year course)
- Ⓓ First year of a two-year Algebra I course
- Ⓔ Second year of a two-year Algebra I course
- Ⓕ Introduction to algebra or pre-algebra
- Ⓖ Basic or general math
- Ⓗ Business or consumer math
- Ⓘ Other math class
- Ⓝ I don't know.

27. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved math?
- Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

28. For school this year, how often do you work in pairs or small groups to talk about something that you have done in math?
- Ⓐ 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

29. How often do you use a computer or other digital device (excluding handheld calculators) for math **at school**?
- Ⓐ 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

30. How often do you receive help or tutoring with math **outside of school or after school**?
- Ⓐ 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

31. In your math class this year, how often have you used the following types of calculators? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Basic calculator	(A)	(B)	(C)	(D)	(E)	VH266809
b. Graphing calculator	(A)	(B)	(C)	(D)	(E)	VH266810

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. My teacher used computers or other digital devices to show us how to work through math problems.	(A)	(B)	(C)	(D)	(E)	VH267416
b. I used the Internet for my math work.	(A)	(B)	(C)	(D)	(E)	VH267417
c. My teacher used computers or other digital devices when teaching math to my class.	(A)	(B)	(C)	(D)	(E)	VH588077
d. My teacher required us to use computers or other digital devices to complete math assignments.	(A)	(B)	(C)	(D)	(E)	VH267419

33. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to complete your math assignments?

- Ⓐ 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

34. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to look online for resources for help with your math assignments?

- Ⓐ 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

35. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to take an online practice test?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

36. How often do you use math in everyday life **outside of school**?

- Ⓐ 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

37. How often do you participate in 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	
a. Talk about math problems with your friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268946
b. Program computers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268949
c. Play an instrument and read music	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268961
d. Go to websites for help with your math homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268962

38. Have you ever helped your friends with their math homework?

- Ⓐ Yes
- Ⓑ No

39. Over the past seven days, how many days have you helped your friends with their math homework? Enter the number of days.

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lbs.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267674
b. Divide 42 stickers among 6 students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617317
c. Determine a 20 percent tip of a 67-dollar restaurant dinner bill	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267679
d. Describe the properties shared by every isosceles right triangle	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267681
e. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267682
f. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267683

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	(A)	(B)	(C)	(D)	(E)	VH269049
b. I want to show others that my math schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH269050
c. I want to look smart in comparison to the other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH269053
d. I want to learn as much as possible in my math class.	(A)	(B)	(C)	(D)	(E)	VH269059
e. I want to become better in math this year.	(A)	(B)	(C)	(D)	(E)	VH269056
f. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH269060

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	(A)	(B)	(C)	(D)	(E)	VH267479
b. I look forward to my math class.	(A)	(B)	(C)	(D)	(E)	VH267481
c. I am interested in the things I learn in math.	(A)	(B)	(C)	(D)	(E)	VH617324
d. I think making an effort in math is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH267485
e. I think math will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH267486
f. I think it is important to do well in math.	(A)	(B)	(C)	(D)	(E)	VH267487

43. How much do you enjoy solving each of the following types of math problems? Select **one** answer choice on each row.

	Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot	
a. Addition, subtraction, multiplication, and division	(A)	(B)	(C)	(D)	(E)	VH267499
b. Finding areas of shapes and figures	(A)	(B)	(C)	(D)	(E)	VH267501
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	(A)	(B)	(C)	(D)	(E)	VH267502
d. Solving equations or simplifying expressions	(A)	(B)	(C)	(D)	(E)	VH267503
e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	(A)	(B)	(C)	(D)	(E)	VH267504
f. Working with geometric figures like rectangles and squares	(A)	(B)	(C)	(D)	(E)	VH267505

Appendix F-1i: 2018 Pilot Grade 12 Mathematics

Grade 12 specific items

VH240819

1. Which courses have you taken from eighth grade to the present? If you have taken a course more than once, give the **most recent** year you took it. **INCLUDE** courses taken in summer school, but **DO NOT INCLUDE** topics that were only taught as part of a longer course (such as trigonometry taught in drafting class or computer programming taught in Algebra II). Select **one** answer choice on each row.

	I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.	
a. Basic or general mathematics course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240820
b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240844
c. Introduction to algebra or pre-algebra course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240822
d. Algebra I course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240823
e. Geometry course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240824
f. Algebra II course, with or without trigonometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240825
g. Trigonometry (as a separate course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240826
h. Pre-calculus course (also called introductory analysis)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240833
i. Integrated mathematics 1 (first year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240841
j. Integrated mathematics 2 (second year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240842
k. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240843

	I have never taken this course.	I took this course in or before Grade 8.	I took this course in Grade 9.	I took this course in Grade 10.	I took this course in Grade 11.	I took this course in Grade 12.	
l. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240821
m. Probability or statistics course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240836
n. Calculus course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240829
o. Computer programming course (such as C++, Visual Basic, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240835
p. Other mathematics course (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240834

VH250444

2. Are you currently enrolled in or have you taken any of the following Advanced Placement (AP[®]) courses? Select **all** that apply.

- A Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus AB.
- B Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus BC.
- C Yes, I am enrolled in or have taken Advanced Placement (AP) Statistics.
- D No, I have not taken any of the courses listed above.

VH240048

3. Are you currently enrolled in or have you taken an International Baccalaureate[®] (IB) mathematics course?

- A Yes
- B No

4. Are you currently enrolled in or have you taken any **online** mathematics courses for **high school or college credit**?

- A Yes
- B No

5. Was there a mathematics course that you would have liked to have taken this school year but did not take?

- A Yes, but my school does not offer the course.
- B Yes, but the course was full.
- C Yes, but I did not have the necessary prerequisites.
- D Yes, but my schedule was full.
- E No, there was no other course that I wanted to take.

6. Please indicate how much you **DISAGREE** or **AGREE** with the following statements. Select **one** answer choice on each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. Math is one of my favorite subjects.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240768
b. I take mathematics because it will help me in the future.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240770
c. I take mathematics to meet my high school graduation requirements.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240767

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267479
b. I look forward to my math class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267481
c. I am interested in the things I learn in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617324
d. I think making an effort in math is worthwhile.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267485
e. I think math will help me even when I am not in school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267486
f. I think it is important to do well in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH267487
g. I take mathematics because it will help me in the future.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH651872
h. I take mathematics to meet my high school graduation requirements.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH651874

8. Are you currently taking a mathematics course?

- A Yes
 B No

Items previously cleared at Grade 8 and proposed for Grade 12

VH350115

1. For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved math?
 - Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

VH350116

2. For school this year, how often do you work in pairs or small groups to talk about something that you have done in math?
 - Ⓐ 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

3. How often do you use a computer or other digital device (excluding handheld calculators) for math **at school**?

- Ⓐ 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

4. How often do you receive help or tutoring with math **outside of school or after school**?

- Ⓐ 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

5. In your math class this year, how often have you used the following types of calculators? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Basic calculator	(A)	(B)	(C)	(D)	(E)	VH266809
b. Graphing calculator	(A)	(B)	(C)	(D)	(E)	VH266810

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. My teacher used computers or other digital devices to show us how to work through math problems.	(A)	(B)	(C)	(D)	(E)	VH267416
b. I used the Internet for my math work.	(A)	(B)	(C)	(D)	(E)	VH267417
c. My teacher used computers or other digital devices when teaching math to my class.	(A)	(B)	(C)	(D)	(E)	VH588077
d. My teacher required us to use computers or other digital devices to complete math assignments.	(A)	(B)	(C)	(D)	(E)	VH267419

7. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to complete your math assignments?

- Ⓐ 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

8. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to look online for resources for help with your math assignments?

- Ⓐ 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

9. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to take an online practice test?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

10. How often do you use math in everyday life **outside of school**?

- Ⓐ 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

11. How often do you participate in 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	
a. Talk about math problems with your friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268946
b. Program computers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268949
c. Play an instrument and read music	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268961
d. Go to websites for help with your math homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268962

12. Have you ever helped your friends with their math homework?

- Ⓐ Yes
- Ⓑ No

13. Over the past seven days, how many days have you helped your friends with their math homework? Enter the number of days.

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lbs.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267674
b. Divide 42 stickers among 6 students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617317
c. Determine a 20 percent tip of a 67-dollar restaurant dinner bill	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267679
d. Describe the properties shared by every isosceles right triangle	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267681
e. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267682
f. Know when to take a turkey out of the oven if it goes in at 10:00 A.M. and it takes 3 hours and 45 minutes to cook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267683

Please note: (1) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	(A)	(B)	(C)	(D)	(E)	VH269049
b. I want to show others that my math schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH269050
c. I want to look smart in comparison to the other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH269053
d. I want to learn as much as possible in my math class.	(A)	(B)	(C)	(D)	(E)	VH269059
e. I want to become better in math this year.	(A)	(B)	(C)	(D)	(E)	VH269056
f. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH269060

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	(A)	(B)	(C)	(D)	(E)	VH267479
b. I look forward to my math class.	(A)	(B)	(C)	(D)	(E)	VH267481
c. I am interested in the things I learn in math.	(A)	(B)	(C)	(D)	(E)	VH617324
d. I think making an effort in math is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH267485
e. I think math will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH267486
f. I think it is important to do well in math.	(A)	(B)	(C)	(D)	(E)	VH267487

17. How much do you enjoy solving each of the following types of math problems? Select **one** answer choice on each row.

	Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot	
a. Addition, subtraction, multiplication, and division	(A)	(B)	(C)	(D)	(E)	VH267499
b. Finding areas of shapes and figures	(A)	(B)	(C)	(D)	(E)	VH267501
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	(A)	(B)	(C)	(D)	(E)	VH267502
d. Solving equations or simplifying expressions	(A)	(B)	(C)	(D)	(E)	VH267503
e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	(A)	(B)	(C)	(D)	(E)	VH267504
f. Working with geometric figures like rectangles and squares	(A)	(B)	(C)	(D)	(E)	VH267505

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

- Ⓐ 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

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

- Ⓐ 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

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

- Ⓐ 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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create a bar graph to represent the number of desks, chairs, and tables in your classroom	(A)	(B)	(C)	(D)	(E)	VH460348
b. Use a box plot to represent the height, in inches, of all of the students in your class	(A)	(B)	(C)	(D)	(E)	VH460355
c. Determine the probability of picking a blue marble without looking if you know the number of marbles of each color in a bag	(A)	(B)	(C)	(D)	(E)	VH460381
d. List all of the different possible outcomes when a coin is flipped three times	(A)	(B)	(C)	(D)	(E)	VH460382

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create an expression that represents the average number of miles you run in a week if you run 100 miles in w weeks	(A)	(B)	(C)	(D)	(E)	VH460383
b. Create an expression to show how old you will be in n years if you are 8 years old today	(A)	(B)	(C)	(D)	(E)	VH460386
c. Create an expression that shows the number of wheels on n wagons if each wagon has 4 wheels	(A)	(B)	(C)	(D)	(E)	VH460389
d. Explain how you know the number of books you can buy if you know the price of each book and you have \$35	(A)	(B)	(C)	(D)	(E)	VH460391

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Decide if your classmate's math work is correct	(A)	(B)	(C)	(D)	(E)	VH460398
b. Give an example to show that a math statement is false	(A)	(B)	(C)	(D)	(E)	VH460399
c. Explain to your classmate how you solved a math problem	(A)	(B)	(C)	(D)	(E)	VH460910
d. Use correct mathematical words and symbols to communicate ideas about math	(A)	(B)	(C)	(D)	(E)	VH460900
e. Use correct mathematical words and symbols when showing your work	(A)	(B)	(C)	(D)	(E)	VH460902
f. Use definitions of geometric shapes to support an argument	(A)	(B)	(C)	(D)	(E)	VH460912

24. Have you ever participated in a math study group **outside of school**?

- Ⓐ Yes
- Ⓑ No

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

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

- Ⓐ Yes
- Ⓑ No

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

Appendix F-1j: 2015 Operational Grade 4 Science

SECTION 4

Section 4

This section has 32 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VC315287

1. In this school year, how often have you done activities or projects in science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VH157864

2. In this school year, have you done activities or projects to learn about living things (for example, plants, animals, bacteria)?

- Ⓐ Yes
- Ⓑ No

VH157868

3. In this school year, have you done activities or projects to learn about electricity (for example, circuits, batteries, and light bulbs)?

- Ⓐ Yes
- Ⓑ No

VH157871

4. In this school year, have you done activities or projects to learn about chemicals (for example, mixing sugar or salt in water)?

- Ⓐ Yes
- Ⓑ No

Section 4

VH157875

5. In this school year, have you done activities or projects to learn about rocks or minerals (for example, looking at different rocks)?

- Ⓐ Yes
- Ⓑ No

VH157879

6. In this school year, how often have you done science activities using scientific tools (for example, telescopes, microscopes, thermometers, or weighing scales)?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315232

7. In this school year, how often have you read a science textbook?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315239

8. In this school year, how often have you read a book or magazine about science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC519400

9. In this school year, how often have you read about science on the computer?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315248

10. In this school year, how often have you watched a movie, video, or DVD about science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315249

11. In this school year, how often have you discussed news stories about science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315270

12. In this school year, how often have you worked with other students on a science activity or project?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315259

13. In this school year, how often have you presented what you learned about science to your class?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315256

14. In this school year, how often have you taken a science test or quiz?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315288

15. In this school year, how often have you talked about measurements or results from your science activities or projects?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VF633162

16. In this school year, how often have you been asked to write about your science activities or projects (such as reports, science journals, or lab write-ups)?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

Section 4

VH142438

17. In this school year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments for science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC546453

18. In this school year, how often have you talked with your teacher about how you are doing in science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VH157884

19. In this school year, how often have you used your school library or media center resources for science (such as books, magazines, computers, and audio-video materials)?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC546463

20. In this school year, how often have you used computers for science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC315410

21. How often do you do science activities that are not for schoolwork?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

VC315291

22. How often do you feel you can understand what the teacher talks about in science class?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

23. How often do you feel you can do a good job on your science tests?
VC315292
- (A) Never or hardly ever
(B) Sometimes
(C) Often
(D) Always or almost always
24. How often do you feel you can do a good job on your science assignments?
VC315294
- (A) Never or hardly ever
(B) Sometimes
(C) Often
(D) Always or almost always
25. How much do you like studying science?
VC315299
- (A) Very little
(B) Some
(C) Quite a bit
(D) Very much
26. How often do you feel science is one of your favorite subjects?
VC315302
- (A) Never or hardly ever
(B) Sometimes
(C) Often
(D) Always or almost always
27. In this school year, have you participated in a science club, a science fair, or a science competition?
VF640468
- (A) Yes
(B) No
28. In this school year, have you visited a museum, zoo, or aquarium to learn about science on a school trip?
VF633304
- (A) Yes
(B) No
29. In this school year, have you visited a museum, zoo, or aquarium to learn about science that was **not** on a school trip?
VF633276
- (A) Yes
(B) No
30. How hard was this test compared to most other tests you have taken this year in school?
VB595182
- (A) Easier than other tests
(B) About as hard as other tests
(C) Harder than other tests
(D) Much harder than other tests

Section 4

VC034559

31. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- Ⓐ Not as hard as on other tests
- Ⓑ About as hard as on other tests
- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests

VB595184

32. How important was it to you to do well on this test?

- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important



Appendix F-1k: 2017 Cognitive Interviews Grade 4 Science

1. In this school year, how often have you learned about living things (for example, plants, animals, bacteria)?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Very often

2. In this school year, how often have you learned about electricity (for example, circuits, batteries, and light bulbs)?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Very often

3. In this school year, how often have you learned about chemicals (for example, mixing sugar or salt in water)?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Very often

4. In this school year, how often have you learned about rocks or minerals (for example, looking at different rocks)?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Very often

5. In this school year, how often have you done science activities using scientific tools (for example, microscopes, thermometers, or weighing scales)?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always or almost always

6. In this school year, how often have you read from a science textbook?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always or almost always

7. In this school year, how often have you learned about science topics on the Internet?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

8. In this school year, how often have you watched a short video clip, movie, or video about science topics?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

9. In this school year, how often have you been asked to write about science topics?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Describe the different procedures for heating or cooling a sample of water	(A)	(B)	(C)	(D)	(E)	VH638868
b. Design a model showing how the length of a vibrating string affects the motion of the waves that are produced	(A)	(B)	(C)	(D)	(E)	VH638870
c. Design an experiment to show how sunlight affects the growth of a type of plant	(A)	(B)	(C)	(D)	(E)	VH638872
d. Use evidence to show how one organism has helped the other to survive	(A)	(B)	(C)	(D)	(E)	VH638875
e. Use a food chain to show how the removal of one animal affects another	(A)	(B)	(C)	(D)	(E)	VH638876
f. Decide which tool to use if you want to measure wind speed	(A)	(B)	(C)	(D)	(E)	VH638883
g. Predict the season based on a graph that shows the 30-day average temperature	(A)	(B)	(C)	(D)	(E)	VH638885

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at science.	(A)	(B)	(C)	(D)	(E)	VH639080
b. I want to show others that science schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH639082
c. I want to look smart in comparison to the other students in my science class.	(A)	(B)	(C)	(D)	(E)	VH639084
d. I want to learn as much as possible in my science class.	(A)	(B)	(C)	(D)	(E)	VH639086
e. I want to become better in science this year.	(A)	(B)	(C)	(D)	(E)	VH639087
f. I want to understand as much as I can in my science class.	(A)	(B)	(C)	(D)	(E)	VH639089

12. How often do you participate in 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	
a. Carry out simple science-related projects with friends (for example, growing plants from beans or making sundials)	(A)	(B)	(C)	(D)	(E)	VH638970
b. Carry out advanced science-related projects with friends (for example, designing a model of a bridge, building simple rockets, or designing bird feeders)	(A)	(B)	(C)	(D)	(E)	VH638973
c. Volunteer with scientific researchers (for example, recording the types of plants or animals seen in a natural area, testing water samples in the neighborhood, helping a scientist in a lab)	(A)	(B)	(C)	(D)	(E)	VH638977
d. Write or blog about science topics	(A)	(B)	(C)	(D)	(E)	VH638983
e. Use scientific instruments (for example, telescopes, microscopes, scales)	(A)	(B)	(C)	(D)	(E)	VH638985
f. Read about science topics in books, magazines, or on digital devices	(A)	(B)	(C)	(D)	(E)	VH638987
g. Attend clubs or programs that include science activities	(A)	(B)	(C)	(D)	(E)	VH638988
h. Attend clubs or programs that include engineering activities (for example, build a robot, coding programs, etc.)	(A)	(B)	(C)	(D)	(E)	VH638991

13. This school year, how often did you do the following things in your science class? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Ask questions based on what you have seen (for example, “Why did that happen?”)	(A)	(B)	(C)	(D)	(E)	VH639150
b. Made a drawing that explains why or how something happens	(A)	(B)	(C)	(D)	(E)	VH639156
c. Used a set of tests or experiments to answer a question	(A)	(B)	(C)	(D)	(E)	VH639162
d. Put information you collected into a table or a graph to look for patterns	(A)	(B)	(C)	(D)	(E)	VH639164
e. Decided whether to use numbers or words to explain a problem	(A)	(B)	(C)	(D)	(E)	VH639165
f. Used evidence to explain why something happens	(A)	(B)	(C)	(D)	(E)	VH639166
g. Using what you learned, picked a side to support in a discussion about a science topic	(A)	(B)	(C)	(D)	(E)	VH639167
h. Found news articles about science on the Internet	(A)	(B)	(C)	(D)	(E)	VH639169

14. How often do you understand what the teacher talks about in science class?

- (A) Never or hardly ever
- (B) Once in a while
- (C) Sometimes
- (D) Often
- (E) Always or almost always

15. How often do you do a good job on your science tests?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

16. How often do you do a good job on your science assignments?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

Appendix F-11: 2015 Operational Grade 8 Science

SECTION 4

Section 4

This section has 19 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

VC304978

1. In your science class this year, which of the following topics have been covered? Fill in **one** oval on each line.

	Yes	No	
a. Life science (for example, biology, the human body, or ecology)	<input type="radio"/> A	<input type="radio"/> B	VC304982
b. Physical science (for example, energy, physics, or chemistry)	<input type="radio"/> A	<input type="radio"/> B	VC304983
c. Earth and space science (for example, geology or astronomy)	<input type="radio"/> A	<input type="radio"/> B	VC304984
d. Engineering and technology (for example, designing solutions to problems)	<input type="radio"/> A	<input type="radio"/> B	VC304985

VF633079

2. In your science class this year, how often have you done hands-on activities or projects with any of the following? Fill in **one** oval on each line.

	Never	Rarely	Sometimes	Often	
a. Living things (for example, plants, animals, bacteria)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633080
b. Electricity (for example, circuits, batteries, and light bulbs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633083
c. Chemicals (for example, mixing or dissolving sugar or salt in water)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633082
d. Rocks or minerals (for example, identifying types)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633087
e. Simple machines (for example, pulleys and levers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633086
f. Magnifying glass or microscope (for looking at small things)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633084
g. Thermometer or barometer (for making measurements)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633085

Section 4

VC305292

3. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Read a science textbook, in class or at home	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC546510
b. Read a book or magazine about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF633095
c. Use the Internet to learn about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF633097
d. Watch a movie, video, or DVD about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF633099

VC304769

4. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Discuss events in the news that are related to what you are learning in science class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC304771
b. Work with other students on a science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC304772
c. Present what you learned about science to your class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC304778
d. Take a science test or quiz	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720564



5. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Identify questions that can be addressed through science experiments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720623
b. Design a science experiment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720634
c. Talk about measurements you took for your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720635
d. Talk about the results of your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720636
e. Watch your teacher do a science experiment or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720638
f. Make graphs or charts of the results from your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720639
g. Write about your science activities or projects (such as reports, science journals, or lab write-ups)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF633111

Section 4

VH142438

6. In this school year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments for science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC546453

7. In this school year, how often have you talked with your teacher about how you are doing in science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VH157884

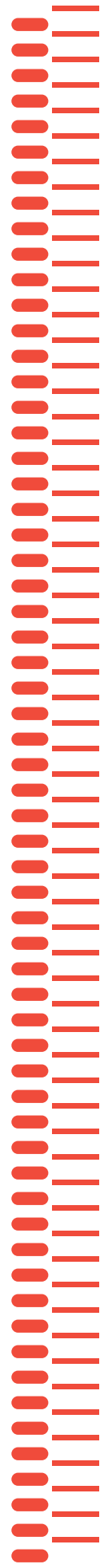
8. In this school year, how often have you used your school library or media center resources for science (such as books, magazines, computers, and audio-video materials)?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC546463

9. In this school year, how often have you used computers for science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day



VC315291

10. How often do you feel you can understand what the teacher talks about in science class?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

VC315294

12. How often do you feel you can do a good job on your science assignments?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

VC315292

11. How often do you feel you can do a good job on your science tests?

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

Section 4

VC305330

13. Please indicate how much you DISAGREE or AGREE with the following statements about science. Fill in **one** oval on each line.

- | | Strongly disagree | Disagree | Agree | Strongly agree | |
|---|-------------------|----------|-------|----------------|----------|
| a. I do science-related activities that are not for schoolwork. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC305348 |
| b. I like science. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC305350 |
| c. Science is one of my favorite subjects. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC305351 |
| d. I take science only because I have to. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC305352 |
| e. I need to do well in science to get the job I want. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142495 |
| f. I would like a job that involves using science. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142499 |

VF633128

14. In this school year, have you participated in any of the following activities? Fill in **one** oval on each line.

- | | Yes | No | |
|------------------------|-----|----|----------|
| a. Science fair | Ⓐ | Ⓑ | VF633132 |
| b. Science club | Ⓐ | Ⓑ | VF633134 |
| c. Science competition | Ⓐ | Ⓑ | VF633135 |

VF633304

VF633276

15. In this school year, have you visited a museum, zoo, or aquarium to learn about science on a school trip?

- Ⓐ Yes
- Ⓑ No

16. In this school year, have you visited a museum, zoo, or aquarium to learn about science that was **not** on a school trip?

- Ⓐ Yes
- Ⓑ No



VB595182

17. How hard was this test compared to most other tests you have taken this year in school?

- Ⓐ Easier than other tests
- Ⓑ About as hard as other tests
- Ⓒ Harder than other tests
- Ⓓ Much harder than other tests

VC034559

18. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- Ⓐ Not as hard as on other tests
- Ⓑ About as hard as on other tests
- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests

VB595184

19. How important was it to you to do well on this test?

- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important



Appendix F-1m: 2017 Cognitive Interviews Grade 8 Science

1. In your science class this year, how often have you done hands-on activities or projects with any of the following? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Very often	
a. Living things (for example, plants, animals, bacteria)	(A)	(B)	(C)	(D)	(E)	VH639072
b. Electricity (for example, circuits, batteries, and light bulbs)	(A)	(B)	(C)	(D)	(E)	VH639074
c. Chemicals (for example, mixing or dissolving sugar or salt in water)	(A)	(B)	(C)	(D)	(E)	VH639073
d. Rocks or minerals (for example, identifying types)	(A)	(B)	(C)	(D)	(E)	VH639077
e. Technology and engineering (for example, pulleys and levers)	(A)	(B)	(C)	(D)	(E)	VH639076
f. Magnifying glass or microscope (for looking at small things)	(A)	(B)	(C)	(D)	(E)	VH639075
g. Thermometer or barometer (for making measurements)	(A)	(B)	(C)	(D)	(E)	VH639078

2. In your science class this year, how often do you do each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Read from a science textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639313
b. Read a book or magazine about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639315
c. Use the Internet to learn about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639314
d. Watch a short video clip, movie, or video about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639312

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Describe the different procedures for heating or cooling a sample of water	(A)	(B)	(C)	(D)	(E)	VH638868
b. Design a model showing how the length of a vibrating string affects the motion of the waves that are produced	(A)	(B)	(C)	(D)	(E)	VH638870
c. Design an experiment to show how sunlight affects the growth of a type of plant	(A)	(B)	(C)	(D)	(E)	VH638872
d. Use evidence to show how one organism has helped the other to survive	(A)	(B)	(C)	(D)	(E)	VH638875
e. Use a food chain to show how the removal of one animal affects another	(A)	(B)	(C)	(D)	(E)	VH638876
f. Decide which tool to use if you want to measure wind speed	(A)	(B)	(C)	(D)	(E)	VH638883
g. Predict the season based on a graph that shows the 30-day average temperature	(A)	(B)	(C)	(D)	(E)	VH638885

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at science.	(A)	(B)	(C)	(D)	(E)	VH639080
b. I want to show others that science schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH639082
c. I want to look smart in comparison to the other students in my science class.	(A)	(B)	(C)	(D)	(E)	VH639084
d. I want to learn as much as possible in my science class.	(A)	(B)	(C)	(D)	(E)	VH639086
e. I want to become better in science this year.	(A)	(B)	(C)	(D)	(E)	VH639087
f. I want to understand as much as I can in my science class.	(A)	(B)	(C)	(D)	(E)	VH639089

5. How often do you participate in 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	
a. Carry out simple science-related projects with friends (for example, growing plants from beans or making sundials)	(A)	(B)	(C)	(D)	(E)	VH638970
b. Carry out advanced science-related projects with friends (for example, designing a model of a bridge, building simple rockets, or designing bird feeders)	(A)	(B)	(C)	(D)	(E)	VH638973
c. Volunteer with scientific researchers (for example, recording the types of plants or animals seen in a natural area, testing water samples in the neighborhood, helping a scientist in a lab)	(A)	(B)	(C)	(D)	(E)	VH638977
d. Write or blog about science topics	(A)	(B)	(C)	(D)	(E)	VH638983
e. Use scientific instruments (for example, telescopes, microscopes, scales)	(A)	(B)	(C)	(D)	(E)	VH638985
f. Read about science topics in books, magazines, or on digital devices	(A)	(B)	(C)	(D)	(E)	VH638987
g. Attend clubs or programs that include science activities	(A)	(B)	(C)	(D)	(E)	VH638988
h. Attend clubs or programs that include engineering activities (for example, build a robot, coding programs, etc.)	(A)	(B)	(C)	(D)	(E)	VH638991

6. This school year, how often did you do the following things in your science class? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Came up with research questions that could help explain how something works	(A)	(B)	(C)	(D)	(E)	VH639744
b. Made labeled drawings or models that explain why or how something happens	(A)	(B)	(C)	(D)	(E)	VH639749
c. Evaluated the quality of a set of tests that you use to answer a research question	(A)	(B)	(C)	(D)	(E)	VH639753
d. Used tables, graphs, or statistics to identify relationships between variables	(A)	(B)	(C)	(D)	(E)	VH639760
e. Used mathematical representations to explain or support scientific conclusions	(A)	(B)	(C)	(D)	(E)	VH639763
f. Used evidence from experiments and measurements of variables to explain why something happens	(A)	(B)	(C)	(D)	(E)	VH639765
g. Responded to disagreement about a scientific idea by using information you learned in class	(A)	(B)	(C)	(D)	(E)	VH639770
h. Combined information about science from multiple sources for an assignment	(A)	(B)	(C)	(D)	(E)	VH639777

7. In this school year, how often did you approach your teacher to talk about how you are doing in science?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always or almost always

8. How often do you understand what the teacher talks about in science class?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always or almost always

9. How often do you do a good job on your science tests?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Always or almost always

10. How often do you do a good job on your science assignments?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

Appendix F-1n: 2015 Operational Grade 12 Science

SECTION 4

This section has 23 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

VC305768

1. Which courses have you taken from eighth grade to the present?

If you have taken a course more than once, give the most recent year you took it. Fill in **one** oval on each line. **INCLUDE** courses taken in summer school, but **DO NOT INCLUDE** topics that were only taught as part of a longer course.

	Course not taken	I took this course in Grade 8	I took this course in Grade 9	I took this course in Grade 10	I took this course in Grade 11	I am taking or have taken this course in Grade 12	
a. Earth and space science	(A)	(B)	(C)	(D)	(E)	(F)	VC305813
b. Life science (other than biology)	(A)	(B)	(C)	(D)	(E)	(F)	VC305814
c. Physical science (other than chemistry or physics)	(A)	(B)	(C)	(D)	(E)	(F)	VC305815
d. General science	(A)	(B)	(C)	(D)	(E)	(F)	VC305817
e. First-year biology	(A)	(B)	(C)	(D)	(E)	(F)	VC305819
f. Second-year biology	(A)	(B)	(C)	(D)	(E)	(F)	VC305820
g. First-year chemistry	(A)	(B)	(C)	(D)	(E)	(F)	VC305821
h. Second-year chemistry	(A)	(B)	(C)	(D)	(E)	(F)	VC305822
i. First-year physics	(A)	(B)	(C)	(D)	(E)	(F)	VC305823
j. Second-year physics	(A)	(B)	(C)	(D)	(E)	(F)	VC305825
k. Engineering and technology	(A)	(B)	(C)	(D)	(E)	(F)	VC305826
l. Other science course	(A)	(B)	(C)	(D)	(E)	(F)	VC305829

Section 4

ID110276

2. Are you currently enrolled in or have you taken International Baccalaureate® courses in science?

- Ⓐ Yes
- Ⓑ No

VC304768

3. Are you currently enrolled in or have you taken any online science courses for high school or college credit?

- Ⓐ Yes
- Ⓑ No

ID110275

4. Are you currently enrolled in or have you taken an Advanced Placement course in science? Fill in ovals for **all** that apply.

- Ⓐ Yes, I am enrolled in or have taken Advanced Placement Biology.
- Ⓑ Yes, I am enrolled in or have taken Advanced Placement Environmental Science.
- Ⓒ Yes, I am enrolled in or have taken Advanced Placement Chemistry.
- Ⓓ Yes, I am enrolled in or have taken Advanced Placement Physics B or C.
- Ⓔ Yes, I am enrolled in or have taken Advanced Placement Computer Science A or AB.
- Ⓕ No, I have never taken an Advanced Placement science course.



VC305330

5. Please indicate how much you DISAGREE or AGREE with the following statements about science. Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. I do science-related activities that are not for schoolwork.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305348
b. I like science.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305350
c. Science is one of my favorite subjects.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305351
d. I take science only because I have to.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC305352
e. I need to do well in science to get the job I want.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142495
f. I would like a job that involves using science.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142499

VC720597

6. Are you currently taking a science course?

- A Yes → Go to Question 7.
- B No → Skip to Question 18.

VF633079

7. In your science class this year, how often have you done hands-on activities or projects with any of the following? Fill in **one** oval on each line.

	Never	Rarely	Sometimes	Often	
a. Living things (for example, plants, animals, bacteria)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633080
b. Electricity (for example, circuits, batteries, and light bulbs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633083
c. Chemicals (for example, mixing or dissolving sugar or salt in water)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633082
d. Rocks or minerals (for example, identifying types)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633087
e. Simple machines (for example, pulleys and levers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633086
f. Magnifying glass or microscope (for looking at small things)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633084
g. Thermometer or barometer (for making measurements)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633085

VC305292

8. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Read a science textbook, in class or at home	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC546510
b. Read a book or magazine about science topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VF633095
c. Use the Internet to learn about science topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VF633097
d. Watch a movie, video, or DVD about science topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VF633099

VC304769

9. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Discuss events in the news that are related to what you are learning in science class	(A)	(B)	(C)	(D)	(E)	VC304771
b. Work with other students on a science project or activity	(A)	(B)	(C)	(D)	(E)	VC304772
c. Present what you learned about science to your class	(A)	(B)	(C)	(D)	(E)	VC304778
d. Take a science test or quiz	(A)	(B)	(C)	(D)	(E)	VC720564

10. In your science class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a. Identify questions that can be addressed through science experiments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720623
b. Design a science experiment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720634
c. Talk about measurements you took for your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720635
d. Talk about the results of your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720636
e. Watch your teacher do a science experiment or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720638
f. Make graphs or charts of the results from your science project or activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC720639
g. Write about your science activities or projects (such as reports, science journals, or lab write-ups)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF633111

VH142438

11. In this school year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments for science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC546453

12. In this school year, how often have you talked with your teacher about how you are doing in science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VH157884

13. In this school year, how often have you used your school library or media center resources for science (such as books, magazines, computers, and audio-video materials)?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

VC546463

14. In this school year, how often have you used computers for science?

- Ⓐ Never or hardly ever
- Ⓑ Once every few weeks
- Ⓒ About once a week
- Ⓓ Two or three times a week
- Ⓔ Every day or almost every day

Section 4

15. How often do you feel you can understand what the teacher talks about in science class?

VC315291

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

17. How often do you feel you can do a good job on your science assignments?

VC315294

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

16. How often do you feel you can do a good job on your science tests?

VC315292

- Ⓐ Never or hardly ever
- Ⓑ Sometimes
- Ⓒ Often
- Ⓓ Always or almost always

18. In this school year, have you participated in any of the following activities? Fill in **one** oval on each line.

VF633128

a. Science fair

Yes

No

Ⓐ

Ⓑ

VF633132

b. Science club

Ⓐ

Ⓑ

VF633134

c. Science competition

Ⓐ

Ⓑ

VF633135



VF633304

19. In this school year, have you visited a museum, zoo, or aquarium to learn about science on a school trip?

- (A) Yes
- (B) No

VF633276

20. In this school year, have you visited a museum, zoo, or aquarium to learn about science that was **not** on a school trip?

- (A) Yes
- (B) No

VB595182

21. How hard was this test compared to most other tests you have taken this year in school?

- (A) Easier than other tests
- (B) About as hard as other tests
- (C) Harder than other tests
- (D) Much harder than other tests

VC034559

22. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- (A) Not as hard as on other tests
- (B) About as hard as on other tests
- (C) Harder than on other tests
- (D) Much harder than on other tests

VB595184

23. How important was it to you to do well on this test?

- (A) Not very important
- (B) Somewhat important
- (C) Important
- (D) Very important



Appendix F-1o: 2017 Cognitive Interviews Grade 12 Science

1. In your science class this year, how often have you done hands-on activities or projects with any of the following? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Very often	
a. Living things (for example, plants, animals, bacteria)	(A)	(B)	(C)	(D)	(E)	VH639072
b. Electricity (for example, circuits, batteries, and light bulbs)	(A)	(B)	(C)	(D)	(E)	VH639074
c. Chemicals (for example, mixing or dissolving sugar or salt in water)	(A)	(B)	(C)	(D)	(E)	VH639073
d. Rocks or minerals (for example, identifying types)	(A)	(B)	(C)	(D)	(E)	VH639077
e. Technology and engineering (for example, pulleys and levers)	(A)	(B)	(C)	(D)	(E)	VH639076
f. Magnifying glass or microscope (for looking at small things)	(A)	(B)	(C)	(D)	(E)	VH639075
g. Thermometer or barometer (for making measurements)	(A)	(B)	(C)	(D)	(E)	VH639078

2. In your science class this year, how often do you do each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Read from a science textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639313
b. Read a book or magazine about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639315
c. Use the Internet to learn about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639314
d. Watch a short video clip, movie, or video about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639312

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Describe the different procedures for heating or cooling a sample of water	(A)	(B)	(C)	(D)	(E)	VH638868
b. Design a model showing how the length of a vibrating string affects the motion of the waves that are produced	(A)	(B)	(C)	(D)	(E)	VH638870
c. Design an experiment to show how sunlight affects the growth of a type of plant	(A)	(B)	(C)	(D)	(E)	VH638872
d. Use evidence to show how one organism has helped the other to survive	(A)	(B)	(C)	(D)	(E)	VH638875
e. Use a food chain to show how the removal of one animal affects another	(A)	(B)	(C)	(D)	(E)	VH638876
f. Design an experiment that allows a fair test of how the growth of a plant is affected by light, water, and soil quality	(A)	(B)	(C)	(D)	(E)	VH638877
g. Create a diagram that shows how bees and plants both depend on one another for survival through pollination	(A)	(B)	(C)	(D)	(E)	VH638878
h. Describe how the combination of parental genes can result in different combinations of traits in their offspring, such as eye or hair color	(A)	(B)	(C)	(D)	(E)	VH638879
i. Decide which tool to use if you want to measure wind speed	(A)	(B)	(C)	(D)	(E)	VH638883
j. Predict the season based on a graph that shows the 30-day average temperature	(A)	(B)	(C)	(D)	(E)	VH638885

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at science.	(A)	(B)	(C)	(D)	(E)	VH639080
b. I want to show others that science schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH639082
c. I want to look smart in comparison to the other students in my science class.	(A)	(B)	(C)	(D)	(E)	VH639084
d. I want to learn as much as possible in my science class.	(A)	(B)	(C)	(D)	(E)	VH639086
e. I want to become better in science this year.	(A)	(B)	(C)	(D)	(E)	VH639087
f. I want to understand as much as I can in my science class.	(A)	(B)	(C)	(D)	(E)	VH639089

5. How often do you participate in 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	
a. Carry out simple science-related projects with friends (for example, growing plants from beans or making sundials)	(A)	(B)	(C)	(D)	(E)	VH638970
b. Carry out advanced science-related projects with friends (for example, designing a model of a bridge, building simple rockets, or designing bird feeders)	(A)	(B)	(C)	(D)	(E)	VH638973
c. Volunteer with scientific researchers (for example, recording the types of plants or animals seen in a natural area, testing water samples in the neighborhood, helping a scientist in a lab)	(A)	(B)	(C)	(D)	(E)	VH638977
d. Write or blog about science topics	(A)	(B)	(C)	(D)	(E)	VH638983
e. Use scientific instruments (for example, telescopes, microscopes, scales)	(A)	(B)	(C)	(D)	(E)	VH638985
f. Read about science topics in books, magazines, or on digital devices	(A)	(B)	(C)	(D)	(E)	VH638987
g. Attend clubs or programs that include science activities	(A)	(B)	(C)	(D)	(E)	VH638988
h. Attend clubs or programs that include engineering activities (for example, build a robot, coding programs, etc.)	(A)	(B)	(C)	(D)	(E)	VH638991

6. This school year, how often did you do the following things in your science class? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Came up with testable research questions, based on observation or investigation, that can explain how something works	(A)	(B)	(C)	(D)	(E)	VH639834
b. Made a detailed physical or computer simulated model to show how an outcome is based on several factors	(A)	(B)	(C)	(D)	(E)	VH639835
c. Evaluated the accuracy of a set of tests as part of a scientific investigation	(A)	(B)	(C)	(D)	(E)	VH639837
d. Evaluated the ethical concerns of a set of tests as part of a scientific investigation	(A)	(B)	(C)	(D)	(E)	VH639838
e. Used multiple kinds of tables, graphs, or statistics to identify relationships between variables	(A)	(B)	(C)	(D)	(E)	VH639840
f. Used sets of mathematical rules to explain or support scientific conclusions	(A)	(B)	(C)	(D)	(E)	VH639842
g. Used evidence from experiments, measurements of variables, and known scientific theories to explain why something happens	(A)	(B)	(C)	(D)	(E)	VH639843
h. Responded to disagreement about a scientific idea by pointing out facts and theories that support the idea	(A)	(B)	(C)	(D)	(E)	VH639845
i. Combined information about science from multiple sources for an assignment, placing more emphasis on the sources that provide more credible information	(A)	(B)	(C)	(D)	(E)	VH639848

7. How likely are you to pursue a career in science?

- Ⓐ Not at all likely
- Ⓑ Not likely
- Ⓒ Somewhat likely
- Ⓓ Quite likely
- Ⓔ Extremely likely

8. In this school year, have you done any of the following to learn about or prepare for a career in science? Select **one** answer choice on each row.

	Yes	No	
a. Attended a career fair	<input type="radio"/> A	<input type="radio"/> B	VH640739
b. Answered questions on a career test (for example, the Vocational Interest Inventory, the Career Interest Test, or the Strong Interest Inventory)	<input type="radio"/> A	<input type="radio"/> B	VH640746
c. Taken a science course in addition to what you need to graduate	<input type="radio"/> A	<input type="radio"/> B	VH640748
d. Learned about science-related careers on your own	<input type="radio"/> A	<input type="radio"/> B	VH640749
e. Learned about science-related college programs on your own	<input type="radio"/> A	<input type="radio"/> B	VH640750
f. Spoken with a guidance counselor or teacher about science-related careers	<input type="radio"/> A	<input type="radio"/> B	VH640754
g. Spoken with a guidance counselor or teacher about science-related college programs	<input type="radio"/> A	<input type="radio"/> B	VH640757
h. Spoken with a family member or family friend who works in a scientific field about his/her job	<input type="radio"/> A	<input type="radio"/> B	VH640758
i. Spoken with an adult at school who works in a scientific field about his/her job	<input type="radio"/> A	<input type="radio"/> B	VH640760
j. Shadowed a person who does science-related work at his/her job	<input type="radio"/> A	<input type="radio"/> B	VH640771
k. Worked as an intern or employee doing science-related work	<input type="radio"/> A	<input type="radio"/> B	VH640773
l. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH640776

9. In this school year, how often did you approach your teacher to talk about how you are doing in science?

- A Never or hardly ever
- B Once in a while
- C Sometimes
- D Often
- E Always or almost always

10. How often do you understand what the teacher talks about in science class?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

11. How often do you do a good job on your science tests?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

12. How often do you do a good job on your science assignments?

- Ⓐ Never or hardly ever
- Ⓑ Once in a while
- Ⓒ Sometimes
- Ⓓ Often
- Ⓔ Always or almost always

Appendix F-1p: 2017 Operational Grade 4 Writing

21. For school this year, how often do you write stories?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

22. For school this year, how often do you write reports?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

23. For school this year, how often do you write letters?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

24. For school this year, how often do you typically write for each of the following purposes? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. To explain something that you know or have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312245
b. To convince or persuade someone	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312246
c. To describe a real experience (for example, write about factual events or personal experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312247
d. To describe an imagined experience (for example, tell a fictional story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312248

25. For school this year, how often do you look for information on the Internet to include in your writing?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

26. In a day, about how much time do you spend writing **on paper** for school assignments?
- Ⓐ None
 - Ⓑ About 10 minutes
 - Ⓒ About 30 minutes
 - Ⓓ About 1 hour
 - Ⓔ More than 1 hour

27. In a day, about how much time do you spend writing **on a computer** for school assignments?
- Ⓐ None
 - Ⓑ About 10 minutes
 - Ⓒ About 30 minutes
 - Ⓓ About 1 hour
 - Ⓔ More than 1 hour

28. Which best describes the way you type on a keyboard?
- Ⓐ I don't know how to type using a keyboard.
 - Ⓑ I can type with one or two fingers, but I have to search for where the letter keys are.
 - Ⓒ I can type with one or two fingers, and I know where most of the letter keys are.
 - Ⓓ I can type with all ten fingers when I look at the keyboard.
 - Ⓔ I can type with all ten fingers without looking at the keyboard.
 - Ⓕ I type using a way other than both hands.

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain something in my writing	(A)	(B)	(C)	(D)	(E)	VH311982
b. Convince someone of something in my writing	(A)	(B)	(C)	(D)	(E)	VH616470
c. Tell an imaginary story in my writing	(A)	(B)	(C)	(D)	(E)	VH311984
d. Write a paper using correct grammar	(A)	(B)	(C)	(D)	(E)	VH315010

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to be a better writer than my classmates.	(A)	(B)	(C)	(D)	(E)	VH312048
b. I want my teacher to think I am a good writer.	(A)	(B)	(C)	(D)	(E)	VH312050
c. I want to have my classmates believe I can write well.	(A)	(B)	(C)	(D)	(E)	VH312043
d. I want to become a better writer.	(A)	(B)	(C)	(D)	(E)	VH312042
e. I want to improve how I express my ideas.	(A)	(B)	(C)	(D)	(E)	VH312038
f. I want to better organize my ideas when writing.	(A)	(B)	(C)	(D)	(E)	VH312051

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Writing is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH312353
b. Writing is easy for me.	(A)	(B)	(C)	(D)	(E)	VH312356
c. I enjoy expressing my thoughts in writing.	(A)	(B)	(C)	(D)	(E)	VH314723
d. I enjoy sharing my writing with others.	(A)	(B)	(C)	(D)	(E)	VH314733

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

days

33. How often do you write to your friends or family using a computer or other digital device (for example, writing e-mails, blog posts, text messages, instant messages, or personal web pages)?

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

Appendix F-1q: 2017 Operational Grade 8 Writing

25. In your English/language arts class this year, how often do you **practice** each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Using new vocabulary in writing	(A)	(B)	(C)	(D)	(E)	VH312801
b. Typing on a keyboard	(A)	(B)	(C)	(D)	(E)	VH312802
c. Organizing ideas in writing (for example, outlining the order of my ideas before writing, re-organizing my ideas when I revise)	(A)	(B)	(C)	(D)	(E)	VH312806
d. Writing for different audiences or readers	(A)	(B)	(C)	(D)	(E)	VH312807
e. Writing different forms of text (for example, an essay, letter, or story)	(A)	(B)	(C)	(D)	(E)	VH313344
f. Citing sources correctly in writing	(A)	(B)	(C)	(D)	(E)	VH313380
g. Improving writing by revising first drafts	(A)	(B)	(C)	(D)	(E)	VH313384
h. Using details to develop ideas in writing	(A)	(B)	(C)	(D)	(E)	VH313385

26. In your English/language arts class this year, how often do you get the following **writing** 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	
a. Assignments that you have to complete within one session	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311876
b. Assignments that you can work on over extended periods of time (for example, several class periods)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311881
c. Assignments that you have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312058
d. Assignments that you have to complete on a computer or other digital device	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH588405
e. Assignments of two or more pages (for example, a paper or report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312074

27. When you work on a **longer writing assignment** (for example, an assignment of two or more pages), how often do you typically do each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Organize my ideas before I write (for example, by creating an outline)	(A)	(B)	(C)	(D)	(E)	VH312137
b. Write a first draft	(A)	(B)	(C)	(D)	(E)	VH312140
c. Reread and revise my draft writing	(A)	(B)	(C)	(D)	(E)	VH312141
d. Use a spell-checker in word processing software	(A)	(B)	(C)	(D)	(E)	VH616556
e. Use a thesaurus or dictionary in word processing software	(A)	(B)	(C)	(D)	(E)	VH312795

28. For school this year, how often do you typically write for each of the following purposes? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. To explain something that you know or have read	(A)	(B)	(C)	(D)	(E)	VH312245
b. To convince or persuade someone	(A)	(B)	(C)	(D)	(E)	VH312246
c. To describe a real experience (for example, write about factual events or personal experiences)	(A)	(B)	(C)	(D)	(E)	VH312247
d. To describe an imagined experience (for example, tell a fictional story)	(A)	(B)	(C)	(D)	(E)	VH312248
e. To analyze (for example, collect and describe evidence for an issue or argument)	(A)	(B)	(C)	(D)	(E)	VH312250

29. During this school year, how often do you get **writing assignments of a paragraph or more** during each of the following classes? Select **one** answer choice on each row.

	I don't take this class.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. English/language arts class	(A)	(B)	(C)	(D)	(E)	(F)	VH312230
b. Social studies class such as history, civics, government, or geography	(A)	(B)	(C)	(D)	(E)	(F)	VH312231
c. Science class	(A)	(B)	(C)	(D)	(E)	(F)	VH312232
d. Mathematics class	(A)	(B)	(C)	(D)	(E)	(F)	VH312233

30. For school this year, how often do you use each of the following when you write a paper or report? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use the Internet to look for information to include in the paper or report	(A)	(B)	(C)	(D)	(E)	VH312325
b. Use a computer or other digital device to make changes to the paper or report (for example, spell-check or cut and paste)	(A)	(B)	(C)	(D)	(E)	VH312327
c. Use a computer or other digital device to complete your writing	(A)	(B)	(C)	(D)	(E)	VH312328

31. In your English/language arts class this year, how often do you use each of the following for writing? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Paper and pen/pencil	(A)	(B)	(C)	(D)	(E)	VH314232
b. Desktop or laptop computer (including Chromebooks)	(A)	(B)	(C)	(D)	(E)	VH588417
c. Tablet (for example, Surface Pro, iPad, Kindle Fire)	(A)	(B)	(C)	(D)	(E)	VH314235
d. Smartphone (for example, iPhone, Samsung Galaxy, HTC One)	(A)	(B)	(C)	(D)	(E)	VH592243

32. Which best describes the way you type on a keyboard?

- Ⓐ I don't know how to type using a keyboard.
- Ⓑ I can type with one or two fingers, but I have to search for where the letter keys are.
- Ⓒ I can type with one or two fingers, and I know where most of the letter keys are.
- Ⓓ I can type with all ten fingers when I look at the keyboard.
- Ⓔ I can type with all ten fingers without looking at the keyboard.
- Ⓕ I type using a way other than both hands.

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain something in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311982
b. Convince someone of something in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616470
c. Tell an imaginary story in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311984
d. Present a clear position in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311985
e. Support a position with reasons and examples in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311986

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Take different points of view into account in my persuasive writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311987
b. Write a paper using correct grammar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH315010
c. Write a paper without spelling mistakes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH315014
d. Choose words in my writing that will effectively communicate my ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH315032
e. Quickly come up with ideas about what to write for a timed writing task	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311954

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to be a better writer than my classmates.	(A)	(B)	(C)	(D)	(E)	VH312048
b. I want my teacher to think I am a good writer.	(A)	(B)	(C)	(D)	(E)	VH312050
c. I want to have my classmates believe I can write well.	(A)	(B)	(C)	(D)	(E)	VH312043
d. I want to become a better writer.	(A)	(B)	(C)	(D)	(E)	VH312042
e. I want to improve how I express my ideas.	(A)	(B)	(C)	(D)	(E)	VH312038
f. I want to better organize my ideas when writing.	(A)	(B)	(C)	(D)	(E)	VH312051

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Writing is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH312353
b. Writing is easy for me.	(A)	(B)	(C)	(D)	(E)	VH312356
c. I enjoy expressing my thoughts in writing.	(A)	(B)	(C)	(D)	(E)	VH314723
d. I enjoy sharing my writing with others.	(A)	(B)	(C)	(D)	(E)	VH314733

37. How often do you use each of the following for writing **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Paper and pen/pencil	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314383
b. Desktop or laptop computer (including Chromebooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH588431
c. Tablet (for example, Surface Pro, iPad, Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314386
d. Smartphone (for example, iPhone, Samsung Galaxy, HTC One)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH592889

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

days

39. During this school year, how often do you do each of the following **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice my keyboarding skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314701
b. Write journal entries or blog posts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616527
c. Get tutoring to improve my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314703
d. Help others with their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314708

Appendix F-1r: 2011 Operational Grade 12 Writing

SECTION 4

Section 4

This section has 16 questions. Select only **one** circle for each question except where instructed otherwise.

1. In a typical school day, about how much time do you spend on writing assignments of a paragraph or more during each of the following classes? The writing could be on paper or on a computer. Select **one** circle on each line.

VE087975

	I don't take this class.	0 minutes	Up to 15 minutes	Between 15 and 30 minutes	Between 30 and 60 minutes	More than 60 minutes	
a. English/language arts class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE087986
b. Social studies class such as history, civics, government, or geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE087989
c. Science class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE087992
d. Mathematics class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE087994

2. In a typical day, about how much time do you spend writing on your own and not for school—for example, writing stories or keeping a journal at home? The writing could be on paper or on a computer.

VE036761

- A 0 minutes
- B Up to 15 minutes
- C Between 15 and 30 minutes
- D Between 30 and 60 minutes
- E More than 60 minutes

Section 4

VE088001

3. How often do you write, in and out of school, for each of the following activities? Include only the writing that you do on paper. Select **one** circle on each line.

- | | Never or
hardly
ever | Once or
twice a
month | Once or
twice a
week | Every
day or
almost
every day | |
|--|----------------------------|-----------------------------|----------------------------|--|----------|
| a. Writing for school assignments (for example, reports, essays, or letters) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE088004 |
| b. Writing that is not part of your schoolwork | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE088005 |

VE126298

4. For school this year, how often do you write for each of the following purposes? The writing could be on paper or on a computer. Select **one** circle on each line.

- | | Never or
hardly
ever | A few
times a
year | Once or
twice a
month | At least
once a
week | |
|--|----------------------------|--------------------------|-----------------------------|----------------------------|----------|
| a. To explain something that you know or have read | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE126301 |
| b. To convince or persuade someone | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE126302 |
| c. To convey a real or imagined experience | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE126304 |



5. For school this year, how often do you write for each of the following audiences? The writing could be on paper or on a computer. Select **one** circle on each line. VE088007

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Family members	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088009
b. School officials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088012
c. Other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088013
d. Community organizations, government officials, or businesses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE450490

6. For school this year, how often do you write each of the following? The writing could be on paper or on a computer. Select **one** circle on each line. VE088022

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Informational essays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE107515
b. Letters	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088029
c. Speeches	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088030
d. Personal essays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088031
e. Stories	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088032
f. Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088033
g. Journal entries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088035
h. Book reviews	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE450485
i. Job applications or résumés	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088036
j. Explanations of how you solved a mathematics or science problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088037

Section 4

VE126329

7. Did you use the paper and pencil you were given to make notes, plan, or organize your writing for this test? Select **one** circle on each line.

Yes No

a. For the first writing task on this test

A

B

VE126345

b. For the second writing task on this test

A

B

VE126346

VE126358

8. Did you use the computer to make notes, plan, or organize your writing for this test? Select **one** circle on each line.

Yes No

a. For the first writing task on this test

A

B

VE126360

b. For the second writing task on this test

A

B

VE126361

VE036314

9. For school this year, how often do you use each of the following when you write a paper or report? Select **one** circle on each line.

Never or hardly ever Sometimes Very often Always or almost always

a. Use the Internet to look for information to include in the paper or report

A

B

C

D

VE036318

b. Use a computer from the beginning to write the paper or report (for example, use a computer to write the first draft)

A

B

C

D

VE036315

c. Use a computer to make changes to the paper or report (for example, spell-check or cut and paste)

A

B

C

D

VE036316

d. Use a computer to complete your writing

A

B

C

D

VE088274



VE088349

10. How often do you use a computer, in and out of school, for each of the following activities? Select **one** circle on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Writing for school assignments (for example, reports, essays, or letters)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE107503
b. Writing that is not part of your schoolwork	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE107504
c. Writing e-mails	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE107505
d. Writing using the Internet (for example, for blogs or personal web pages)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE107507

VE036713

11. In a typical week, about how many pages do you write for English/language arts homework?

- A None
- B Up to one page
- C One to three pages
- D Four to five pages
- E More than five pages

Section 4

VE035611

12. Please indicate how much you disagree or agree with the following statements about writing. Select **one** circle on each line.

Strongly disagree **Disagree** **Agree** **Strongly agree**

- a. Writing is one of my favorite activities. (A) (B) (C) (D) VE035613
- b. Writing allows me to express my ideas. (A) (B) (C) (D) VE035628

VE110951

13. If you had a choice, which of the following would you most prefer to write?

- (A) Stories
- (B) Letters or e-mails
- (C) Plays
- (D) Poems
- (E) Song lyrics
- (F) Comic books

VE401773

14. How hard was this test compared to most other tests you have taken this year in school?

- (A) Easier than other tests
- (B) About as hard as other tests
- (C) Harder than other tests
- (D) Much harder than other tests



VE401776

15. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- Ⓐ Not as hard as on other tests
- Ⓑ About as hard as on other tests
- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests

VE401779

16. How important was it to you to do well on this test?

- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important



Appendix F-1s: 2016 Pilot Grade 12 Writing

1. When you work on a **longer writing assignment** (for example, an assignment of two or more pages), how often do you typically do each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Organize my ideas before I write (for example, by creating an outline)	(A)	(B)	(C)	(D)	(E)	VH312137
b. Write a first draft	(A)	(B)	(C)	(D)	(E)	VH312140
c. Reread and revise my draft writing	(A)	(B)	(C)	(D)	(E)	VH312141
d. Use word processing software to revise my own writing (for example, to use the backspace key or cut, copy, and paste text using the computer keyboard)	(A)	(B)	(C)	(D)	(E)	VH312791
e. Use a spell-check in word processing software	(A)	(B)	(C)	(D)	(E)	VH312792
f. Use a thesaurus or dictionary in word processing software	(A)	(B)	(C)	(D)	(E)	VH312795

2. In your English/language arts class this year, how often do you get the following **writing** assignments? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Assignments that you have to complete under a strict time limit	(A)	(B)	(C)	(D)	(E)	VH311859
b. Assignments that you have to complete within one session	(A)	(B)	(C)	(D)	(E)	VH311876
c. Assignments that you can work on over extended periods of time (for example, several class periods)	(A)	(B)	(C)	(D)	(E)	VH311881
d. Assignments that you have to complete together with other students	(A)	(B)	(C)	(D)	(E)	VH312058
e. Assignments that you have to complete on a desktop or laptop computer	(A)	(B)	(C)	(D)	(E)	VH312062
f. Assignments of two or more pages (for example, a paper or report)	(A)	(B)	(C)	(D)	(E)	VH312074

3. In your English/language arts class this year, how often do you **practice** each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Using correct grammar in writing	(A)	(B)	(C)	(D)	(E)	VH312797
b. Using new vocabulary in writing	(A)	(B)	(C)	(D)	(E)	VH312801
c. Typing on a keyboard	(A)	(B)	(C)	(D)	(E)	VH312802
d. Using word processing software to edit and revise text	(A)	(B)	(C)	(D)	(E)	VH312803
e. Organizing ideas in writing (for example, outlining the order of my ideas before writing, re-organizing my ideas when I revise)	(A)	(B)	(C)	(D)	(E)	VH312806
f. Writing for different audiences or readers	(A)	(B)	(C)	(D)	(E)	VH312807
g. Writing for different purposes (for example, writing to persuade or writing to explain)	(A)	(B)	(C)	(D)	(E)	VH312808
h. Writing different forms of text (for example, an essay, letter, or story)	(A)	(B)	(C)	(D)	(E)	VH313344
i. Citing sources correctly in writing	(A)	(B)	(C)	(D)	(E)	VH313380
j. Improving writing by revising first drafts	(A)	(B)	(C)	(D)	(E)	VH313384
k. Using details to develop ideas in writing	(A)	(B)	(C)	(D)	(E)	VH313385

4. In your English/language arts class this year, how often do you use each of the following for writing? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Paper and pen/pencil	(A)	(B)	(C)	(D)	(E)	VH314232
b. Desktop or laptop computer	(A)	(B)	(C)	(D)	(E)	VH314234
c. Tablet (for example, Surface Pro, iPad, Kindle Fire)	(A)	(B)	(C)	(D)	(E)	VH314235
d. Other digital device (Please specify): _____	(A)	(B)	(C)	(D)	(E)	VH314238

5. How often do you use each of the following for writing **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Paper and pen/pencil	(A)	(B)	(C)	(D)	(E)	VH314383
b. Desktop or laptop computer	(A)	(B)	(C)	(D)	(E)	VH314385
c. Tablet (for example, Surface Pro, iPad, Kindle Fire)	(A)	(B)	(C)	(D)	(E)	VH314386
d. Other digital device (Please specify): _____	(A)	(B)	(C)	(D)	(E)	VH314387

6. During this school year, how often do you do each of the following **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Participate in online discussions on a website (for example, in forums or social networks)	(A)	(B)	(C)	(D)	(E)	VH314694
b. Write for a blog, website, or online newspaper	(A)	(B)	(C)	(D)	(E)	VH314695
c. Practice my keyboarding skills	(A)	(B)	(C)	(D)	(E)	VH314701
d. Write journal entries	(A)	(B)	(C)	(D)	(E)	VH314702
e. Get tutoring to improve my writing	(A)	(B)	(C)	(D)	(E)	VH314703
f. Help others with their writing	(A)	(B)	(C)	(D)	(E)	VH314708
g. Engage in other writing activities outside of school (Please specify): _____	(A)	(B)	(C)	(D)	(E)	VH314715

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

days

8. In a typical school week, on about how many days do you get **writing assignments of a paragraph or more** during each of the following classes? Fill in a number **between 0 and 5** on each row.

English/language arts class ____ days

Social studies class such as history, civics, government, or geography ____ days

Science class ____ days

Mathematics class ____ days

9. During this school year, how often do you get **writing assignments of a paragraph or more** during each of the following classes? Select **one** answer choice on each row.

	I don't take this class.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. English/language arts class	(A)	(B)	(C)	(D)	(E)	(F)	VH312230
b. Social studies class such as history, civics, government, or geography	(A)	(B)	(C)	(D)	(E)	(F)	VH312231
c. Science class	(A)	(B)	(C)	(D)	(E)	(F)	VH312232
d. Mathematics class	(A)	(B)	(C)	(D)	(E)	(F)	VH312233

10. For school this year, how often do you typically write for each of the following purposes? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. To explain something that you know or have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312245
b. To convince or persuade someone	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312246
c. To describe a real experience (for example, write about factual events or personal experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312247
d. To describe an imagined experience (for example, tell a fictional story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312248
e. To summarize (for example, write a summary of a longer text or story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312249
f. To analyze (for example, collect and describe evidence for an issue or argument)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312250

11. For school this year, how often do you write for each of the following purposes? The writing could be on paper or on a computer. Select **one** answer choice on each row.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. To explain something that you know or have read	(A)	(B)	(C)	(D)	VH242614
b. To convince or persuade someone	(A)	(B)	(C)	(D)	VH242615
c. To convey a real or imagined experience	(A)	(B)	(C)	(D)	VH242616

12. For school this year, how often do you use each of the following when you write a paper or report? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use the Internet to look for information to include in the paper or report	(A)	(B)	(C)	(D)	(E)	VH312325
b. Use a computer or other digital device from the beginning to write the paper or report (for example, use a computer to write the first draft and final draft)	(A)	(B)	(C)	(D)	(E)	VH312326
c. Use a computer or other digital device to make changes to the paper or report (for example, spell-check or cut and paste)	(A)	(B)	(C)	(D)	(E)	VH312327
d. Use a computer or other digital device to complete your writing	(A)	(B)	(C)	(D)	(E)	VH312328

13. For school this year, how often do you use each of the following when you write a paper or report? Select **one** answer choice on each row.

	Never or hardly ever	Sometimes	Very often	Always or almost always	
a. Use the Internet to look for information to include in the paper or report	(A)	(B)	(C)	(D)	VH242653
b. Use a computer from the beginning to write the paper or report (for example, use a computer to write the first draft)	(A)	(B)	(C)	(D)	VH242651
c. Use a computer to make changes to the paper or report (for example, spell-check or cut and paste)	(A)	(B)	(C)	(D)	VH242654
d. Use a computer to complete your writing	(A)	(B)	(C)	(D)	VH242652

14. In a typical week, how many pages are you assigned to write **for homework** in each of the following subjects? Select **one** answer choice on each row.

	I don't take this class.	None	Up to one page	One to three pages	Four to five pages	More than five pages	
a. English/language arts	(A)	(B)	(C)	(D)	(E)	(F)	VH312340
b. Social studies	(A)	(B)	(C)	(D)	(E)	(F)	VH312341
c. Science	(A)	(B)	(C)	(D)	(E)	(F)	VH312342
d. Mathematics	(A)	(B)	(C)	(D)	(E)	(F)	VH312343

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Write a paper using correct grammar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH315010
b. Write a paper without spelling mistakes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH315014
c. Write clear and complete sentences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH315016
d. Choose words in my writing that will effectively communicate my ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH315032
e. Judge the reliability of an online source for use in my writing (for example, whether a source from the Internet is biased)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312010
f. Cite others for their ideas in my writing (for example, citing sources, providing the references I used in my reports)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH312011

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create an outline prior to writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311951
b. Write a well-organized essay with an introduction, body, and conclusion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311952
c. Write a paragraph with a clear topic sentence	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311953
d. Quickly come up with ideas about what to write for a timed writing task	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311954
e. Start an essay with a clear introduction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311956
f. End an essay with a strong conclusion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311957
g. Complete a first draft of an essay within a class period	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311958

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain something in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311982
b. Convince someone about something in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311983
c. Tell an imaginary story in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311984
d. Present a clear position in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311985
e. Support a position with reasons and examples in my writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311986
f. Take different points of view into account in my persuasive writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH311987

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to improve how I express my ideas.	(A)	(B)	(C)	(D)	(E)	VH312038
b. I want to keep people from thinking I'm a poor writer.	(A)	(B)	(C)	(D)	(E)	VH312039
c. I want to get a good grade in the class.	(A)	(B)	(C)	(D)	(E)	VH312040
d. I want to hide that I have a hard time writing.	(A)	(B)	(C)	(D)	(E)	VH312041
e. I want to become a better writer.	(A)	(B)	(C)	(D)	(E)	VH312042
f. I want to have my classmates believe I can write well.	(A)	(B)	(C)	(D)	(E)	VH312043
g. I want to pass my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH312044
h. I want to avoid making mistakes in front of my classmates.	(A)	(B)	(C)	(D)	(E)	VH312045
i. I want to be a better writer than my classmates.	(A)	(B)	(C)	(D)	(E)	VH312048
j. I want to hide how nervous I am about writing.	(A)	(B)	(C)	(D)	(E)	VH312049
k. I want my teacher to think I am a good writer.	(A)	(B)	(C)	(D)	(E)	VH312050
l. I want to better organize my ideas when writing.	(A)	(B)	(C)	(D)	(E)	VH312051

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Writing is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH312353
b. Writing is easy for me.	(A)	(B)	(C)	(D)	(E)	VH312356
c. I don't like to write.	(A)	(B)	(C)	(D)	(E)	VH312358
d. I enjoy expressing my thoughts in writing.	(A)	(B)	(C)	(D)	(E)	VH314723
e. I try to avoid writing as much as possible.	(A)	(B)	(C)	(D)	(E)	VH314729
f. I enjoy sharing my writing with others.	(A)	(B)	(C)	(D)	(E)	VH314733

20. Which best describes the way you type on a keyboard?

- (A) I don't know how to type using a keyboard.
- (B) I have to search for where the letter keys are.
- (C) I know where most of the letter keys are.
- (D) I can type without looking at the keyboard.
- (E) I type using a way other than both hands.

21. Which best describes the way you type on a keyboard?

- (A) I don't know how to type using a keyboard.
- (B) I can type with one or two fingers, but I have to search for where the letter keys are.
- (C) I can type with one or two fingers, and I know where most of the letter keys are.
- (D) I can type with all ten fingers when I look at the keyboard.
- (E) I can type with all ten fingers without looking at the keyboard.
- (F) I type using a way other than both hands.

VH242642

22. Did you use the paper and pencil you were given to make notes, plan, or organize your writing for this test? Select **one** answer choice on each row.

	Yes	No	
a. For the first writing task on this test	<input type="radio"/> A	<input type="radio"/> B	VH242643
b. For the second writing task on this test	<input type="radio"/> A	<input type="radio"/> B	VH242645

VH242646

23. Did you use the computer to make notes, plan, or organize your writing for this test? Select **one** answer choice on each row.

	Yes	No	
a. For the first writing task on this test	<input type="radio"/> A	<input type="radio"/> B	VH242647
b. For the second writing task on this test	<input type="radio"/> A	<input type="radio"/> B	VH242649

VH240001

24. How hard was this test compared to most other tests you have taken this year in school?

- A Easier than other tests
- B About as hard as other tests
- C Harder than other tests
- D Much harder than other tests

VH240002

25. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- A Not as hard as on other tests
- B About as hard as on other tests
- C Harder than on other tests
- D Much harder than on other tests

VH240003

26. How important was it to you to do well on this test?

- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important

VH260313

27. How easy or difficult was this test?

- Ⓐ Extremely difficult
- Ⓑ Quite difficult
- Ⓒ Somewhat difficult
- Ⓓ Somewhat easy
- Ⓔ Quite easy
- Ⓕ Extremely easy

VH337141

28. How similar were the questions on this test to the questions on your **writing** quizzes and tests at school?

- Ⓐ Not similar at all
- Ⓑ Not similar
- Ⓒ Somewhat similar
- Ⓓ Quite similar
- Ⓔ Extremely similar

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

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
a. I applied a lot of effort to succeed on this test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH260334
b. Taking this test was stressful.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH260335
c. Taking this test was challenging.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH260336
d. I felt time pressure when taking this test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH260338

30. How much effort did you apply to succeed on this test?

- Ⓐ No effort at all
- Ⓑ Very little effort
- Ⓒ Some effort
- Ⓓ Quite a bit of effort
- Ⓔ A lot of effort

31. How stressful was taking this test?

- Ⓐ Not stressful at all
- Ⓑ A little stressful
- Ⓒ Somewhat stressful
- Ⓓ Quite stressful
- Ⓔ Extremely stressful

32. How challenging was taking this test?

- Ⓐ Not challenging at all
- Ⓑ A little challenging
- Ⓒ Somewhat challenging
- Ⓓ Quite challenging
- Ⓔ Extremely challenging

33. How much time pressure did you feel when taking this test?

- Ⓐ No time pressure at all
- Ⓑ A little bit of time pressure
- Ⓒ Some time pressure
- Ⓓ Quite a bit of time pressure
- Ⓔ A lot of time pressure

Appendix F-1t: 2017 Pilot Grade 8 Civics

1. 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.	
a. 5th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH457393
b. 6th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH457394
c. 7th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH457396
d. 8th grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH457397

2. 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	
a. The United States Constitution	(A)	(B)	(C)	(D)	(E)	VH457358
b. The three branches of the United States government (executive, judicial, and legislative branches)	(A)	(B)	(C)	(D)	(E)	VH457359
c. How laws are made	(A)	(B)	(C)	(D)	(E)	VH457363
d. Political parties, elections, and voting	(A)	(B)	(C)	(D)	(E)	VH457366
e. State government and local government	(A)	(B)	(C)	(D)	(E)	VH457367
f. Other countries' governments (for example, their structure, how they are run, or interactions with the United States)	(A)	(B)	(C)	(D)	(E)	VH457368
g. International organizations (for example, the United Nations, World Bank, or World Health Organization)	(A)	(B)	(C)	(D)	(E)	VH457369
h. Current political and social issues	(A)	(B)	(C)	(D)	(E)	VH457372

3. During this school year, how often do you do each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read material from a civics and/or United States government textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457410
b. Read extra material about civics and/or United States government not in the regular textbook (for example, newspapers, magazines, or online sources)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457411
c. Discuss material about civics and/or United States government with peers or teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457413
d. Conduct research about civics and/or United States government topics (for example, in a library or through interviews or observations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457415
e. Listen to or watch movies, videos, or online content about civics and/or United States government topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457417

4. During this school year so far, how often have you done each of the following? Select **one** answer choice on each row.

	Never	Once	Two or three times	Four or five times	More than five times	
a. Gone on class field trips to learn about civics and/or United States government topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457429
b. Given class presentations on civics and/or United States government topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457430
c. Written about your opinion on a community problem or social issue (for example, in a letter, e-mail, or blog post)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457486
d. Taken part in political debates or panel discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457487
e. Taken part in role-playing, mock trials, or dramas about civics and/or United States government topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457489

5. During this school year, how often do you do each of the following when you study civics and/or United States government? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Study the roles and functions of the three branches of the United States government	(A)	(B)	(C)	(D)	(E)	VH457503
b. Study the rights and responsibilities of United States citizens	(A)	(B)	(C)	(D)	(E)	VH457504
c. Examine how the United States influences and is influenced by events in other countries	(A)	(B)	(C)	(D)	(E)	VH457505
d. Compare the roles and responsibilities of local, state, and national governments in the United States	(A)	(B)	(C)	(D)	(E)	VH457506
e. Study why it is important to pay attention to the political process and government	(A)	(B)	(C)	(D)	(E)	VH457508
f. Study why it is important for individuals to participate in the political process and government	(A)	(B)	(C)	(D)	(E)	VH457510
g. Support an opinion about an issue or problem with reasons and examples	(A)	(B)	(C)	(D)	(E)	VH457524
h. Discuss the political process and government with others	(A)	(B)	(C)	(D)	(E)	VH457525

6. 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	
a. Organize information about civics and/or United States government topics by creating tables, charts, or graphs	(A)	(B)	(C)	(D)	(E)	VH457548
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)	VH457549
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)	VH457550
d. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	(A)	(B)	(C)	(D)	(E)	VH457551

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Civics and/or United States government are my favorite topics to study.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457560
b. Schoolwork about civics and/or United States government is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457561
c. I enjoy doing schoolwork about civics and/or United States government.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457563
d. I enjoy discussing civics and/or United States government topics with others.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457570
e. I think that civics and/or United States government schoolwork helps me understand what is happening in the world around me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457571
f. I think that learning about civics and/or United States government topics will be important for my future.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457572

8. During this school year, how often do you do each of the following **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read about current political events in the media	(A)	(B)	(C)	(D)	(E)	VH457769
b. Watch movies, videos, and/or TV programs about current political events	(A)	(B)	(C)	(D)	(E)	VH457770
c. Communicate with government officials (for example, mayor, council member, or governor) about an issue or problem	(A)	(B)	(C)	(D)	(E)	VH457772
d. Participate in volunteer activities in your community	(A)	(B)	(C)	(D)	(E)	VH457773
e. Talk about the political process and government with others	(A)	(B)	(C)	(D)	(E)	VH457775
f. Discuss current political events or issues with others (for example, people in my home or friends)	(A)	(B)	(C)	(D)	(E)	VH457776

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I believe I can make a difference in my community.	(A)	(B)	(C)	(D)	(E)	VH457831
b. By working with others in the community, I can help make things better.	(A)	(B)	(C)	(D)	(E)	VH457832
c. Being actively involved in community issues is my responsibility.	(A)	(B)	(C)	(D)	(E)	VH457833
d. Being concerned about state and local issues is an important responsibility for everybody.	(A)	(B)	(C)	(D)	(E)	VH457834
e. I have good ideas for programs and projects that would help solve problems in my community.	(A)	(B)	(C)	(D)	(E)	VH457835
f. Three years from now, I expect to be involved in improving my community.	(A)	(B)	(C)	(D)	(E)	VH457836

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain the roles and functions of the three branches of the United States government	(A)	(B)	(C)	(D)	(E)	VH457878
b. Explain the rights and responsibilities of United States citizens	(A)	(B)	(C)	(D)	(E)	VH457879
c. Explain how the United States influences and is influenced by events in other countries	(A)	(B)	(C)	(D)	(E)	VH457880
d. Compare the roles and responsibilities of local, state, and national governments in the United States	(A)	(B)	(C)	(D)	(E)	VH457882
e. Explain why it is important to pay attention to the political process and government	(A)	(B)	(C)	(D)	(E)	VH457884
f. Explain why it is important for individuals to participate in the political process and government	(A)	(B)	(C)	(D)	(E)	VH457885

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Support an opinion about an issue or problem with reasons and examples	(A)	(B)	(C)	(D)	(E)	VH457896
b. Discuss the political process and government with others	(A)	(B)	(C)	(D)	(E)	VH457897
c. Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, or environmental conservation)	(A)	(B)	(C)	(D)	(E)	VH457904
d. Form an effective plan for addressing social issues	(A)	(B)	(C)	(D)	(E)	VH457905

12. When you study civics and/or United States government, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good student.	(A)	(B)	(C)	(D)	(E)	VH565610
b. I want to show others that my schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH565611
c. I want to look smart in comparison to the other students in my class.	(A)	(B)	(C)	(D)	(E)	VH565612
d. I want to get better grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH565613

13. When you study civics and/or United States government, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my class.	(A)	(B)	(C)	(D)	(E)	VH565705
b. I want to master a lot of new skills in my class.	(A)	(B)	(C)	(D)	(E)	VH565706
c. I want to become a better student this year.	(A)	(B)	(C)	(D)	(E)	VH565708
d. I want to get good grades in my schoolwork.	(A)	(B)	(C)	(D)	(E)	VH565709
e. I want to understand as much as I can in my class.	(A)	(B)	(C)	(D)	(E)	VH565710

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good civics and/or United States government student.	(A)	(B)	(C)	(D)	(E)	VH565719
b. I want to show others that my civics and/or United States government schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH565720
c. I want to look smart in comparison to the other students in my social studies, civics, and/or United States government class.	(A)	(B)	(C)	(D)	(E)	VH565721
d. I want to get better civics and/or United States government grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH565722

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about civics and/or United States government in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH565729
b. I want to master a lot of new civics and/or United States government skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH565730
c. I want to become a better civics and/or United States government student this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH565732
d. I want to get good grades in my civics and/or United States government schoolwork.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH565734
e. I want to understand as much as I can about civics and/or United States government in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH565735

16. How often do you receive help from a tutor, family member, or friend with social studies **outside of school or after school**?

- Ⓐ 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

17. In your social studies class this year, how often do you get the following assignments? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons	
a. Assignments that you have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457532
b. Short written responses (for example, a paragraph or less)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457533
c. Assignments that use different forms of media (for example, photos, videos, or music)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457534
d. Long written responses (for example, several paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457540
e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457542

18. Approximately how many hours a day do you spend on your **social studies** homework?

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

19. In your social studies class this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I came to my social studies class prepared.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457921
b. I remembered and followed directions from my social studies teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457922
c. I started working on social studies assignments right away rather than waiting until the last minute.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457923
d. I paid attention and resisted distractions during social studies class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457924
e. I stayed on task without reminders from my social studies teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457925

Appendix F-1u: 2017 Pilot Grade 8 Geography

1. 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.	
a. 5th grade	(A)	(B)	(C)	(D)	VH459043
b. 6th grade	(A)	(B)	(C)	(D)	VH459044
c. 7th grade	(A)	(B)	(C)	(D)	VH459045
d. 8th grade	(A)	(B)	(C)	(D)	VH459046

2. 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	
a. Using physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes	(A)	(B)	(C)	(D)	(E)	VH459049
b. Natural resources (for example, oil, forests, or water)	(A)	(B)	(C)	(D)	(E)	VH459050
c. Countries and cultures	(A)	(B)	(C)	(D)	(E)	VH459051
d. Environmental issues (for example, pollution, recycling, climate change, or genetically modified food)	(A)	(B)	(C)	(D)	(E)	VH459052

3. During this school year, how often do you do each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read material from a geography textbook	(A)	(B)	(C)	(D)	(E)	VH459128
b. Read extra material about geography not in the regular textbook (for example, newspapers, magazines, or online sources)	(A)	(B)	(C)	(D)	(E)	VH459129
c. Discuss material about geography with peers or teachers	(A)	(B)	(C)	(D)	(E)	VH459130
d. Conduct research about geography topics (for example, in a library or through interviews or observations)	(A)	(B)	(C)	(D)	(E)	VH459134
e. Listen to or watch movies, videos, or online content about geography topics	(A)	(B)	(C)	(D)	(E)	VH459135

4. During this school year so far, how often have you done each of the following? Select **one** answer choice on each row.

	Never	Once	Two or three times	Four or five times	More than five times	
a. Gone on class field trips to learn about geography topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459148
b. Given class presentations on geography topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459149
c. Written about your opinion on geographic problems or issues (for example, in a letter, e-mail, or blog post)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459156
d. Taken part in environmental debates or panel discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459157

5. During this school year, how often do you do each of the following when you study geography? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	(A)	(B)	(C)	(D)	(E)	VH459163
b. Examine how natural features of the Earth (for example, rivers or mountains) are formed	(A)	(B)	(C)	(D)	(E)	VH459165
c. Measure distances and sizes of areas on maps	(A)	(B)	(C)	(D)	(E)	VH459168
d. Examine what makes different regions in the United States unique	(A)	(B)	(C)	(D)	(E)	VH459169
e. Examine why groups of people migrate to different parts of the world	(A)	(B)	(C)	(D)	(E)	VH459183
f. Examine how humans affect the natural environment	(A)	(B)	(C)	(D)	(E)	VH459184
g. Examine how humans adjust to the natural environment	(A)	(B)	(C)	(D)	(E)	VH602888
h. Examine why different food and energy resources are traded globally	(A)	(B)	(C)	(D)	(E)	VH459185
i. Use geographic information (for example, maps, satellite images, or population data) to answer a question or solve a problem	(A)	(B)	(C)	(D)	(E)	VH459188

6. 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	
a. Use games or apps in which you play a role (for example, an explorer, geographer, or historian)	(A)	(B)	(C)	(D)	(E)	VH459265
b. Organize information about geography topics by creating tables, charts, or graphs	(A)	(B)	(C)	(D)	(E)	VH459268
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)	VH459269
d. Participate in online discussions about geography on a website (for example, in forums or social media)	(A)	(B)	(C)	(D)	(E)	VH459270
e. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	(A)	(B)	(C)	(D)	(E)	VH459271

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Geography is one of my favorite subjects to study.	(A)	(B)	(C)	(D)	(E)	VH459276
b. Schoolwork about geography is easy for me.	(A)	(B)	(C)	(D)	(E)	VH459277
c. I enjoy doing schoolwork about geography.	(A)	(B)	(C)	(D)	(E)	VH459280
d. I enjoy discussing geography topics with others.	(A)	(B)	(C)	(D)	(E)	VH459283
e. I think that geography schoolwork helps me understand what is happening in the world around me.	(A)	(B)	(C)	(D)	(E)	VH459284
f. I think that learning about geography topics will be important for my future.	(A)	(B)	(C)	(D)	(E)	VH459285

8. During this school year, how often do you do each of the following **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Use online maps (for example, Google Maps, MapQuest, or Bing Maps)	(A)	(B)	(C)	(D)	(E)	VH459293
b. Read about geographic issues	(A)	(B)	(C)	(D)	(E)	VH459295
c. Give friends or family directions on how to get somewhere	(A)	(B)	(C)	(D)	(E)	VH459297
d. Look up geographic information in books or on the web	(A)	(B)	(C)	(D)	(E)	VH459298
e. Travel to places outside of your town	(A)	(B)	(C)	(D)	(E)	VH459299
f. Talk to friends or family about geographic topics	(A)	(B)	(C)	(D)	(E)	VH459300

9. How often do you receive help from a tutor, family member, or friend with social studies **outside of school or after school**?

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	(A)	(B)	(C)	(D)	(E)	VH459342
b. Describe how natural features of the Earth (for example, rivers or mountains) are formed	(A)	(B)	(C)	(D)	(E)	VH459344
c. Measure distances and sizes of areas on maps	(A)	(B)	(C)	(D)	(E)	VH459345
d. Describe what makes different regions in the United States unique	(A)	(B)	(C)	(D)	(E)	VH459346
e. Explain why groups of people migrate to different parts of the world	(A)	(B)	(C)	(D)	(E)	VH459357
f. Explain how humans affect the natural environment	(A)	(B)	(C)	(D)	(E)	VH459358
g. Explain how humans adjust to the natural environment	(A)	(B)	(C)	(D)	(E)	VH602980
h. Explain why different food and energy resources are traded globally	(A)	(B)	(C)	(D)	(E)	VH459359
i. Use geographic information (for example, maps, satellite images, or population data) to answer a question or solve a problem	(A)	(B)	(C)	(D)	(E)	VH459361

11. In your social studies class this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I came to my social studies class prepared.	(A)	(B)	(C)	(D)	(E)	VH457921
b. I remembered and followed directions from my social studies teacher.	(A)	(B)	(C)	(D)	(E)	VH457922
c. I started working on social studies assignments right away rather than waiting until the last minute.	(A)	(B)	(C)	(D)	(E)	VH457923
d. I paid attention and resisted distractions during social studies class.	(A)	(B)	(C)	(D)	(E)	VH457924
e. I stayed on task without reminders from my social studies teacher.	(A)	(B)	(C)	(D)	(E)	VH457925

12. When you study geography, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good student.	(A)	(B)	(C)	(D)	(E)	VH565898
b. I want to show others that my schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH565899
c. I want to look smart in comparison to the other students in my class.	(A)	(B)	(C)	(D)	(E)	VH565903
d. I want to get better grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH565901

13. When you study geography, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my class.	(A)	(B)	(C)	(D)	(E)	VH565908
b. I want to master a lot of new skills in my class.	(A)	(B)	(C)	(D)	(E)	VH565909
c. I want to become a better student this year.	(A)	(B)	(C)	(D)	(E)	VH565911
d. I want to get good grades in my schoolwork.	(A)	(B)	(C)	(D)	(E)	VH565912
e. I want to understand as much as I can in my class.	(A)	(B)	(C)	(D)	(E)	VH565910

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good geography student.	(A)	(B)	(C)	(D)	(E)	VH565917
b. I want to show others that my geography schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH565918
c. I want to look smart in comparison to the other students in my social studies or geography class.	(A)	(B)	(C)	(D)	(E)	VH565922
d. I want to get better geography grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH565920

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about geography in my class.	(A)	(B)	(C)	(D)	(E)	VH565927
b. I want to master a lot of new geography skills in my class.	(A)	(B)	(C)	(D)	(E)	VH565928
c. I want to become a better geography student this year.	(A)	(B)	(C)	(D)	(E)	VH565930
d. I want to get good grades in my geography schoolwork.	(A)	(B)	(C)	(D)	(E)	VH565931
e. I want to understand as much as I can about geography in my class.	(A)	(B)	(C)	(D)	(E)	VH565929

16. In your social studies class this year, how often do you get the following assignments? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons	
a. Assignments that you have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457532
b. Short written responses (for example, a paragraph or less)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457533
c. Assignments that use different forms of media (for example, photos, videos, or music)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457534
d. Long written responses (for example, several paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457540
e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457542

17. Approximately how many hours a day do you spend on your **social studies** homework?

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

Appendix F-1v: 2017 Pilot Grade 8 U.S. History

1. 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.	
a. 5th grade	(A)	(B)	(C)	(D)	VH459699
b. 6th grade	(A)	(B)	(C)	(D)	VH459700
c. 7th grade	(A)	(B)	(C)	(D)	VH459701
d. 8th grade	(A)	(B)	(C)	(D)	VH459702

2. In your social studies class this year, how much have you studied the following periods of United States history? Select **one** answer choice on each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. The period before 1815 (for example, age of exploration, colonization, settlement, or American Revolution)	(A)	(B)	(C)	(D)	(E)	VH459720
b. 1815 to 1865 (for example, expansion, reform, sectionalism, or the Civil War)	(A)	(B)	(C)	(D)	(E)	VH459721
c. 1865 to 1945 (for example, 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)	VH459722
d. 1945 to the present (for example, the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	(A)	(B)	(C)	(D)	(E)	VH459723

3. During this school year, how often do you do each of the following? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read material from a United States history textbook	(A)	(B)	(C)	(D)	(E)	VH459756
b. Read extra material about United States history not in the regular textbook (for example, newspapers, magazines, or online sources)	(A)	(B)	(C)	(D)	(E)	VH459757
c. Use primary sources (for example, letters, diaries, photographs, films, or essays written by people from the past)	(A)	(B)	(C)	(D)	(E)	VH459758
d. Discuss material about United States history with peers or teachers	(A)	(B)	(C)	(D)	(E)	VH459760
e. Conduct research about United States history topics (for example, in a library or through interviews or observations)	(A)	(B)	(C)	(D)	(E)	VH459762
f. Listen to or watch movies, videos, or online content about United States history topics	(A)	(B)	(C)	(D)	(E)	VH459763

4. During this school year so far, how often have you done each of the following? Select **one** answer choice on each row.

	Never	Once	Two or three times	Four or five times	More than five times	
a. Gone on class field trips to learn about United States history topics	(A)	(B)	(C)	(D)	(E)	VH459793
b. Given class presentations on United States history topics	(A)	(B)	(C)	(D)	(E)	VH459794
c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)	(A)	(B)	(C)	(D)	(E)	VH459797
d. Taken part in historical debates or panel discussions	(A)	(B)	(C)	(D)	(E)	VH459799
e. Taken part in role-playing, mock trials, or dramas about United States history topics	(A)	(B)	(C)	(D)	(E)	VH459800

5. During this school year, how often do you do each of the following when you study United States history? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Examine the causes and effects of important events in United States history	(A)	(B)	(C)	(D)	(E)	VH459803
b. Examine how time periods in United States history are similar or different	(A)	(B)	(C)	(D)	(E)	VH459806
c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	(A)	(B)	(C)	(D)	(E)	VH459808
d. Analyze the relationship between two historical events	(A)	(B)	(C)	(D)	(E)	VH459866
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)	VH459868
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)	VH459870
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)	VH459871

6. In your social studies class this year, how often do you get the following assignments? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons	
a. Assignments that you have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457532
b. Short written responses (for example, a paragraph or less)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457533
c. Assignments that use different forms of media (for example, photos, videos, or music)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457534
d. Long written responses (for example, several paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457540
e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457542

7. Approximately how many hours a day do you spend on your **social studies** homework?

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

8. 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	
a. Use games or apps in which you play a role (for example, an explorer, geographer, or historian)	(A)	(B)	(C)	(D)	(E)	VH459890
b. Organize information about United States history topics by creating tables, charts, or graphs	(A)	(B)	(C)	(D)	(E)	VH459892
c. Create reports or projects about United States history using different forms of media (for example, a slide presentation that combines text and video clips)	(A)	(B)	(C)	(D)	(E)	VH459893
d. Participate in online discussions about United States history on a website (for example, in forums or social media)	(A)	(B)	(C)	(D)	(E)	VH459894
e. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	(A)	(B)	(C)	(D)	(E)	VH459895

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. United States history is one of my favorite subjects to study.	(A)	(B)	(C)	(D)	(E)	VH459897
b. Schoolwork about United States history is easy for me.	(A)	(B)	(C)	(D)	(E)	VH459898
c. I enjoy doing schoolwork about United States history.	(A)	(B)	(C)	(D)	(E)	VH459901
d. I enjoy discussing United States history topics with others.	(A)	(B)	(C)	(D)	(E)	VH459905
e. I think that United States history schoolwork helps me understand what is happening in the world around me.	(A)	(B)	(C)	(D)	(E)	VH459906
f. I think that learning about United States history topics will be important for my future.	(A)	(B)	(C)	(D)	(E)	VH459907

10. During this school year, how often do you do each of the following **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read books about history	(A)	(B)	(C)	(D)	(E)	VH459947
b. Watch movies, videos, or TV programs about history	(A)	(B)	(C)	(D)	(E)	VH459949
c. Play video games about history	(A)	(B)	(C)	(D)	(E)	VH459950
d. Go to history museums or historical sites	(A)	(B)	(C)	(D)	(E)	VH459952
e. Do online research related to historical topics	(A)	(B)	(C)	(D)	(E)	VH459953
f. Visit websites about historical topics	(A)	(B)	(C)	(D)	(E)	VH459954
g. Talk to friends or family about historical topics	(A)	(B)	(C)	(D)	(E)	VH459955

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain the causes and effects of important events in United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460011
b. Explain how time periods in United States history are similar or different	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460016
c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460017
d. Understand the relationship between two historical events	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460041
e. Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460042
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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460043
g. Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460044

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I form opinions about historical events only after I have information from more than one source.	(A)	(B)	(C)	(D)	(E)	VH460068
b. I need to know the history leading up to an event to truly understand it.	(A)	(B)	(C)	(D)	(E)	VH460069
c. I want to know what lies behind the story when I study a conflict in history.	(A)	(B)	(C)	(D)	(E)	VH460071
d. I try to understand others better by imagining how things look from their perspective.	(A)	(B)	(C)	(D)	(E)	VH460074
e. I try to look at everybody's side of a disagreement before I make a decision.	(A)	(B)	(C)	(D)	(E)	VH460075
f. I believe that there is more than one side to every question, and I try to look at all of them.	(A)	(B)	(C)	(D)	(E)	VH460076

13. When you study United States history, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good student.	(A)	(B)	(C)	(D)	(E)	VH566228
b. I want to show others that my schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH566229
c. I want to look smart in comparison to the other students in my class.	(A)	(B)	(C)	(D)	(E)	VH566233
d. I want to get better grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH566231

14. When you study United States history, how much does each of the following statements describe a person like you? Select **one** answer choice on each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my class.	(A)	(B)	(C)	(D)	(E)	VH566242
b. I want to master a lot of new skills in my class.	(A)	(B)	(C)	(D)	(E)	VH566243
c. I want to become a better student this year.	(A)	(B)	(C)	(D)	(E)	VH566245
d. I want to get good grades in my schoolwork.	(A)	(B)	(C)	(D)	(E)	VH566246
e. I want to understand as much as I can in my class.	(A)	(B)	(C)	(D)	(E)	VH566244

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good United States history student.	(A)	(B)	(C)	(D)	(E)	VH566259
b. I want to show others that my United States history schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH566260
c. I want to look smart in comparison to the other students in my social studies or United States history class.	(A)	(B)	(C)	(D)	(E)	VH566264
d. I want to get better United States history grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH566262

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about United States history in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH566275
b. I want to master a lot of new United States history skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH566276
c. I want to become a better United States history student this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH566278
d. I want to get good grades in my United States history schoolwork.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH566279
e. I want to understand as much as I can about United States history in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH566277

17. How often do you receive help from a tutor, family member, or friend with social studies **outside of school or after school**?

- Ⓐ 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

18. In your social studies class this school year, how often have you done each of the following? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I came to my social studies class prepared.	(A)	(B)	(C)	(D)	(E)	VH457921
b. I remembered and followed directions from my social studies teacher.	(A)	(B)	(C)	(D)	(E)	VH457922
c. I started working on social studies assignments right away rather than waiting until the last minute.	(A)	(B)	(C)	(D)	(E)	VH457923
d. I paid attention and resisted distractions during social studies class.	(A)	(B)	(C)	(D)	(E)	VH457924
e. I stayed on task without reminders from my social studies teacher.	(A)	(B)	(C)	(D)	(E)	VH457925

Appendix F-1w: 2014 Probe Grade 8 TEL

Student Questionnaire – Technology and Engineering Literacy

The following questions are about yourself and your family. Please answer questions about your home based on where you live most of the time during the school year.

VE631435

1. Are you Hispanic or Latino? Select **one or more** squares.

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

VE631437

2. Which of the following best describes you? Select **one or more** squares.

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

VE011083

3. About how many books are there in your home?

- A Few (0–10)
- B Enough to fill one shelf (11–25)
- C Enough to fill one bookcase (26–100)
- D Enough to fill several bookcases (more than 100)

Student Questionnaire – Technology and Engineering Literacy

VE011103

4. Is there a computer at home that you use?

- A Yes
- B No

VF541314

5. Do you have the following in your home? Select squares for **all** that apply.

- A Access to the Internet
- B Clothes dryer just for your family
- C Dishwasher
- D More than one bathroom
- E Your own bedroom

VE011108

6. About how many pages a day do you have to read in school and for homework?

- A 5 or fewer
- B 6–10
- C 11–15
- D 16–20
- E More than 20

VE011109

7. How often do you talk about things you have studied in school with someone in your family?

- A Never or hardly ever
- B Once every few weeks
- C About once a week
- D Two or three times a week
- E Every day

Student Questionnaire – Technology and Engineering Literacy

VE011111

8. How many days were you absent from school in the last month?

- Ⓐ None
- Ⓑ 1 or 2 days
- Ⓒ 3 or 4 days
- Ⓓ 5 to 10 days
- Ⓔ More than 10 days

VE011063

9. How far in school did your mother go?

- Ⓐ She did not finish high school.
- Ⓑ She graduated from high school.
- Ⓒ She had some education after high school.
- Ⓓ She graduated from college.
- Ⓔ I don't know.

VE011064

10. How far in school did your father go?

- Ⓐ He did not finish high school.
- Ⓑ He graduated from high school.
- Ⓒ He had some education after high school.
- Ⓓ He graduated from college.
- Ⓔ I don't know.

Student Questionnaire – Technology and Engineering Literacy

VE011121

11. How often do people in your home talk to each other in a language other than English?

- Ⓐ Never
- Ⓑ Once in a while
- Ⓒ About half of the time
- Ⓓ All or most of the time

VF541324

12. Do the following people live in your home? Select squares for **all** that apply.

- Ⓐ Mother
- Ⓑ Stepmother
- Ⓒ Foster mother or other female legal guardian
- Ⓓ Father
- Ⓔ Stepfather
- Ⓕ Foster father or other male legal guardian

VE117468

13. Write the ZIP code of your home address in the box.

Student Questionnaire – Technology and Engineering Literacy

The following questions are about your views and experiences related to technology and engineering.

Technology refers to all the things people make and do to their natural environment in order to get the things they want and need.

Engineering refers to using skills or knowledge to solve problems that meet people's wants and needs.

Some questions ask for facts while other questions ask for your opinions. Read each question carefully, and pick the answer you think is best.

Student Questionnaire – Technology and Engineering Literacy

VE639842

14. Have you ever taken or are you currently taking any of the following classes or subjects in school? Select **one or more** squares.

- Ⓐ Industrial technology (for example, auto mechanics, carpentry)
- Ⓑ Engineering (for example, robotics, bridge building, rocketry)
- Ⓒ Any class that involves learning to use, program, or build computers
- Ⓓ Any other technology-related class (for example, electronics, sewing, farming)
- Ⓔ I have not taken any of the classes listed above.

VE639847

15. Have you ever studied technology or engineering topics in any of the following classes or subjects in school? Select **one or more** squares.

- Ⓐ Mathematics
- Ⓑ Science
- Ⓒ Social studies or history
- Ⓓ I have not studied technology or engineering in any of the classes or subjects listed above.

VE681624

16. **In school**, how often do you learn about or discuss the following? Select **one** circle in each row.

	Never	Rarely	Sometimes	Often	
a. How to judge reliability of sources (for example, how a website might be biased or inaccurate)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VE681629
b. How to credit others for their ideas (for example, citing sources, using endnotes and footnotes in reports)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VE681632

Student Questionnaire – Technology and Engineering Literacy

VE639123

17. For school work, how often do you use a computer or other digital technology for the following activities? Select **one** circle in each row.

	Never or almost never	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Create, edit, or organize digital media	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE639130
b. Create a presentation	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE639137
c. Create a spreadsheet (a table or grid that displays data into columns and rows and may be used to create charts and graphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE639136

VF025108

18. In this question, please think about activities you do that are not related to your school work. How often do you use a computer or other digital technology for the following activities **not for school work**? Select **one** circle in each row.

	Never or almost never	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Create, edit, or organize digital media	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF025112
b. Create a presentation	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF025117
c. Create a spreadsheet (a table or grid that displays data into columns and rows and may be used to create charts and graphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VF025116

Student Questionnaire – Technology and Engineering Literacy

VE682225

19. In school, how often have you learned about or discussed the following? Select **one** circle in each row.

	Never	Rarely	Sometimes	Often	
a. Designing or creating something to solve a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE682228
b. Designing something when there is limited time, money, or materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE682229

VE638956

20. In school, how often have you ever done the following activities? Select **one** circle in each row.

	Never	Once or twice	Three to five times	More than five times	
a. Used different tools, materials, or machines to see which are best for a given purpose	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638959
b. Built or tested a model to see if it solves a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638963
c. Figured out why something is not working in order to fix it	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE682247
d. Taken something apart in order to fix it or see how it works	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638965

Student Questionnaire – Technology and Engineering Literacy

VE638983

21. Outside of school, how often have you ever done the following activities? Select **one circle in each row.**

	Never	Once or twice	Three to five times	More than five times	
a. Used tools or materials to plan or design something (for example, cake recipe, party)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF009777
b. Used different tools, materials, or machines to see which are best for a given purpose	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638998
c. Built or tested a model to see if it solves a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639038
d. Figured out why something is not working in order to fix it	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE682267
e. Taken something apart in order to fix it or see how it works	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639042

Student Questionnaire – Technology and Engineering Literacy

VH008232

22. Do you think that you would be able to do each of the following? Select **one** circle in each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create presentations with sound, pictures, or video	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008238
b. Organize information into a chart, graph, or spreadsheet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008240
c. Compare products using the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008241
d. Use tools or materials to fix something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008243
e. Take something apart in order to fix it or see how it works	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008244
f. Describe how inventions change society	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008245
g. Compare how different activities affect the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008247
h. Explain why people have different tools, machines, or devices in different parts of the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH008248

Student Questionnaire – Technology and Engineering Literacy

VE638999

23. In school, how often have you learned about or discussed the following? Select **one** circle in each row.

	Never	Rarely	Sometimes	Often	
a. Inventions that change the way people live	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639002
b. Choices people make that affect the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639004
c. Conditions that influence the use or availability of machines or devices	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639005
d. The ways people work together to solve problems in their community or the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE682300

VE639008

24. Outside of school, how often have you learned about or discussed the following? Select **one** circle in each row.

	Never	Rarely	Sometimes	Often	
a. Inventions that change the way people live	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639012
b. Choices people make that affect the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639013
c. Conditions that influence the use or availability of machines or devices	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE639014
d. The ways people work together to solve problems in their community or the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE682314

Student Questionnaire – Technology and Engineering Literacy

VE682274

25. Who taught you most of what you know about building things, fixing things, or how things work?
- Ⓐ I taught myself.
 - Ⓑ Family members
 - Ⓒ Friends
 - Ⓓ Teachers
 - Ⓔ Someone else

VE682215

26. Who taught you most of what you know about using computers or other digital technology for collecting or sharing information?
- Ⓐ I taught myself.
 - Ⓑ Family members
 - Ⓒ Friends
 - Ⓓ Teachers
 - Ⓔ Someone else

VE682315

27. Who taught you most of what you know about how technology, people, and the environment are related to each other?
- Ⓐ I taught myself.
 - Ⓑ Family members
 - Ⓒ Friends
 - Ⓓ Teachers
 - Ⓔ Someone else

Student Questionnaire – Technology and Engineering Literacy

VF009358

28. Before today, had you ever taken an interactive computer test similar to the one you just took?
Select **one** circle in each row.

	Yes	No	
a. I had taken an interactive computer test in school.	Ⓐ	Ⓑ	VF009360
b. I had taken an interactive computer test outside of school.	Ⓐ	Ⓑ	VF009361

VE401773

29. How hard was this test compared to most other tests you have taken this year in school?

- Ⓐ Easier than other tests
- Ⓑ About as hard as other tests
- Ⓒ Harder than other tests
- Ⓓ Much harder than other tests

VE401776

30. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- Ⓐ Not as hard as on other tests
- Ⓑ About as hard as on other tests
- Ⓒ Harder than on other tests
- Ⓓ Much harder than on other tests

VE401779

31. How important was it to you to do well on this test?

- Ⓐ Not very important
- Ⓑ Somewhat important
- Ⓒ Important
- Ⓓ Very important

Appendix F-1x: 2017 Operational Grade 4 & 8 KaSA

VE453868

1. Did you know before today that you would be taking this test?

- Ⓐ Yes
- Ⓑ No

VE453870

2. Did you answer all of the math questions?

- Ⓐ Yes
- Ⓑ No

VE453875

3. Why did you leave one or more of the math questions blank? Fill in **one or more** ovals.

- Ⓐ I did not have enough time.
- Ⓑ I do not know how to use a calculator.
- Ⓒ I was not used to writing out my answers.
- Ⓓ The questions were too hard.

Appendix F-1y: 2015 Operational Grade 4 NIES

National Indian Education Study
Grade 4 Student Questionnaire

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian tribe or Alaska Native group to which you and your family belong. You may call your tribe or group a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

VC759180

1. How much do you know about your American Indian tribe or Alaska Native group? For example, you may know about the history, traditions, or arts and crafts of your tribe or group.

- Ⓐ Nothing
- Ⓑ A little
- Ⓒ Some
- Ⓓ A lot

VH039733

2. Who taught you **most** of what you know about American Indian or Alaska Native history?

- Ⓐ No one has taught me about American Indian or Alaska Native history.
- Ⓑ Family members
- Ⓒ Friends
- Ⓓ Teachers
- Ⓔ Tribal representatives or elders
- Ⓕ Someone else (please specify): _____

VH039760

3. Who taught you **most** of what you know about American Indian or Alaska Native traditions (ways of life, customs)?

- Ⓐ No one has taught me about American Indian or Alaska Native traditions.
- Ⓑ Family members
- Ⓒ Friends
- Ⓓ Teachers
- Ⓔ Tribal representatives or elders
- Ⓕ Someone else (please specify): _____

VH040030

4. Who taught you **most** of what you know about American Indian or Alaska Native arts and crafts?

- Ⓐ No one has taught me about American Indian or Alaska Native arts and crafts.
- Ⓑ Family members
- Ⓒ Friends
- Ⓓ Teachers
- Ⓔ Tribal representatives or elders
- Ⓕ Someone else (please specify): _____

VC759183

5. How often do you go to American Indian or Alaska Native ceremonies and gatherings?

- Ⓐ Never
- Ⓑ Every few years
- Ⓒ At least once a year
- Ⓓ Several times a year

VC759193

6. How often do members of your family talk to each other in your American Indian or Alaska Native language?

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

VC759195

7. How often do people in your school talk to each other in your American Indian or Alaska Native language?

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

VH153907

8. How often do you attend classes **in school** that are taught in an American Indian or Alaska Native language?

- Ⓐ My school does not offer classes that are taught in an American Indian or Alaska Native language.
- Ⓑ Never or hardly ever
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Every day or almost every day

VH040050

9. How do you rate yourself in speaking an American Indian or Alaska Native language?

- Ⓐ I cannot speak an American Indian or Alaska Native language.
- Ⓑ I can speak a few words or phrases.
- Ⓒ I can speak well.

VH040067

10. How do you rate yourself in reading an American Indian or Alaska Native language?

- Ⓐ I cannot read in an American Indian or Alaska Native language.
- Ⓑ I can read a few words or phrases.
- Ⓒ I can read well.

VH040082

11. Who taught you **most** of what you know about an American Indian or Alaska Native language?

- Ⓐ No one has taught me about an American Indian or Alaska Native language.
- Ⓑ Family members
- Ⓒ Friends
- Ⓓ Teachers
- Ⓔ Tribal representatives or elders
- Ⓕ Someone else (please specify): _____

Section 1

VH158483

12. During 4th grade, have you attended school field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people?

- Ⓐ Yes
- Ⓑ No

VH153935

13. During 4th grade, have you used books, videos, or other materials (including Internet resources) about American Indian or Alaska Native people **in school**?

- Ⓐ Yes, once or twice
- Ⓑ Yes, three or more times
- Ⓒ No

VH153940

14. During 4th grade, have you used books, videos, or other materials (including Internet resources) about American Indian or Alaska Native people **outside of school**?

- Ⓐ Yes, once or twice
- Ⓑ Yes, three or more times
- Ⓒ No

VH153945

15. **In school**, do you have access to a **library, media center, or resource center** with books, videos, or other materials (including Internet resources) about American Indian or Alaska Native people?

- Ⓐ Yes
- Ⓑ No

VH040212

16. When my teacher talks about American Indian or Alaska Native history or culture, I try to read more about it.

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

VC759280

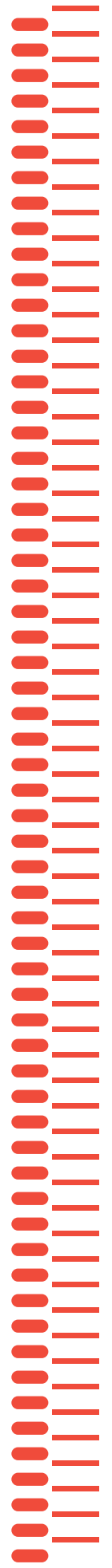
17. I enjoy reading about American Indian or Alaska Native people.

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

VC759283

18. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have.

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.



VH040240

19. I put a lot of effort into my schoolwork.

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

VH040276

20. I want to be one of the best students in my class.

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

VH040379

21. I enjoy being challenged in my classes.

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

VH040382

22. I feel that I belong at school.

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

VH040391

23. If I put in enough effort, I will succeed in school.

- Ⓐ Strongly disagree
- Ⓑ Disagree
- Ⓒ Agree
- Ⓓ Strongly agree

VH040394

24. Trying hard in school will help me live a good life when I grow up.

- Ⓐ Strongly disagree
- Ⓑ Disagree
- Ⓒ Agree
- Ⓓ Strongly agree

VC759288

25. How often does **a parent or someone else from your family** help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.

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

Section 1

VC759289

VH040389

26. How often does **a teacher or another adult from your school** help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.

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

VC759290

VC759293

27. How often does **another student from your school** help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you.

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

28. How often do **you** help other students from your school with their schoolwork? For example, you might help other students to study for a test, help them with a school project, or go over their homework with them.

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

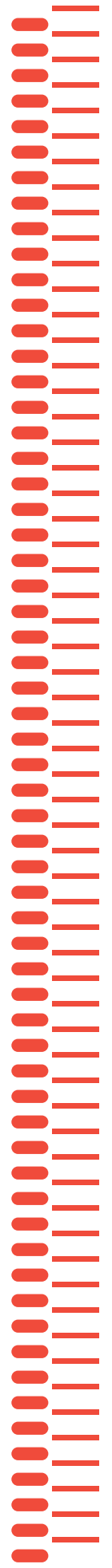
29. How much do you like school?

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ Somewhat
- Ⓓ Very much

VC759294

30. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I'm not sure.



VC759295

31. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

VC759297

32. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.



Appendix F-1z: 2015 Operational Grade 8 NIES

National Indian Education Study
Grade 8 Student Questionnaire

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian tribe or Alaska Native group to which you and your family belong. You may call your tribe or group a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

1. How much do you know about each of the following? Fill in **one** oval on each line.

VC996578

	Nothing	A little	Some	A lot	
a. Your American Indian or Alaska Native history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC996581
b. Your American Indian or Alaska Native traditions and culture (way of life, customs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC996582
c. Issues today that are important to American Indian or Alaska Native people	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC996583

2. Who taught you **most** of what you know about American Indian or Alaska Native history?

VH039733

- A No one has taught me about American Indian or Alaska Native history.
- B Family members
- C Friends
- D Teachers
- E Tribal representatives or elders
- F Someone else (please specify): _____

Section 1

VH039760

3. Who taught you **most** of what you know about American Indian or Alaska Native traditions (ways of life, customs)?

- Ⓐ No one has taught me about American Indian or Alaska Native traditions.
- Ⓑ Family members
- Ⓒ Friends
- Ⓓ Teachers
- Ⓔ Tribal representatives or elders
- Ⓕ Someone else (please specify): _____

VH039931

4. Who taught you **most** of what you know about issues today that are important to American Indian or Alaska Native people?

- Ⓐ No one has taught me about issues today that are important to American Indian or Alaska Native people.
- Ⓑ Family members
- Ⓒ Friends
- Ⓓ Teachers
- Ⓔ Tribal representatives or elders
- Ⓕ Someone else (please specify): _____



VC996584

5. How often have you participated in each of the following? Fill in **one** oval on each line.

- | | Never | Every few years | At least once a year | Several times a year | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Ceremonies and gatherings for people from your American Indian tribe or Alaska Native group | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996586 |
| b. Ceremonies and gatherings that bring people together from many different American Indian tribes or Alaska Native groups | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996587 |
| c. Other American Indian or Alaska Native activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996589 |

VC759193

6. How often do members of your family talk to each other in your American Indian or Alaska Native language?

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

VC759195

7. How often do people in your school talk to each other in your American Indian or Alaska Native language?

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

Section 1

VH153907

8. How often do you attend classes **in school** that are taught in an American Indian or Alaska Native language?

- Ⓐ My school does not offer classes that are taught in an American Indian or Alaska Native language.
- Ⓑ Never or hardly ever
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Every day or almost every day

VH040050

9. How do you rate yourself in speaking an American Indian or Alaska Native language?

- Ⓐ I cannot speak an American Indian or Alaska Native language.
- Ⓑ I can speak a few words or phrases.
- Ⓒ I can speak well.

VH040067

10. How do you rate yourself in reading an American Indian or Alaska Native language?

- Ⓐ I cannot read in an American Indian or Alaska Native language.
- Ⓑ I can read a few words or phrases.
- Ⓒ I can read well.

VH040082

11. Who taught you **most** of what you know about an American Indian or Alaska Native language?

- Ⓐ No one has taught me about an American Indian or Alaska Native language.
- Ⓑ Family members
- Ⓒ Friends
- Ⓓ Teachers
- Ⓔ Tribal representatives or elders
- Ⓕ Someone else (please specify): _____

VC996590

12. During 8th grade, how often have any of your teachers talked to your class about the history, traditions, and cultures (ways of life, customs) of American Indian or Alaska Native people?

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

Section 1

VH158490

13. During 8th grade, have you attended any of the following activities **organized by your school**? Fill in **one** oval on each line.

- | | Yes | No | |
|---|-------------------------|-------------------------|----------|
| a. Presentations by American Indian or Alaska Native people about their traditions and cultures (ways of life, customs) | <input type="radio"/> A | <input type="radio"/> B | VH158491 |
| b. American Indian or Alaska Native art and craft demonstrations | <input type="radio"/> A | <input type="radio"/> B | VH158492 |
| c. Traditional American Indian or Alaska Native music and/or dance performances | <input type="radio"/> A | <input type="radio"/> B | VH158493 |
| d. Field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | VH158494 |

VH040140

14. During 8th grade, have you participated in any of the following activities **organized by your school**? Fill in **one** oval on each line.

- | | Yes | No | |
|--|-------------------------|-------------------------|----------|
| a. Sports team | <input type="radio"/> A | <input type="radio"/> B | VH040143 |
| b. Music club, orchestra, or band | <input type="radio"/> A | <input type="radio"/> B | VH040147 |
| c. Cultural dances or other American Indian or Alaska Native activities (for example, drum groups) | <input type="radio"/> A | <input type="radio"/> B | VH040150 |
| d. Academic club (for example, math club) | <input type="radio"/> A | <input type="radio"/> B | VH040152 |



VH159106

15. During 8th grade, have you used books, videos, or other materials (including Internet resources) about American Indian or Alaska Native people **in school**?

- A Yes, once or twice
- B Yes, three or more times
- C No

VH159110

16. During 8th grade, have you used books, videos, or other materials (including Internet resources) about American Indian or Alaska Native people **outside of school**?

- A Yes, once or twice
- B Yes, three or more times
- C No

VH153945

17. **In school**, do you have access to a **library, media center, or resource center** with books, videos, or other materials (including Internet resources) about American Indian or Alaska Native people?

- A Yes
- B No

VC996624

18. Here are some sentences about reading. Fill in **one** oval on each line to show whether the sentence describes a person like you.

- | | This is
not like
me. | This is a
little like
me. | This is a
lot like
me. | |
|--|----------------------------|---------------------------------|------------------------------|----------|
| a. When my teacher talks about American Indian or Alaska Native history or culture, I try to read more about it. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH043704 |
| b. I enjoy reading about American Indian or Alaska Native people. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996627 |
| c. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996628 |

Section 1

VH040130

19. Here are some sentences about your school. Fill in **one** oval on each line to show whether the sentence describes a person like you.

- | | This is
not like
me. | This is a
little like
me. | This is a
lot like
me. | |
|---|-------------------------------------|--|---------------------------------------|----------|
| a. I put a lot of effort into my schoolwork. | Ⓐ | Ⓑ | Ⓒ | VH040131 |
| b. I want to be one of the best students in my class. | Ⓐ | Ⓑ | Ⓒ | VH040134 |
| c. I enjoy being challenged in my classes. | Ⓐ | Ⓑ | Ⓒ | VH040137 |
| d. I feel that I belong at school. | Ⓐ | Ⓑ | Ⓒ | VH040138 |

VH040157

20. How much do you agree with each of the following statements? Fill in **one** oval on each line.

- | | Strongly
disagree | Disagree | Agree | Strongly
agree | |
|--|------------------------------|-----------------|--------------|---------------------------|----------|
| a. If I put in enough effort, I will succeed in school. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH040158 |
| b. If I put in enough effort in school, I will get into college. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH040160 |
| c. If I put in enough effort in school, I will get a good job. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH040161 |

VC759293

21. How much do you like school?

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ Somewhat
- Ⓓ Very much



VC996661

22. How much are the things you are learning in school preparing you for the life you want to lead?

- Ⓐ Not at all
- Ⓑ A little
- Ⓒ A fair amount
- Ⓓ Very much

VC996641

23. During 8th grade, how often have you talked with any of your teachers outside of regular class periods? For example, to get extra help with your assignments, to talk about issues that matter to you, or just to visit.

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

VH040389

24. How often do **you** help other students from your school with their schoolwork? For example, you might help other students to study for a test, help them with a school project, or go over their homework with them.

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

Section 1

VC996635

25. How often do any of the following people help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. A parent or someone else from my family	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC996636
b. A teacher or another adult from my school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC996637
c. Another student	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC996639
d. A tribal representative or elder	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH018268

VC996644

26. During 8th grade, how many times have you talked to each of the following people about the classes you should take in high school or about what you want to do after high school? Fill in **one** oval on each line.

	Never	One time	Two or three times	Four or more times	
a. A family member	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC996645
b. A teacher	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC996646
c. A school counselor	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC996647
d. Another student	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC996648
e. A tribal representative or elder	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH026209
f. Someone else who lives in my community or is a friend of my family	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH026211



VC996650

27. Which of the following would you plan to do in your first year after high school? Fill in **as many ovals as apply**.

- | | | |
|--|-----|----------|
| a. Go to college full time | (A) | VC996651 |
| b. Go to college part time | (B) | VC996652 |
| c. Go to another school (for example, career training, technical, or trade/vocational) full time | (C) | VC996653 |
| d. Go to another school (for example, career training, technical, or trade/vocational) part time | (D) | VC996654 |
| e. Join the military | (E) | VC996655 |
| f. Work full time | (F) | VC996656 |
| g. Work part time | (G) | VC996657 |
| h. Travel | (H) | VC996658 |
| i. Care for family | (I) | VC996659 |
| j. I don't know. | (J) | VC996660 |

VH040216

28. To what extent is each of the following a problem in your school? Fill in **one** oval on each line.

- | | Not at all | Small extent | Moderate extent | Large extent | |
|--------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Student tardiness | (A) | (B) | (C) | (D) | VH040217 |
| b. Student health problems | (A) | (B) | (C) | (D) | VH040219 |
| c. Student misbehavior in class | (A) | (B) | (C) | (D) | VH040221 |
| d. Physical conflicts among students | (A) | (B) | (C) | (D) | VH040223 |
| e. Bullying | (A) | (B) | (C) | (D) | VH040226 |
| f. Low student motivation | (A) | (B) | (C) | (D) | VH040227 |

Section 1

VC759294

29. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in?

- A Yes
- B No
- C I'm not sure.

VC759295

30. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

VC759297

31. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.



**Appendix F-1aa: 2018 Reading SBT Special Study Student
Engagement Items**

	Very True	Somewhat True	Not Very True	Not at All True
The reading materials were interesting.				
It was fun to do the readings.				
During my free time, I read often.				
I read as much as I could.				
I read for long periods of time.				
I enjoyed reading.				
I could understand all the readings.				
I could correctly answer questions about the readings.				
The key points in the text were clear to me.				
The main ideas of the readings were easy to find.				
I could figure out what unfamiliar words meant.				
I figured out how different chapters fit together in the readings.				
The readings materials were way too hard for me.				
The readings were really confusing to me.				
It was hard for me to discuss the reading materials.				
I had a hard time explaining to classmates what the texts meant.				
The teacher's questions about the readings were hard for me to answer.				
I need help understanding some of the main ideas.				
The readings gave me useful knowledge.				
I could relate the readings to my life.				
It was very important to me to do my reading.				
Studying the materials was beneficial to me.				
Understanding the reading materials will help me next year.				
I learned something valuable from the reading assignments.				
I could not relate to the readings.				
Reading the materials was not useful for me.				

Reading was a waste of time.				
Reading was not important to me.				
I had more important things to do than read.				
What I read will not help me in the future.				
Even if the reading assignments were difficult, I completed them.				
I went above and beyond what was expected of me in reading.				
I spent as much time reading as needed to complete my reading homework.				
For every reading assignment, I worked hard.				
I made sure I had enough time to complete my reading assignments.				
I put a lot of effort into reading.				
I did not try to complete most of the reading assignments.				
I read as little as possible.				
Every day, I tried to get out of reading.				
I put as little effort as possible into my reading.				
I avoided spending time on the readings.				

Appendix F-2: Teacher Questionnaires

Table F.b. Assessment years for the teacher survey questionnaires and appendix parts.

	2018	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.3 or other source
Grade 4 Core (BET)	X	X	F-2a	2017 Operational Grade 4 Core (BET)	Appendix I-2 (p. 218-228)
			F-2b	2015 Operational Grade 4 Core (BET)	Appendix F-2b (p. 397-406)
			F-2v	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 8 Core (BET-Reading/Writing)	X	X	F-2c	2017 Operational Grade 8 Core (BET-Reading/ Writing)	Appendix I-2 (p. 229-239)
			F-2g	2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	Appendix I-2 (p. 364-371)
			F-2v	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 8 Core (BET-Mathematics)		X	F-2d	2017 Operational Grade 8 Core (BET-Mathematics)	Appendix I-2 (p. 240-250)
			F-2g	2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	Appendix I-2 (p. 364-371)
			F-2v	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 8 Core (BET-Science)	X	X	F-2e	2015 Operational Grade 8 Core (BET-Science)	Appendix F-2g (p. 444-451)
			F-2g	2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	Appendix I-2 (p. 364-371)
			F-2v	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 8 Core (BET-Social Studies)	X		F-2f	2017 Pilot Grade 8 Core (BET-Social Studies)	Appendix I-2 (p.251-261)
			F-2g	2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	Appendix I-2 (p. 364-371)
			F-2v	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 4 Reading	X	X	F-2h	2017 Operational Grade 4 Reading (COI)	Appendix I-2 (p.263-269)
Grade 8 Reading	X	X	F-2g	2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	Appendix I-2 (p. 364-371)
			F-2i	2017 Operational Grade 8 Reading (COI)	Appendix I-2 (p. 271-278)
Grade 4 Mathematics		X	F-2j	2017 Operational Grade 4 Mathematics (COI)	Appendix I-2 (p.280-288)

	2018	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.3 or other source
Grade 8 Mathematics		X	F-2g	2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)	Appendix I-2 (p. 364-371)
			F-2k	2017 Operational Grade 8 Mathematics (COI)	Appendix I-2 (p. 290-298)
Grade 4 Science	X	X	F-2l	2017 Cognitive Interviews Grade 4 Science (COI)	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
			F-2m	2015 Operational Grade 4 Science (COI)	Appendix F-2r (p. 540-550)
Grade 8 Science	X	X	F-2n,	2017 Cognitive Interviews Grade 8 Science (COI)	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
			F-2o	2015 Operational Grade 8 Science (COI)	Appendix F-2s (p. 552-562)
Grade 4 Writing		X	F-2p	2017 Operational Grade 4 Writing (COI)	Appendix I-2 (p.300-308)
Grade 8 Writing		X	F-2q	2017 Operational Grade 8 Writing (COI)	Appendix I-2 (p.310-318)
Grade 8 Social Studies	X		F-2r	2017 Pilot Grade 8 Social Studies (COI)	Appendix I-2 (p. 320-338)
Grade 4 NIES		X	F-2s	2015 Operational Grade 4 NIES	Appendix F-2x (p.609-620)
Grade 8 NIES		X	F-2t	2015 Operational Grade 8 NIES	Appendix F-2y (p.622-635)
Grade 4 & 8 Giving Back	X	X	F-2u	2017 Operational Grade 4 & 8 Giving Back Items	Appendix I-2 (p.340)
NTPS All Grades	X		F-2w	2018 NTPS Teacher Questionnaire	Used in the National Teacher and Principal Survey (NTPS) study (OMB#1850-0598)

Appendix F-2a: 2017 Operational Grade 4 Core (BET)

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

4. Have you been awarded tenure by the school or district where you currently teach?

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

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

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

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

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

- Ⓐ Yes
- Ⓑ No

7. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

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

8. What is the highest academic degree you hold?

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

9. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241762
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No *Question 11 is not applicable and will be skipped.*

11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241795
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

12. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH241843
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241844
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241847
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241853

13. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH241900
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241901
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241904
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241910

14. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- A Yes, to all teachers
 B Yes, to some teachers
 C No

16. In this school year, have you participated in training on computers or other digital devices through your school?
- Ⓐ No
 - Ⓑ Once
 - Ⓒ Twice
 - Ⓓ Several times

17. In this school year, did your school provide you with a **laptop computer** (including Chromebooks) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

18. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.
- Ⓐ Desktop computers
 - Ⓑ Laptop computers (including Chromebooks)
 - Ⓒ Tablets (for example, Surface Pro, iPad, Kindle Fire)
 - Ⓓ Other digital devices (Please specify): _____

20. How well do the **desktop computers** in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ I don't know.

21. How well do the **laptop computers** (including Chromebooks) in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ I don't know.

22. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

- Ⓐ All tablets are functional and operate quickly.
- Ⓑ All tablets are functional, but some run more slowly than others.
- Ⓒ All tablets are functional, but all or almost all run slowly.
- Ⓓ Some of the tablets do not operate and cannot be used.
- Ⓔ I don't know.

23. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740

24. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262653
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262654
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262657

25. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

26. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Appendix F-2b: 2015 Operational Grade 4 Core (BET)

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

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

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

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

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

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

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

- Ⓐ Yes
- Ⓑ No

7. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

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

8. What is the highest academic degree you hold?

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

9. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378391
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378392
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378394
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482657
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482658
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB608497
g. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595990
h. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595991
i. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595992
j. Other science-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556071
k. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556070
l. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304764
m. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482660
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113516

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

A Yes

B No → Question 11 is not applicable and will be skipped.

11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378395
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378396
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378398
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473837
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473838
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
g. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595994
h. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595995
i. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595996
j. Other science-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556073
k. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556072
l. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304761
m. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473840
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562

12. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309912
b. Content standards in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309914
c. Curricular materials available in reading (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309915
d. Instructional methods for teaching reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309917
e. Methods for assessing students in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309918
f. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309920
g. Strategies for teaching reading to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309921

13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Select **one** circle in each row.

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

14. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304728
b. Scientific inquiry and/or technological design	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304729
c. Content standards in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304730
d. Curricular materials available in science (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304731
e. Instructional methods for teaching science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304732
f. Instructional methods for teaching technological design	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304733
g. Effective use of laboratory activities in science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304734
h. Effective use of information and communication technology (ICT) in science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304736
i. Methods for assessing students in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304738
j. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304739
k. Strategies for teaching science to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304740

15. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of language arts, science, or mathematics**? Language arts refers to reading, writing, literature, and related topics. Select **all** squares that apply.

	Yes, related to language arts	Yes, related to science	Yes, related to mathematics	No	
a. College course taken after your first certification	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB556179
b. Workshop or training session	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB556180
c. Conference or professional association meeting	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB556181
d. Observational visit to another school	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561282
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561283
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561284
g. Regularly scheduled discussion or study group	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561285
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561286
i. Individual or collaborative research	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561287
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561288
k. Co-teaching/team teaching	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561289
l. Consultation with a subject specialist	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561290

16. Did you lead any of the activities listed in the previous question (Question 15)?

- A Yes
 B No

17. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

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

**Appendix F-2c: 2017 Operational Grade 8 Core
(BET- Reading/Writing)**

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

5. Have you been awarded tenure by the school or district where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school or district does not award tenure.

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

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

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

- A Yes
- B No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

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

9. What is the highest academic degree you hold?

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

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No *Question 12 is not applicable and will be skipped.*

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

13. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH241843
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241844
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241847
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241853

14. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- A Yes, to all teachers
 B Yes, to some teachers
 C No

16. In this school year, have you participated in training on computers or other digital devices through your school?

- A No
 B Once
 C Twice
 D Several times

17. In this school year, did your school provide you with a **laptop computer** (including Chromebooks) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

18. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.
- Ⓐ Desktop computers
 - Ⓑ Laptop computers (including Chromebooks)
 - Ⓒ Tablets (for example, Surface Pro, iPad, Kindle Fire)
 - Ⓓ Other digital devices (Please specify): _____

20. How well do the **desktop computers** in your school work?
- Ⓐ All computers are functional and operate quickly.
 - Ⓑ All computers are functional, but some run more slowly than others.
 - Ⓒ All computers are functional, but all or almost all run slowly.
 - Ⓓ Some of the computers do not operate and cannot be used.
 - Ⓔ I don't know.

21. How well do the **laptop computers** (including Chromebooks) in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ I don't know.

22. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

- Ⓐ All tablets are functional and operate quickly.
- Ⓑ All tablets are functional, but some run more slowly than others.
- Ⓒ All tablets are functional, but all or almost all run slowly.
- Ⓓ Some of the tablets do not operate and cannot be used.
- Ⓔ I don't know.

23. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	(A)	(B)	(C)	(D)	(E)	VH304693
b. Observe other teachers' classes and provide feedback	(A)	(B)	(C)	(D)	(E)	VH304698
c. Engage in discussions about the learning development of specific students	(A)	(B)	(C)	(D)	(E)	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(A)	(B)	(C)	(D)	(E)	VH304740

24. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	(A)	(B)	(C)	(D)	VH262653
b. Classrooms are overcrowded.	(A)	(B)	(C)	(D)	VH262654
c. Teachers have too many teaching hours.	(A)	(B)	(C)	(D)	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	(A)	(B)	(C)	(D)	VH262656
e. Teachers do not have adequate instructional materials and supplies.	(A)	(B)	(C)	(D)	VH262657

25. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
b. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
d. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

26. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Appendix F-2d: 2017 Operational Grade 8 Core (BET-Mathematics)

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

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

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

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

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

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

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

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

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

- A Yes
- B No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

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

9. What is the highest academic degree you hold?

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

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No *Question 12 is not applicable and will be skipped.*

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

13. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH241900
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241901
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241904
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241910

14. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- A Yes, to all teachers
- B Yes, to some teachers
- C No

16. In this school year, have you participated in training on computers or other digital devices through your school?

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

17. In this school year, did your school provide you with a **laptop computer** (including Chromebooks) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

18. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.
- Ⓐ Desktop computers
 - Ⓑ Laptop computers (including Chromebooks)
 - Ⓒ Tablets (for example, Surface Pro, iPad, Kindle Fire)
 - Ⓓ Other digital devices (Please specify): _____

20. How well do the **desktop computers** in your school work?
- Ⓐ All computers are functional and operate quickly.
 - Ⓑ All computers are functional, but some run more slowly than others.
 - Ⓒ All computers are functional, but all or almost all run slowly.
 - Ⓓ Some of the computers do not operate and cannot be used.
 - Ⓔ I don't know.

21. How well do the **laptop computers** (including Chromebooks) in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ I don't know.

22. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

- Ⓐ All tablets are functional and operate quickly.
- Ⓑ All tablets are functional, but some run more slowly than others.
- Ⓒ All tablets are functional, but all or almost all run slowly.
- Ⓓ Some of the tablets do not operate and cannot be used.
- Ⓔ I don't know.

23. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740

24. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262653
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262654
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262657

25. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
b. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
d. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

26. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Appendix F-2e: 2015 Operational Grade 8 Core (BET-Science)

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

4. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

5. Have you been awarded tenure by the school where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school does not award tenure.

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

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

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

- Ⓐ Yes
- Ⓑ No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

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

9. What is the highest academic degree you hold?

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

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595990
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595991
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595992
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595993
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556070
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304764
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595189
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113516

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

A Yes

B No → *Question 12 is not applicable and will be skipped.*

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595994
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595995
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595996
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595997
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556072
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304761
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595190
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562

13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304728
b. Scientific inquiry and/or technological design	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304729
c. Content standards in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304730
d. Curricular materials available in science (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304731
e. Instructional methods for teaching science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304732
f. Instructional methods for teaching technological design	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304733
g. Effective use of laboratory activities in science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304734
h. Effective use of information and communication technology (ICT) in science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304736
i. Methods for assessing students in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304738
j. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304739
k. Strategies for teaching science to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304740

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of science**? Select **one** circle in each row.

	Yes, I have participated.	Yes, I have led.	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323264
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323266
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323269
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323272
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323273
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323277
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323280
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323281
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323283
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323285
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323286
l. Consultation with a subject specialist	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323288

15. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

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

Appendix F-2f: 2017 Pilot Grade 8 Core (BET-Social Studies)

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

4. Excluding student teaching, how many years have you taught civics, geography, history, or social studies in grades 6 through 12, counting this year?

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

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

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

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

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

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

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

- A Yes
- B No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

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

9. What is the highest academic degree you hold?

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

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. History or history education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614158
b. Geography or geography education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614159
c. Political science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614160
d. General social science or social studies education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614162
e. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614164
f. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
g. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
h. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No *Question 12 is not applicable and will be skipped.*

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. History or history education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614171
b. Geography or geography education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614172
c. Political science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614173
d. General social science or social studies education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614174
e. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614175
f. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
g. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
h. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

13. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of civics, geography, history, or social studies**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH614381
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH614382
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH614383
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH614385

14. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- A Yes, to all teachers
- B Yes, to some teachers
- C No

16. In this school year, have you participated in training on computers or other digital devices through your school?

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

17. In this school year, did your school provide you with a **laptop computer** (including Chromebooks) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

18. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.
- Ⓐ Desktop computers
 - Ⓑ Laptop computers (including Chromebooks)
 - Ⓒ Tablets (for example, Surface Pro, iPad, Kindle Fire)
 - Ⓓ Other digital devices (Please specify): _____

20. How well do the **desktop computers** in your school work?
- Ⓐ All computers are functional and operate quickly.
 - Ⓑ All computers are functional, but some run more slowly than others.
 - Ⓒ All computers are functional, but all or almost all run slowly.
 - Ⓓ Some of the computers do not operate and cannot be used.
 - Ⓔ I don't know.

21. How well do the **laptop computers** (including Chromebooks) in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ I don't know.

22. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

- Ⓐ All tablets are functional and operate quickly.
- Ⓑ All tablets are functional, but some run more slowly than others.
- Ⓒ All tablets are functional, but all or almost all run slowly.
- Ⓓ Some of the tablets do not operate and cannot be used.
- Ⓔ I don't know.

23. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	(A)	(B)	(C)	(D)	(E)	VH304693
b. Observe other teachers' classes and provide feedback	(A)	(B)	(C)	(D)	(E)	VH304698
c. Engage in discussions about the learning development of specific students	(A)	(B)	(C)	(D)	(E)	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(A)	(B)	(C)	(D)	(E)	VH304740

24. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	(A)	(B)	(C)	(D)	VH262653
b. Classrooms are overcrowded.	(A)	(B)	(C)	(D)	VH262654
c. Teachers have too many teaching hours.	(A)	(B)	(C)	(D)	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	(A)	(B)	(C)	(D)	VH262656
e. Teachers do not have adequate instructional materials and supplies.	(A)	(B)	(C)	(D)	VH262657

25. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
b. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
d. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

26. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Appendix F-2g: 2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)

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

A Yes

B No

C My school, district, or diocese does not award tenure.

If you do not teach Reading, please do not answer the next 2 questions.

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

VH334360

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	(A)	(B)	(C)	(D)	(E)	VH334361
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH334362
c. I create student groups with different achievement levels.	(A)	(B)	(C)	(D)	(E)	VH548665
d. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH334363
e. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	(E)	VH334368
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	(A)	(B)	(C)	(D)	(E)	VH562894
g. I ask students to work independently on an assignment or task.	(A)	(B)	(C)	(D)	(E)	VH548666
h. I ask students to work independently on a task they choose themselves.	(A)	(B)	(C)	(D)	(E)	VH548667
i. Other strategies (Please specify): _____	(A)	(B)	(C)	(D)	(E)	VH562900

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547868
b. Build reading fluency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617114
c. Build reading comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617116
d. Access reading-related websites	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547871
e. Conduct research for projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547872

If you do not teach Mathematics, please do not answer the next 4 questions.

4. In your mathematics class this year, do you use any of the following instructional materials during instruction? Select **one** circle in each row.

VH548937

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	Ⓐ	Ⓑ	Ⓒ	VH548938
b. Other materials provided by your district or school	Ⓐ	Ⓑ	Ⓒ	VH548939
c. Materials found on the Internet	Ⓐ	Ⓑ	Ⓒ	VH548940
d. Printed workbooks	Ⓐ	Ⓑ	Ⓒ	VH548947
e. Digital manipulatives	Ⓐ	Ⓑ	Ⓒ	VH548942
f. Physical manipulatives (for example, ruler, protractor, compass)	Ⓐ	Ⓑ	Ⓒ	VH548945
g. Digital games	Ⓐ	Ⓑ	Ⓒ	VH548948
h. Interactive whiteboard	Ⓐ	Ⓑ	Ⓒ	VH548944
i. Other materials not listed above (Please specify): ___	Ⓐ	Ⓑ	Ⓒ	VH548941

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use clear and precise language to discuss problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	VH562965
b. Use models to explain calculations	(A)	(B)	(C)	(D)	(E)	VH562966
c. Represent a problem in multiple ways including using numbers, words, pictures, and charts	(A)	(B)	(C)	(D)	(E)	VH562967
d. Use models to examine real-life and mathematical examples	(A)	(B)	(C)	(D)	(E)	VH549099
e. Evaluate a problem-solving process	(A)	(B)	(C)	(D)	(E)	VH562983
f. Create equations	(A)	(B)	(C)	(D)	(E)	VH562985
g. Relate what your students know to the real world and make sense of it mathematically	(A)	(B)	(C)	(D)	(E)	VH562988
h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	(A)	(B)	(C)	(D)	(E)	VH562989
i. Evaluate the conclusions of other students	(A)	(B)	(C)	(D)	(E)	VH549107
j. Examine patterns in tables and graphs to describe relationships	(A)	(B)	(C)	(D)	(E)	VH562991

6. Thinking about your eighth-grade mathematics classes this year, how often do you incorporate the following practices when teaching your students? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Posing questions during a lesson that will help students to reason and make sense of mathematical connections and relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547431
b. Using overall learning goals to guide instructional decisions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547434
c. Building procedural understanding to encourage the use of multiple problem-solving strategies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547433
d. Providing opportunities for students to productively struggle with mathematical ideas and relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547432

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use definitions and notation precisely	(A)	(B)	(C)	(D)	(E)	VH547462
b. Justify and explain their reasoning	(A)	(B)	(C)	(D)	(E)	VH547463
c. Identify and correct flawed mathematical reasoning	(A)	(B)	(C)	(D)	(E)	VH547464
d. Construct arguments using tables, graphs, or diagrams	(A)	(B)	(C)	(D)	(E)	VH547468
e. Make, test, and validate conjectures	(A)	(B)	(C)	(D)	(E)	VH547466
f. Use examples or counterexamples to support or refute a mathematical conjecture	(A)	(B)	(C)	(D)	(E)	VH547467
g. Engage in deductive reasoning and informal proofs	(A)	(B)	(C)	(D)	(E)	VH547465

8. In your mathematics class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach mathematics as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617289
b. I create student groups with the same achievement level.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617290
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617291
d. I allow students to choose their own group.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617292

Appendix F-2h: 2017 Operational Grade 4 Reading (COI)

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

- Ⓐ I do not teach English/language arts to this class. *Questions 2–11 are not applicable and will be skipped.*
- Ⓑ I teach all or most subjects, including English/language arts.
- Ⓒ The only subject I teach is English/language arts.
- Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

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

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

_____ hours and _____ minutes per week

4. To what extent have you provided instruction in the following in English/language arts class so far this year? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Literary nonfiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240524
c. Poetry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240528
d. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
e. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240527
f. Procedural texts and documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240525

5. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261231
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261232
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261233
d. Identify the main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261235
e. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335897
f. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261240

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261258

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	(A)	(B)	(C)	(D)	(E)	VH334361
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH334362
c. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH334363
d. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	(E)	VH334368
e. I use individualized instruction for reading.	(A)	(B)	(C)	(D)	(E)	VH334364
f. Students work independently on an assigned plan or goal.	(A)	(B)	(C)	(D)	(E)	VH334365
g. Students work independently on a goal they choose themselves.	(A)	(B)	(C)	(D)	(E)	VH334366

8. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262697
b. Electronic textbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262698
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262701
d. Materials from different curricular areas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262703
e. Children's newspapers and/or magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262704
f. Reading-related websites or apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262707
g. Reading-related educational games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262714

9. In your fourth-grade English/language arts class this year, how often do your students use a computer or other digital device 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	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH262482
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH617099
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH617100
d. Practice spelling and grammar	(A)	(B)	(C)	(D)	(E)	VH262485
e. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH262487
f. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH262488

10. Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262948
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262949
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262950
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262951
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337286
f. My students did well because they are just good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337287

11. In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262637
c. Disruptive students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262638
d. Uninterested students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262639

Appendix F-2i: 2017 Operational Grade 8 Reading (COI)

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

- Ⓐ I do not teach English/language arts to this class. *Questions 2–12 are not applicable and will be skipped.*
- Ⓑ I teach all or most subjects, including English/language arts.
- Ⓒ The only subject I teach is English/language arts.
- Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

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

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

_____ hours and _____ minutes per week

4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select **one** circle.

- Ⓐ English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- Ⓑ Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.
- Ⓒ English/language arts lessons are primarily integrated with instruction in other subjects.

5. To what extent have you provided instruction in the following in English/language arts class so far this year? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Literary nonfiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240524
c. Poetry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240528
d. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
e. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240527
f. Procedural texts and documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240525

6. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334295
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334299
d. Identify the main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334298
e. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335901
f. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334297
g. Evaluate the main evidence in a persuasive/argument passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334300
h. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334302
i. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334305

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261258

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334361
b. I create student groups with the same achievement level.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334362
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334363
d. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334368
e. I use individualized instruction for reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334364
f. Students work independently on an assigned plan or goal.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334365
g. Students work independently on a goal they choose themselves.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334366

9. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	Ⓐ	Ⓑ	Ⓒ	VH334485
b. Electronic textbooks	Ⓐ	Ⓑ	Ⓒ	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	Ⓐ	Ⓑ	Ⓒ	VH262702
d. Materials from different curricular areas	Ⓐ	Ⓑ	Ⓒ	VH334498
e. Newspapers and/or magazines	Ⓐ	Ⓑ	Ⓒ	VH262705
f. Reading-related websites or apps	Ⓐ	Ⓑ	Ⓒ	VH334495
g. Reading-related educational games	Ⓐ	Ⓑ	Ⓒ	VH334491

10. In your eighth-grade English/language arts class this year, how often do your students use a computer or other digital device 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	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH262577
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH617489
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH617490
d. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH262579
e. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH262581

11. Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	(A)	(B)	(C)	(D)	(E)	VH262948
b. My students did well because they put in a lot of effort.	(A)	(B)	(C)	(D)	(E)	VH262949
c. My students did well because they always do well on tests.	(A)	(B)	(C)	(D)	(E)	VH262950
d. My students did well because I taught the concepts well.	(A)	(B)	(C)	(D)	(E)	VH262951
e. My students did well because they guessed well on the test.	(A)	(B)	(C)	(D)	(E)	VH337286
f. My students did well because they are just good at reading.	(A)	(B)	(C)	(D)	(E)	VH337287

12. In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	(A)	(B)	(C)	(D)	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	(A)	(B)	(C)	(D)	VH262637
c. Disruptive students	(A)	(B)	(C)	(D)	VH262638
d. Uninterested students	(A)	(B)	(C)	(D)	VH262639

Appendix F-2j: 2017 Operational Grade 4 Mathematics (COI)

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

- Ⓐ I do not teach mathematics to this class. *Questions 2–20 are not applicable and will be skipped.*
- Ⓑ I teach all or most subjects, including mathematics.
- Ⓒ The only subject I teach is mathematics.
- Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

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

3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.

_____ hours and _____ minutes per week

4. Are students assigned to this class by achievement level?

- Ⓐ Yes
- Ⓑ No

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

- Ⓐ Yes
- Ⓑ No

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

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

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

- Ⓐ None
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ One hour
- Ⓕ More than one hour

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

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

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

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

10. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) 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	
a. Practice or review mathematics topics	(A)	(B)	(C)	(D)	(E)	VH269922
b. Extend mathematics learning with enrichment activities	(A)	(B)	(C)	(D)	(E)	VH269923
c. Research mathematics topics on the Internet	(A)	(B)	(C)	(D)	(E)	VH269924

11. In your mathematics class this year, how often do you use 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	
a. Discuss the progress your students have made toward individually set goals	(A)	(B)	(C)	(D)	(E)	VH269862
b. Adjust your teaching strategies to meet the current learning needs of individual students	(A)	(B)	(C)	(D)	(E)	VH269864
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	(A)	(B)	(C)	(D)	(E)	VH269865
d. Discuss class progress with school administrators	(A)	(B)	(C)	(D)	(E)	VH269868
e. Discuss class progress with other colleagues	(A)	(B)	(C)	(D)	(E)	VH269871

12. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No	
a. Textbooks provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	VH270257
b. Other materials provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	VH270258
c. Materials found on the Internet	<input type="radio"/> A	<input type="radio"/> B	VH270259
d. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	VH617626
e. Other materials (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH270260

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Determine what the problem is asking and the best way to solve it	(A)	(B)	(C)	(D)	(E)	VH270272
b. Use alternate methods to solve problems when the first method does not work	(A)	(B)	(C)	(D)	(E)	VH270274
c. Explain one's thinking and make connections between models and equations	(A)	(B)	(C)	(D)	(E)	VH270275
d. Make assumptions	(A)	(B)	(C)	(D)	(E)	VH617226
e. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617227
f. Represent a problem situation with numbers, words, pictures, or charts	(A)	(B)	(C)	(D)	(E)	VH270277
g. Understand tools for problem solving and limitations of use	(A)	(B)	(C)	(D)	(E)	VH270278
h. Use clear and precise language when students are discussing their problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	VH270279

14. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856

15. When you teach mathematics to your fourth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240874
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240877
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240876

16. How often do you use each of the following to assess student progress in mathematics? Select **one** circle in each row.

	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	
a. Multiple-choice tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH269353
b. Small project-based assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH269357
c. Individual students collaborating on group assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH336538

17. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Regularly discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269926
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

18. Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

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

20. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?
- Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

Appendix F-2k: 2017 Operational Grade 8 Mathematics (COI)

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

- Ⓐ I do not teach mathematics to this class. *Questions 2–19 are not applicable and will be skipped.*
- Ⓑ I teach all or most subjects, including mathematics.
- Ⓒ The only subject I teach is mathematics.
- Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

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

3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.

_____ hours and _____ minutes per week

4. Are students assigned to this class by achievement level?

- Ⓐ Yes
- Ⓑ No

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

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

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

- Ⓐ None
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ One hour
- Ⓕ More than one hour

7. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) 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	
a. Practice or review mathematics topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269922
b. Extend mathematics learning with enrichment activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269923
c. Research mathematics topics on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269924

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

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

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

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

10. In your mathematics class this year, how often do you use 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	
a. Discuss the progress your students have made toward individually set goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269862
b. Adjust your teaching strategies to meet the current learning needs of individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269864
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269865
d. Discuss class progress with school administrators	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269868
e. Discuss class progress with other colleagues	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269871

11. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No	
a. Textbooks provided by your district or school	Ⓐ	Ⓑ	VH270257
b. Other materials provided by your district or school	Ⓐ	Ⓑ	VH270258
c. Materials found on the Internet	Ⓐ	Ⓑ	VH270259
d. Materials you have created	Ⓐ	Ⓑ	VH617626
e. Other materials (Please specify): _____	Ⓐ	Ⓑ	VH270260

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Make assumptions	(A)	(B)	(C)	(D)	(E)	VH617994
b. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617995
c. Use models to explain calculations	(A)	(B)	(C)	(D)	(E)	VH270284
d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	(A)	(B)	(C)	(D)	(E)	VH270285
e. Evaluate a problem-solving process	(A)	(B)	(C)	(D)	(E)	VH270286
f. Create equations	(A)	(B)	(C)	(D)	(E)	VH270288
g. Relate what your students know to the real world and make sense of it mathematically	(A)	(B)	(C)	(D)	(E)	VH270289
h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	(A)	(B)	(C)	(D)	(E)	VH270290
i. Examine patterns in tables and graphs to generate equations and describe relationships	(A)	(B)	(C)	(D)	(E)	VH270292

13. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

14. When you teach mathematics to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902

15. How often do you use each of the following to assess student progress in mathematics? Select **one** circle in each row.

	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	
a. Multiple-choice tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH269353
b. Small project-based assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH269357
c. Individual students collaborating on group assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH336538

16. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Regularly discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269926
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

17. Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

18. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

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

19. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?
- Ⓐ Never
 - Ⓑ Once
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

Appendix F-2l: 2017 Cognitive Interviews Grade 4 Science (COI)

2018 Science Pilot Teacher G4 Master

VH639658

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

VH639665

2. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.

VH639433

3. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Life science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639434
b. Earth and space science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639436
c. Physical science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639435
d. Engineering and technology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639437

4. About how often do your science students do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Work with other students on a science activity or project	(A)	(B)	(C)	(D)	(E)	VH639589
b. Write about science (e.g., papers, reports, science journals)	(A)	(B)	(C)	(D)	(E)	VH639600
c. Watch a science teacher do a science activity	(A)	(B)	(C)	(D)	(E)	VH639856
d. Do hands-on investigations in science class	(A)	(B)	(C)	(D)	(E)	VH639588
e. Talk about the measurements and results from students' hands-on activities	(A)	(B)	(C)	(D)	(E)	VH639594
f. Discuss the kinds of problems that engineers can solve	(A)	(B)	(C)	(D)	(E)	VH639597
g. Figure out different ways to solve a science problem	(A)	(B)	(C)	(D)	(E)	VH639846
h. Present what they have learned about science	(A)	(B)	(C)	(D)	(E)	VH639593

5. Thinking about your fourth grade science class this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Develop good research questions	(A)	(B)	(C)	(D)	(E)	VH640901
b. Use drawings to explain events or phenomena	(A)	(B)	(C)	(D)	(E)	VH640902
c. Come up with tests to answer a scientific question	(A)	(B)	(C)	(D)	(E)	VH640903
d. Organize data to derive meaning or test a solution using reasoning or calculation	(A)	(B)	(C)	(D)	(E)	VH640906
e. Choose words or numbers to best explain a scientific problem	(A)	(B)	(C)	(D)	(E)	VH640907
f. Generate explanations based on observations and measurements	(A)	(B)	(C)	(D)	(E)	VH640908
g. Evaluate evidence to compare arguments	(A)	(B)	(C)	(D)	(E)	VH640909
h. Read about science topics in order to convey the ideas to others	(A)	(B)	(C)	(D)	(E)	VH640911

6. In your science class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No or almost no time	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Make observations of natural phenomena (e.g., making measurements)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641163
b. Use models to demonstrate relationships among science principles	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641164
c. Make predictions based on prior experimental observations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641166
d. Create models of scientific principles, (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641167
e. Design experimental procedures to investigate a particular question	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641168
f. Read data in tables or charts, to draw conclusions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641169
g. Substantiate a conclusion by using empirical evidence	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641170
h. Decide which tools would be most appropriate to gather data	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641172
i. Evaluate the strengths and weaknesses of a solution to a problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641173
j. Predict possible negative consequences of a proposed solution to a problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641174

7. In this school year, did your school offer any of the following supplemental activities? Select **one** answer choice in each row

	Yes	No	
a. Opportunities for students to participate in scientific research	Ⓐ	Ⓑ	VH641334
b. Science clubs	Ⓐ	Ⓑ	VH641336
c. Opportunities for students to engage in collective science activities (e.g., adopt an endangered species, or nurture the growth of a live animal in the classroom)	Ⓐ	Ⓑ	VH641338
d. Opportunities for students to use scientific instruments	Ⓐ	Ⓑ	VH641339
e. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	Ⓐ	Ⓑ	VH641341

8. To what extent do you use each of the following technological resources **for science instruction**? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s) (including Chromebooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641307
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641308
c. Online content (e.g., online software, podcasts, or streaming videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641309
d. Interactive web spaces (e.g., forums where students can interact and share materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641310
e. Smart board(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641311

9. Suppose your students did very well on their last science test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641273
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641276
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641277
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641279
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641281
f. My students did well because they are just good at science.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641284

10. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Increase students' interest in science	(A)	(B)	(C)	(D)	VH241202
b. Increase awareness of the importance of science in daily life	(A)	(B)	(C)	(D)	VH241203
c. Learn about applications of science to environmental issues	(A)	(B)	(C)	(D)	VH241199
d. Teach scientific facts and principles to build foundational knowledge	(A)	(B)	(C)	(D)	VH639754
e. Teach the iterative process of scientific inquiry and practices	(A)	(B)	(C)	(D)	VH639755
f. Provide students with the knowledge and skills needed to prepare for upper grade level science courses	(A)	(B)	(C)	(D)	VH639756
g. Develop skills to ask questions based on observations	(A)	(B)	(C)	(D)	VH639758
h. Develop inquiry skills	(A)	(B)	(C)	(D)	VH241194
i. Develop skills in lab techniques	(A)	(B)	(C)	(D)	VH241196
j. Develop problem-solving skills	(A)	(B)	(C)	(D)	VH241197
k. Develop scientific writing skills	(A)	(B)	(C)	(D)	VH241200

11. To what extent are the following resources available to you in your school system (including your school and school district)? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639521
b. Science magazines and books (including digital forms, such as online magazines and books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639522
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639523
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639524
e. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639525
f. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639532
g. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639527
h. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639528
i. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639529
j. Audiovisual materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639530
k. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639531
l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639526

12. How often do you meet with students one-on-one to give feedback on their work and evaluate their progress in science?

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

13. How often do you do each of the following with individual students to evaluate their progress in science? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Regularly discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639634
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639635
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639636
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639637

Appendix F-2m: 2015 Operational Grade 4 Science (COI)

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

1. Which best describes your role in teaching science to this class? Select **one** circle.

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

2. How many students are in this class?

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

3. In a typical week, how much time do you spend teaching science to the students in this class? Enter the hours and minutes.

_____ hours and _____ minutes per week

4. Are students assigned to this class by achievement level?

- A Yes
 B No

5. To what extent do you use each of the following student groupings for science instruction in your classroom? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Groupings based on students' interest in science/science-related topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633146
b. Groupings based on students' learning preferences or styles	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633149
c. Groupings based on students' readiness or current achievement level	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF633150

6. How often do you use each of the following to assess student progress in science? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Multiple-choice tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610543
b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610544
c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610545
d. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH157952
e. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH157953

7. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

	None	Little	Some	A lot	
a. Life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608619
b. Earth and space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC759072
c. Physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608621
d. Engineering and technology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC759073

8. About how often do your science students do each of the following? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Read a science textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767837
b. Read a book or magazine about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767838
c. Work with other students on a science activity or project	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767839
d. Prepare a written science report	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767841
e. Watch a movie, video, or DVD about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767843
f. Watch a science teacher do a science activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767845
g. Do hands-on activities or investigations in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767846
h. Talk about the measurements and results from students' hands-on activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767849
i. Take a science test or quiz	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767850
j. Identify questions that can be addressed through scientific investigations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767851
k. Discuss the kinds of problems that engineers can solve	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767852
l. Figure out different ways to solve a science problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767854
m. Present what they have learned about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767856

9. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Increase students' interest in science	(A)	(B)	(C)	(D)	VC970917
b. Increase awareness of the importance of science in daily life	(A)	(B)	(C)	(D)	VC970928
c. Learn about applications of science to environmental issues	(A)	(B)	(C)	(D)	VC970930
d. Teach scientific facts and principles	(A)	(B)	(C)	(D)	VC970919
e. Teach scientific methods	(A)	(B)	(C)	(D)	VC970920
f. Equip students with the knowledge and skills needed for studying science in upper grade levels	(A)	(B)	(C)	(D)	VF633172
g. Develop systematic observation skills	(A)	(B)	(C)	(D)	VC970929
h. Develop inquiry skills	(A)	(B)	(C)	(D)	VC970923
i. Develop skills in lab techniques	(A)	(B)	(C)	(D)	VC970926
j. Develop problem-solving skills	(A)	(B)	(C)	(D)	VF654319
k. Develop scientific writing skills	(A)	(B)	(C)	(D)	VC970931

10. To what extent does your school system (including your school and school district) provide the following to you? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633197
b. Science magazines and books (including digital forms, such as online magazines and books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633198
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633199
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633200
e. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633201
f. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633208
g. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633203
h. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633204
i. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633205
j. Audiovisual materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633206
k. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633207
l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633202

11. To what extent do you use each of the following technological resources for fourth-grade science instruction? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop computer	(A)	(B)	(C)	(D)	VC973470
b. Laptop computer	(A)	(B)	(C)	(D)	VC973471
c. Tablet computer	(A)	(B)	(C)	(D)	VH157962
d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	(A)	(B)	(C)	(D)	VC973473
e. CD-ROM	(A)	(B)	(C)	(D)	VC973474
f. Online software	(A)	(B)	(C)	(D)	VC973475
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	(A)	(B)	(C)	(D)	VC973476
h. Cable/satellite/closed-circuit television	(A)	(B)	(C)	(D)	VC973477
i. DVD player and DVDs	(A)	(B)	(C)	(D)	VC973478
j. Digital camera	(A)	(B)	(C)	(D)	VC973479
k. Graphing calculator	(A)	(B)	(C)	(D)	VC973480
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	(A)	(B)	(C)	(D)	VC973481
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	(A)	(B)	(C)	(D)	VC973482
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	(A)	(B)	(C)	(D)	VC973483
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	(A)	(B)	(C)	(D)	VC973484

12. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class?

- Ⓐ I get all the resources I need.
- Ⓑ I get most of the resources I need.
- Ⓒ I get some of the resources I need.
- Ⓓ I don't get any of the resources I need.

13. When you teach science to your fourth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC767814
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC767820
c. Vary the pace of instruction for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633254
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC767823
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC767824

14. How often do you meet with students one-on-one to review their work and evaluate their progress in science?

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

15. How often do you do each of the following with individual students to evaluate their progress in science? Select **one** circle in each row.

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767830
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767831
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767832
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767834

16. In addition to your regular classroom instruction, how often do you use the following to engage fourth-grade students in learning science? Select **one** circle in each row.

	Not at all	1–2 times per year	3 or more times per year	
a. Science fairs	Ⓐ	Ⓑ	Ⓒ	VH142242
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH142244
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH142243

Appendix F-2n: 2017 Cognitive Interviews Grade 8 Science (COI)

2018 Science Pilot Teacher G8 Master

VH639658

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

VH639665

2. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.

VH639433

3. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Life science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639434
b. Earth and space science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639436
c. Physical science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639435
d. Engineering and technology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639437

4. About how often do your science students do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Work with other students on a science activity or project	(A)	(B)	(C)	(D)	(E)	VH639589
b. Write about science (e.g., papers, reports, science journals)	(A)	(B)	(C)	(D)	(E)	VH639600
c. Watch a science teacher do a science activity	(A)	(B)	(C)	(D)	(E)	VH639856
d. Do hands-on investigations in science class	(A)	(B)	(C)	(D)	(E)	VH639588
e. Talk about the measurements and results from students' hands-on activities	(A)	(B)	(C)	(D)	(E)	VH639594
f. Discuss the kinds of problems that engineers can solve	(A)	(B)	(C)	(D)	(E)	VH639597
g. Figure out different ways to solve a science problem	(A)	(B)	(C)	(D)	(E)	VH639846
h. Present what they have learned about science	(A)	(B)	(C)	(D)	(E)	VH639593

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Develop good research questions for use as the basis of research	(A)	(B)	(C)	(D)	(E)	VH641056
b. Use labeled drawings or models to explain events or phenomena	(A)	(B)	(C)	(D)	(E)	VH641061
c. Come up with and use tests to answer a scientific question about how one variable influences another	(A)	(B)	(C)	(D)	(E)	VH641064
d. Organizing data in graphical displays to derive meaning or test a solution using reasoning, basic statistics, and probability	(A)	(B)	(C)	(D)	(E)	VH641065
e. Use mathematical representations to explain or support scientific conclusions	(A)	(B)	(C)	(D)	(E)	VH641067
f. Generate explanations based on scientific ideas, models, and measurements	(A)	(B)	(C)	(D)	(E)	VH641068
g. Use scientific reasoning and evaluating evidence to compare and critique arguments	(A)	(B)	(C)	(D)	(E)	VH641069
h. Collect information about science topics from both text and tables or graphs in order to convey the ideas to others	(A)	(B)	(C)	(D)	(E)	VH641070

6. In your science class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No or almost no time	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Make observations of natural phenomena (e.g., making measurements)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641163
b. Use models to demonstrate relationships among science principles	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641164
c. Make predictions based on prior experimental observations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641166
d. Create models of scientific principles, (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641167
e. Design experimental procedures to investigate a particular question	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641168
f. Read data in tables or charts, to draw conclusions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641169
g. Substantiate a conclusion by using empirical evidence	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641170
h. Decide which tools would be most appropriate to gather data	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641172
i. Evaluate the strengths and weaknesses of a solution to a problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641173
j. Predict possible negative consequences of a proposed solution to a problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641174

7. In this school year, did your school offer any of the following supplemental activities? Select **one** answer choice in each row

	Yes	No	
a. Opportunities for students to participate in scientific research	Ⓐ	Ⓑ	VH641334
b. Science clubs	Ⓐ	Ⓑ	VH641336
c. Opportunities for students to engage in collective science activities (e.g., adopt an endangered species, or nurture the growth of a live animal in the classroom)	Ⓐ	Ⓑ	VH641338
d. Opportunities for students to use scientific instruments	Ⓐ	Ⓑ	VH641339
e. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	Ⓐ	Ⓑ	VH641341

8. To what extent do you use each of the following technological resources **for science instruction**? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s) (including Chromebooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641307
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641308
c. Online content (e.g., online software, podcasts, or streaming videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641309
d. Interactive web spaces (e.g., forums where students can interact and share materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641310
e. Smart board(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641311

9. Suppose your students did very well on their last science test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641273
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641276
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641277
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641279
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641281
f. My students did well because they are just good at science.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641284

10. To what extent do you emphasize each of the following objectives in teaching science to your eighth-grade class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Increase students' interest in science	(A)	(B)	(C)	(D)	VH241262
b. Increase awareness of the importance of science in daily life	(A)	(B)	(C)	(D)	VH241263
c. Learn about applications of science to environmental issues	(A)	(B)	(C)	(D)	VH241259
d. Teach scientific facts and principles to build foundational knowledge	(A)	(B)	(C)	(D)	VH639687
e. Teach the iterative process of scientific inquiry and practices	(A)	(B)	(C)	(D)	VH639689
f. Provide students with the knowledge and skills needed to prepare for upper grade level science courses	(A)	(B)	(C)	(D)	VH639690
g. Develop skills to ask questions based on observations	(A)	(B)	(C)	(D)	VH639692
h. Develop inquiry skills	(A)	(B)	(C)	(D)	VH241254
i. Develop skills in lab techniques	(A)	(B)	(C)	(D)	VH241256
j. Develop problem-solving skills	(A)	(B)	(C)	(D)	VH241257
k. Develop scientific writing skills	(A)	(B)	(C)	(D)	VH241260

11. To what extent are the following resources available to you in your school system (including your school and school district)? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639521
b. Science magazines and books (including digital forms, such as online magazines and books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639522
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639523
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639524
e. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639525
f. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639532
g. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639527
h. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639528
i. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639529
j. Audiovisual materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639530
k. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639531
l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639526

12. How often do you meet with students one-on-one to give feedback on their work and evaluate their progress in science?

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

13. How often do you do each of the following with individual students to evaluate their progress in science? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Regularly discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639634
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639635
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639636
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639637

Appendix F-2o: 2015 Operational Grade 8 Science (COI)

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

1. Which best describes your role in teaching science to this class? Select **one** circle.

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

2. How many students are in this class?

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

VH142009

3. In a typical week, how much time do you spend teaching science to the students in this class? Enter the hours and minutes.

_____ hours and _____ minutes per week

VH142206

4. Are students assigned to this class by achievement level?

- A Yes
- B No

VF633144

5. To what extent do you use each of the following student groupings for science instruction in your classroom? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Groupings based on students' interest in science/science-related topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633146
b. Groupings based on students' learning preferences or styles	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633149
c. Groupings based on students' readiness or current achievement level	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633150

6. How often do you use each of the following to assess student progress in science? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Multiple-choice tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB610543
b. Short written responses (e.g., a phrase or sentence)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB610544
c. Long written responses (e.g., several sentences or paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB610545
d. Performance-based assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH157952
e. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH157953

7. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

	None	Little	Some	A lot	
a. Life science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608619
b. Earth and space science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC759072
c. Physical science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608621
d. Engineering and technology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC759073

8. About how often do your science students do each of the following? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Read a science textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767837
b. Read a book or magazine about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767838
c. Work with other students on a science activity or project	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767839
d. Prepare a written science report	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767841
e. Watch a movie, video, or DVD about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767843
f. Watch a science teacher do a science activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767845
g. Do hands-on activities or investigations in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767846
h. Talk about the measurements and results from students' hands-on activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767849
i. Take a science test or quiz	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767850
j. Identify questions that can be addressed through scientific investigations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767851
k. Discuss the kinds of problems that engineers can solve	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767852
l. Figure out different ways to solve a science problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767854
m. Present what they have learned about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767856

9. To what extent do you emphasize each of the following objectives in teaching science to your eighth-grade class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Increase students' interest in science	(A)	(B)	(C)	(D)	VC976015
b. Increase awareness of the importance of science in daily life	(A)	(B)	(C)	(D)	VC976023
c. Learn about applications of science to environmental issues	(A)	(B)	(C)	(D)	VC976026
d. Teach scientific facts and principles	(A)	(B)	(C)	(D)	VC976017
e. Teach scientific methods	(A)	(B)	(C)	(D)	VC976018
f. Equip students with the knowledge and skills needed for studying science in upper grade levels	(A)	(B)	(C)	(D)	VF633272
g. Develop systematic observation skills	(A)	(B)	(C)	(D)	VC976025
h. Develop inquiry skills	(A)	(B)	(C)	(D)	VC976020
i. Develop skills in lab techniques	(A)	(B)	(C)	(D)	VC976022
j. Develop problem-solving skills	(A)	(B)	(C)	(D)	VF654412
k. Develop scientific writing skills	(A)	(B)	(C)	(D)	VC976027

10. To what extent does your school system (including your school and school district) provide the following to you? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633197
b. Science magazines and books (including digital forms, such as online magazines and books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633198
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633199
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633200
e. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633201
f. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633208
g. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633203
h. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633204
i. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633205
j. Audiovisual materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633206
k. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633207
l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633202

11. To what extent do you use each of the following technological resources for eighth-grade science instruction? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop computer	(A)	(B)	(C)	(D)	VC976050
b. Laptop computer	(A)	(B)	(C)	(D)	VC976051
c. Tablet computer	(A)	(B)	(C)	(D)	VH157981
d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	(A)	(B)	(C)	(D)	VC976054
e. CD-ROM	(A)	(B)	(C)	(D)	VC976056
f. Online software	(A)	(B)	(C)	(D)	VC976057
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	(A)	(B)	(C)	(D)	VC976059
h. Cable/satellite/closed-circuit television	(A)	(B)	(C)	(D)	VC976061
i. DVD player and DVDs	(A)	(B)	(C)	(D)	VC976063
j. Digital camera	(A)	(B)	(C)	(D)	VC976067
k. Graphing calculator	(A)	(B)	(C)	(D)	VC976068
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	(A)	(B)	(C)	(D)	VC976071
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	(A)	(B)	(C)	(D)	VC976072
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	(A)	(B)	(C)	(D)	VC976073
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	(A)	(B)	(C)	(D)	VC976075

12. In your eighth-grade class, how often do your students use a computer or other technological resources to do each of the following? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Conduct a search for science information	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976080
b. Simulate a physical or biological process or see how something works (for example, how planets orbit the sun, how gas expands)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976081
c. Make a chart or graph that shows results of science projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976084

13. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class?
- Ⓐ I get all the resources I need.
 - Ⓑ I get most of the resources I need.
 - Ⓒ I get some of the resources I need.
 - Ⓓ I don't get any of the resources I need.

14. When you teach science to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976086
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976088
c. Vary the pace of instruction for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640396
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976092
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976094

15. How often do you meet with students one-on-one to review their work and evaluate their progress in science?

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

16. How often do you do each of the following with individual students to evaluate their progress in science? Select **one** circle in each row.

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	(A)	(B)	(C)	(D)	(E)	VC767830
b. Set goals for specific progress the student would like to make	(A)	(B)	(C)	(D)	(E)	VC767831
c. Discuss progress the student has made toward goals previously set	(A)	(B)	(C)	(D)	(E)	VC767832
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	(A)	(B)	(C)	(D)	(E)	VC767834

17. In addition to your regular classroom instruction, how often do you use the following to engage eighth-grade students in learning science? Select **one** circle in each row.

	Not at all	1–2 times per year	3 or more times per year	
a. Science fairs	(A)	(B)	(C)	VH142283
b. Science competitions	(A)	(B)	(C)	VH142284
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	(A)	(B)	(C)	VH142285

Appendix F-2p: 2017 Operational Grade 4 Writing (COI)

1. Overall, approximately what percentage of your instructional time teaching **writing** is spent on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Keyboarding skills _____ %

Word processing skills _____ %

Other (Please specify): _____ %

2. When grading/evaluating your students' **writing**, approximately what percentage of the grade/evaluation is based on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Other (Please specify): _____ %

3. In your English/language arts class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Writing a paper using correct grammar	(A)	(B)	(C)	(D)	(E)	VH315433
b. Writing a paper without spelling mistakes	(A)	(B)	(C)	(D)	(E)	VH315441
c. Choosing words in students' writing that will effectively communicate ideas	(A)	(B)	(C)	(D)	(E)	VH315464
d. Typing a longer text (several paragraphs) with few errors using a keyboard	(A)	(B)	(C)	(D)	(E)	VH316147
e. Using a spell-checker in word processing software	(A)	(B)	(C)	(D)	(E)	VH616593
f. Finding words to use in their writing from the thesaurus in word processing software	(A)	(B)	(C)	(D)	(E)	VH316153
g. Applying cut, copy, and paste using the keyboard or mouse	(A)	(B)	(C)	(D)	(E)	VH316155
h. Creating an outline prior to writing	(A)	(B)	(C)	(D)	(E)	VH316239
i. Coming up with ideas about what to write for a timed writing task	(A)	(B)	(C)	(D)	(E)	VH316242

4. In your English/language arts class this year, how often do you do each of the following **when teaching writing**? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Ask students to work in small groups to share and revise their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314291
b. Ask students to write more than one draft for a writing assignment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314295

5. How often do you ask your students to do the following when you ask them to **write** about something? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Use a computer or other digital device for drafting and revising their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242730
b. Use the Internet to get information for their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242736
c. Assess their own writing by using a specific rubric	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242734
d. Assess the writing of other students by using rubrics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242735

6. How often do you ask your students to write for each of the following purposes? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Explain (i.e., provide information about a topic or steps in a process)	(A)	(B)	(C)	(D)	(E)	VH242692
b. Persuade (i.e., convince someone to do something)	(A)	(B)	(C)	(D)	(E)	VH242693
c. Convey real experience (i.e., write about factual events or personal experiences)	(A)	(B)	(C)	(D)	(E)	VH314053
d. Convey imagined experience (i.e., tell a fictional story)	(A)	(B)	(C)	(D)	(E)	VH314054
e. Analyze (i.e., collect and describe evidence for an issue or argument)	(A)	(B)	(C)	(D)	(E)	VH314056

7. In your English/language arts class this year, how often do you give the following **writing** assignments to your students? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Assignments that students have to complete within one session	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314220
b. Assignments that are designed for students to work on over extended periods of time (e.g., several class periods)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314222
c. Assignments that students have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314224
d. Assignments of at least a couple of pages (e.g., a paper or report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314229

8. In your English/language arts class this year, how often do you use each of the following to assess **student progress in writing**? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Long written responses (e.g., several sentences or paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314328
b. Timed assessments (i.e., tests where students have to produce text under a time limit)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314331
c. Digitally based writing tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616571
d. Extended constructed-response questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH616573

9. In your English/language arts class this year, how often do you use **results from writing assessments** for each of the following? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Determine students' current levels of writing performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314349
b. Set specific goals for progress for individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314350
c. Monitor progress students have made toward previously set writing goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314351
d. Determine how to adjust teaching strategies to meet students' current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314352

10. In your English/language arts class this year, what kinds of feedback do you typically give your students **about their writing assignments**? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. I give them a grade.	(A)	(B)	(C)	(D)	(E)	VH315402
b. I write a general comment at the end of the paper.	(A)	(B)	(C)	(D)	(E)	VH315405
c. I correct their spelling and grammar mistakes.	(A)	(B)	(C)	(D)	(E)	VH315407
d. I provide specific suggestions on re-organizing their ideas.	(A)	(B)	(C)	(D)	(E)	VH315416
e. I meet with students one-on-one to go over their writing.	(A)	(B)	(C)	(D)	(E)	VH315419

11. To what extent do you use each of the following technological resources for writing instruction? Select one circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s) (including Chromebooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH587512
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314038
c. Online content (e.g., online software, podcasts, or streaming videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH242686
d. Interactive web spaces (e.g., forums where students can interact and share materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314040
e. Smart board(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314041

12. Based on keyboarding instruction at your school, which of the following best describes the **keyboarding skills** expected of students at the grade level you teach?

- Ⓐ No typing skill is expected. *Question 13 is not applicable and will be skipped.*
- Ⓑ They can type with one or two fingers, but might search for where the letter keys are.
- Ⓒ They can type with one or two fingers, and they know where most of the letter keys are.
- Ⓓ They can type with all ten fingers when they look at the keyboard.
- Ⓔ They can type with all ten fingers without looking at the keyboard.

13. Approximately what percentage of the students in your fourth-grade English/language arts class meet the expectations regarding their **keyboarding skills**?

%

14. Which of the following **word processing tools** are your fourth-grade students expected to be able to use for writing? Select **one** circle in each row.

	Yes	No	
a. Cut, copy, and paste	Ⓐ	Ⓑ	VH587504
b. Spell-checker	Ⓐ	Ⓑ	VH587507
c. Thesaurus	Ⓐ	Ⓑ	VH587506
d. Formatting tools (e.g., bold, underline, italics)	Ⓐ	Ⓑ	VH587505

15. Approximately what percentage of the students in your fourth-grade English/language arts class meet the expectations regarding their **word processing skills**?

%

Appendix F-2q: 2017 Operational Grade 8 Writing (COI)

1. Overall, approximately what percentage of your instructional time teaching **writing** is spent on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Keyboarding skills _____ %

Word processing skills _____ %

Other (Please specify): _____ %

2. When grading/evaluating your students' **writing**, approximately what percentage of the grade/evaluation is based on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Other (Please specify): _____ %

3. In your English/language arts class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Writing a paper using correct grammar	(A)	(B)	(C)	(D)	(E)	VH315433
b. Writing a paper without spelling mistakes	(A)	(B)	(C)	(D)	(E)	VH315441
c. Choosing words in students' writing that will effectively communicate ideas	(A)	(B)	(C)	(D)	(E)	VH315464
d. Typing a longer text (several paragraphs) with few errors using a keyboard	(A)	(B)	(C)	(D)	(E)	VH316147
e. Using a spell-checker in word processing software	(A)	(B)	(C)	(D)	(E)	VH616593
f. Finding words to use in their writing from the thesaurus in word processing software	(A)	(B)	(C)	(D)	(E)	VH316153
g. Applying cut, copy, and paste using the keyboard or mouse	(A)	(B)	(C)	(D)	(E)	VH316155
h. Creating an outline prior to writing	(A)	(B)	(C)	(D)	(E)	VH316239
i. Coming up with ideas about what to write for a timed writing task	(A)	(B)	(C)	(D)	(E)	VH316242

4. In your English/language arts class this year, how often do you do each of the following **when teaching writing**? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Ask students to work in small groups to share and revise their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314291
b. Ask students to write more than one draft for a writing assignment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314295

5. How often do you ask your students to do the following when you ask them to **write** about something? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Use a computer or other digital device for drafting and revising their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242730
b. Use the Internet to get information for their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242736
c. Assess their own writing by using a specific rubric	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242734
d. Assess the writing of other students by using rubrics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242735

6. How often do you ask your students to write for each of the following purposes? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Explain (i.e., provide information about a topic or steps in a process)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242692
b. Persuade (i.e., convince someone to do something)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242693
c. Convey real experience (i.e., write about factual events or personal experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314053
d. Convey imagined experience (i.e., tell a fictional story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314054
e. Analyze (i.e., collect and describe evidence for an issue or argument)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314056

7. In your English/language arts class this year, how often do you give the following **writing** assignments to your students? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Assignments that students have to complete within one session	(A)	(B)	(C)	(D)	(E)	VH314220
b. Assignments that are designed for students to work on over extended periods of time (e.g., several class periods)	(A)	(B)	(C)	(D)	(E)	VH314222
c. Assignments that students have to complete together with other students	(A)	(B)	(C)	(D)	(E)	VH314224
d. Assignments of at least a couple of pages (e.g., a paper or report)	(A)	(B)	(C)	(D)	(E)	VH314229

8. In your English/language arts class this year, how often do you use each of the following to assess **student progress in writing**? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Long written responses (e.g., several sentences or paragraphs)	(A)	(B)	(C)	(D)	(E)	VH314328
b. Timed assessments (i.e., tests where students have to produce text under a time limit)	(A)	(B)	(C)	(D)	(E)	VH314331
c. Digitally based writing tests	(A)	(B)	(C)	(D)	(E)	VH616571
d. Extended constructed-response questions	(A)	(B)	(C)	(D)	(E)	VH616573

9. In your English/language arts class this year, how often do you use **results from writing assessments** for each of the following? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Determine students' current levels of writing performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314349
b. Set specific goals for progress for individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314350
c. Monitor progress students have made toward previously set writing goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314351
d. Determine how to adjust teaching strategies to meet students' current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314352

10. In your English/language arts class this year, what kinds of feedback do you typically give your students **about their writing assignments**? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. I give them a grade.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315402
b. I write a general comment at the end of the paper.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315405
c. I correct their spelling and grammar mistakes.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315407
d. I provide specific suggestions on re-organizing their ideas.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315416
e. I meet with students one-on-one to go over their writing.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315419

11. To what extent do you use each of the following technological resources for writing instruction? Select one circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s) (including Chromebooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH587512
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314038
c. Online content (e.g., online software, podcasts, or streaming videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH242686
d. Interactive web spaces (e.g., forums where students can interact and share materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314040
e. Smart board(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314041

12. Based on keyboarding instruction at your school, which of the following best describes the **keyboarding skills** expected of students at the grade level you teach?

- Ⓐ No typing skill is expected. *Question 13 is not applicable and will be skipped.*
- Ⓑ They can type with one or two fingers, but might search for where the letter keys are.
- Ⓒ They can type with one or two fingers, and they know where most of the letter keys are.
- Ⓓ They can type with all ten fingers when they look at the keyboard.
- Ⓔ They can type with all ten fingers without looking at the keyboard.

13. Approximately what percentage of the students in your eighth-grade English/language arts class meet the expectations regarding their **keyboarding skills**?

%

14. Which of the following **word processing tools** are your eighth-grade students expected to be able to use for writing? Select **one** circle in each row.

	Yes	No	
a. Cut, copy, and paste	Ⓐ	Ⓑ	VH316547
b. Spell-checker	Ⓐ	Ⓑ	VH616651
c. Thesaurus	Ⓐ	Ⓑ	VH316553
d. Formatting tools (e.g., bold, underline, italics)	Ⓐ	Ⓑ	VH316554

15. Approximately what percentage of the students in your eighth-grade English/language arts class meet the expectations regarding their **word processing skills**?

%

Appendix F-2r: 2017 Pilot Grade 8 Social Studies (COI)

1. Which best describes how social studies instruction in your school is organized?
- Ⓐ Social studies is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some social studies instruction is integrated with other subjects, and some social studies instruction is presented as a discrete subject.
 - Ⓒ Social studies lessons are primarily integrated with instruction in other subjects.

2. How many students are in this class? Enter the number of students. If you teach more than one eighth-grade social studies class, please enter the number of students in the class you are using as the basis for answering this survey.

3. Which best describes your role in teaching social studies to this class? Select **all** that apply.
- Ⓐ I teach all or most subjects, including social studies.
 - Ⓑ The only subject I teach is social studies.
 - Ⓒ We team teach, and I have primary responsibility for teaching social studies.
 - Ⓓ I have primary responsibility for teaching civics and/or United States government.
 - Ⓔ I have primary responsibility for teaching geography.
 - Ⓕ I have primary responsibility for teaching United States history.

4. In a typical week, about how much time in total do you spend with this class on social studies instruction?

_____ hours and _____ minutes per week

5. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Select **one** circle in each row.

	None	1-10%	11-40%	41-60%	61-90%	More than 90%	
a. Civics and/or United States government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH493389
b. Geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH493390
c. United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH493391
d. Other social studies subject (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH493392

6. In your social studies class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach social studies as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493758
b. I create student groups with the same achievement level.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493759
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493761
d. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493762

7. 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	
a. Have students read material from a social studies textbook	(A)	(B)	(C)	(D)	(E)	VH493504
b. Have students read extra material about social studies not in the regular textbook (e.g., newspapers, magazines, or online sources)	(A)	(B)	(C)	(D)	(E)	VH493506
c. Discuss material about social studies with students	(A)	(B)	(C)	(D)	(E)	VH493507
d. Have students conduct research about social studies topics (e.g., in a library or through interviews or observations)	(A)	(B)	(C)	(D)	(E)	VH493509
e. Discuss current events	(A)	(B)	(C)	(D)	(E)	VH493510
f. Have students use primary sources (e.g., letters, diaries, photographs, films, or essays written by people from the past)	(A)	(B)	(C)	(D)	(E)	VH493512

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	
a. Gone on class field trips to learn about social studies topics	(A)	(B)	(C)	(D)	(E)	VH493516
b. Had outside speakers in class discuss social studies topics	(A)	(B)	(C)	(D)	(E)	VH493517
c. Had students give class presentations on social studies topics	(A)	(B)	(C)	(D)	(E)	VH493518
d. Had students listen to or watch movies, videos, or online content about social studies topics	(A)	(B)	(C)	(D)	(E)	VH493519
e. 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)	VH493523
f. Had students take part in debates or panel discussions	(A)	(B)	(C)	(D)	(E)	VH493524
g. Had students take part in role-playing, mock trials, or dramas about social studies topics	(A)	(B)	(C)	(D)	(E)	VH493525

9. When you teach social studies to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Use a different set of methods in teaching some students	(A)	(B)	(C)	(D)	(E)	VH493748
b. Supplement the regular course curriculum with additional material for some students	(A)	(B)	(C)	(D)	(E)	VH493749
c. Pace my teaching differently for some students	(A)	(B)	(C)	(D)	(E)	VH493750
d. Have some students engage in different classroom activities	(A)	(B)	(C)	(D)	(E)	VH493751

10. How often do you use the following resources to teach social studies in this class? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Quantitative data (such as that on maps, charts, or graphs)	(A)	(B)	(C)	(D)	(E)	VH493442
b. Materials from other subject areas	(A)	(B)	(C)	(D)	(E)	VH493445
c. Activities or assignments designed by social studies organizations or experts	(A)	(B)	(C)	(D)	(E)	VH493448

11. To what extent do you use each of the following technological resources for social studies instruction? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Desktop or laptop computer(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493481
b. Tablet(s) (e.g., Surface Pro, iPad, or Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493482
c. Online content (e.g., online software, podcasts, or streaming videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493483
d. Interactive whiteboards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493485
e. Other digital device(s) (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493487

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

	Not applicable	Not at all	Very little	Some	Quite a bit	A lot	
a. Civics and/or United States government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH493458
b. Geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH493459
c. United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH493460

13. When students in this class work on social studies, to what extent do they use computers or other digital devices to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use the Internet to look for evidence or sources (e.g., text documents, photographic images, or films)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493491
b. Use games or apps in which students play a role (e.g., an explorer, geographer, or historian)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493493
c. Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text and video clips)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493494
d. Organize information about social studies topics by creating tables, charts, or graphs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493496
e. Participate in online discussions about social studies on a website (e.g., in forums or social media)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493498

14. Approximately how many hours of homework a day do you assign for social studies?

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

15. In your social studies class this year, how often do you use each of the following to assess student progress in social studies? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Tests with multiple-choice, true/false, or matching type questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493530
b. Tests with fill-in-the-blank questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493531
c. Paragraph-length written responses about what students have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493532
d. Extended essays/papers on assigned topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493533
e. Individual projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493534
f. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493536

16. In your social studies class this year, how often do you use each of the following to assess student progress in social studies? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Long written responses (e.g., several paragraphs)	(A)	(B)	(C)	(D)	(E)	VH493540
b. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)	(A)	(B)	(C)	(D)	(E)	VH493541
c. Portfolios	(A)	(B)	(C)	(D)	(E)	VH493543
d. Computer-based or online assessments	(A)	(B)	(C)	(D)	(E)	VH493544

17. 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 or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Regularly discuss each student's current level of performance with them	(A)	(B)	(C)	(D)	(E)	VH493774
b. Set goals for specific progress the student would like to make	(A)	(B)	(C)	(D)	(E)	VH493775
c. Discuss progress the student has made toward goals previously set	(A)	(B)	(C)	(D)	(E)	VH493777
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	(A)	(B)	(C)	(D)	(E)	VH493778

18. Do you give instruction in civics and/or United States government to your students?

- Ⓐ Yes
- Ⓑ No Questions 19, 20, and 21 are not applicable and will be skipped.

19. 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.

	Not at all	Very little	Some	Quite a bit	A lot	
a. The United States Constitution	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493608
b. The three branches of the United States government (executive, judicial, and legislative branches)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493610
c. How laws are made	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493614
d. Political parties, elections, and voting	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493615
e. State government and local government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493616
f. Other countries' governments (e.g., their structure, how they are run, or interactions with the United States)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493617
g. International organizations (e.g., the United Nations, World Bank, or World Health Organization)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493618
h. Current political and social issues	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493619

20. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Examining the roles and functions of the three branches of the United States government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493645
b. Examining the rights and responsibilities of United States citizens	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493646
c. Examining how the United States influences and is influenced by events in other countries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493647
d. Comparing the roles and responsibilities of local, state, and national governments in the United States	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493648
e. Examining why it is important to pay attention to the political process and government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493650
f. Examining why it is important for individuals to participate in the political process and government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493651
g. Supporting an opinion about an issue or problem with reasons and examples	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493656
h. Discussing the political process and government with others	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493658

21. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach civics and/or United States government?
- Ⓐ 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

22. Do you give instruction in geography to your students?
- Ⓐ Yes
 - Ⓑ No *Questions 23, 24, and 25 are not applicable and will be skipped.*

23. 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	
a. Using physical or digital maps (e.g., a road map, MapQuest, or Google Maps) and globes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493707
b. Countries and cultures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493708
c. Environmental issues (e.g., pollution, recycling, climate change, or genetically modified food)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493709
d. Basic concepts of physical and human geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493710
e. Variation among regions and how people interact across space via communication, transportation, or trade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493711

24. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Using a map (e.g., a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493726
b. Examining how natural features of the Earth (e.g., rivers or mountains) are formed	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493728
c. Measuring distances and the sizes of areas on maps	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493729
d. Examining what makes different regions in the United States unique	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493730
e. Examining why groups of people migrate to different parts of the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493736
f. Examining how humans affect the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493737
g. Examining how humans adjust to the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH603016
h. Examining why different food and energy resources are traded globally	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493740
i. Using geographic information (e.g., maps, satellite images, or population data) to answer a question or solve a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493743

25. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach geography?

- A Yes, I have attended programs that are required by my school or district.
- B Yes, I have attended programs that are not required by my school or district.
- C No

26. Do you give instruction in United States history to your students?

- A Yes
- B No *Questions 27, 28, 29, and 30 are not applicable and will be skipped.*

27. 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	
a. The period before 1815 (e.g., age of exploration, colonization, settlement, or American Revolution)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493552
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493553
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)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493554
d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493556

28. In your social studies class this year, how much have you emphasized the following topics in United States history? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Change and continuity in United States democracy (ideas, institutions, events, key figures, and controversies)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493558
b. The gathering and interactions of peoples, cultures, and ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493559
c. Technological changes and their relation to society, ideas, and the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493560
d. Economic changes and their relation to society, ideas, and the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493561
e. The changing role of the United States in the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493562

29. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Examining the causes and effects of important events in United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493580
b. Examining how time periods in United States history are similar or different	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493582
c. Judging whether information from a source (e.g., text, visual graphics, video, or audio) is accurate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493583
d. Analyzing the relationship between two historical events	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493587
e. Comparing and evaluating different points of view about the past (e.g., different ideas about what caused the Civil War)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493589
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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493590
g. Taking and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493591

30. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach history?

- A Yes, I have attended programs that are required by my school or district.
- B Yes, I have attended programs that are not required by my school or district.
- C No

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

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493814
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493815
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493816
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493817
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493818
f. My students did well because they are just good at social studies.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493819

32. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262653
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262654
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262657

Appendix F-2s: 2015 Operational Grade 4 NIES

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter “01.”

Years

2. How many students are currently in your class?

Students

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592446
b. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592448
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202922
d. Living and working in an American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202915

4. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012626
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012628

5. During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Select **one** circle in each row.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158526
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158527
c. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158530
d. Other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158529
e. Elders or other experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158528

6. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?

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

7. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?

- Ⓐ Never → *Questions 8–9 are not applicable and will be skipped.*
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

8. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?

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

9. Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.

- (A) State
- (B) District
- (C) Tribal education department
- (D) Indian education professional associations
- (E) College or university
- (F) Other (please specify): _____

10. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.

- (A) No knowledge or skill; nonspeaker
- (B) Minimal functional or communicative ability; ability to use some words or phrases
- (C) Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
- (D) Fluent nonnative speaker
- (E) Fluent native speaker

11. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach any core subject (reading, mathematics, science, and social studies)?

- (A) Instruction is entirely in English.
- (B) Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
- (C) Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
- (D) Instruction is primarily in the students' American Indian or Alaska Native language(s).

12. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learners [ELL])? Select **one** circle in each row.

	Yes	No	
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	Ⓐ	Ⓑ	VE012662
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	Ⓐ	Ⓑ	VE012665
c. Any other training or professional development on how to teach students whose first language is not English	Ⓐ	Ⓑ	VE012666

13. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154090
b. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154091
c. Assessments developed by American Indian or Alaska Native organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154092
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154093
e. Teacher-made tests or quizzes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154098
f. Performance-based assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154095
g. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154096
h. Oral responses of students during class discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154097
i. Assessments to evaluate English language proficiency	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154925

14. Do you teach **reading/language arts** to grade 4 students?

A Yes

B No → *Questions 15–17 are not applicable and will be skipped.*

15. How often do you integrate materials about the following topics into your **reading/language arts** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH040385
b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH040386

16. How often do you have your students do each of the following **reading/language arts** activities? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Read literature with American Indian or Alaska Native themes	(A)	(B)	(C)	(D)	(E)	VE012689
b. Read literature by American Indian or Alaska Native authors	(A)	(B)	(C)	(D)	(E)	VE012690
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	(A)	(B)	(C)	(D)	(E)	VE012691
d. Write about experiences or issues affecting American Indian or Alaska Native people	(A)	(B)	(C)	(D)	(E)	VE012692
e. Write about their own experiences as an American Indian or Alaska Native person	(A)	(B)	(C)	(D)	(E)	VE012693

17. How much do you rely on each of the following documents in planning **reading/language arts** lessons? Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	(A)	(B)	(C)	(D)	(E)	VE012698
b. State content standards	(A)	(B)	(C)	(D)	(E)	VE012700
c. District content standards	(A)	(B)	(C)	(D)	(E)	VE012701
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VE012703

18. Do you teach **mathematics** to grade 4 students?

Ⓐ Yes

Ⓑ No → Questions 19–21 are not applicable and will be skipped.

19. How often do you integrate materials about the following topics into your **mathematics** lessons?
Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040390
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040392

20. How often do you have your students do each of the following **mathematics** activities? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012733
b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012735
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012737
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012739

21. How much do you rely on each of the following documents in planning **mathematics** lessons?
Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012743
b. State content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012746
c. District content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012747
d. American Indian or Alaska Native content or cultural standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012749

22. How much do you agree with each of the following statements about the materials available in your school library, media center, or resource center? Select **one** circle in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials available for 4th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH043957
b. The quality of the books and materials available for 4th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH043959
c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH043964
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH043966

23. To what extent is each of the following a problem in your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040413
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040414
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040416
d. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040422
e. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040424
f. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040425
g. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040427
h. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040428
i. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040430

24. Are you Hispanic or Latino? Select **all** squares that apply.

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

25. Which of the following best describes you? Select **all** squares that apply.

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

- E Native Hawaiian or other Pacific Islander

26. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?

27. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.

Appendix F-2t: 2015 Operational Grade 8 NIES

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter “01.”

Years

2. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592446
b. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592448
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202922
d. Living and working in an American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202915

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012626
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012628

4. During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Select **one** circle in each row.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158526
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158527
c. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158530
d. Other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158529
e. Elders or other experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158528

5. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?

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

6. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?

- Ⓐ Never → *Questions 7–8 are not applicable and will be skipped.*
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?

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

8. Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.

- A State
- B District
- C Tribal education department
- D Indian education professional associations
- E College or university
- F Other (please specify): _____

9. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.

- A No knowledge or skill; nonspeaker
- B Minimal functional or communicative ability; ability to use some words or phrases
- C Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
- D Fluent nonnative speaker
- E Fluent native speaker

10. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learners [ELL])? Select **one** circle in each row.

	Yes	No	
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	Ⓐ	Ⓑ	VE012662
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	Ⓐ	Ⓑ	VE012665
c. Any other training or professional development on how to teach students whose first language is not English	Ⓐ	Ⓑ	VE012666

11. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154090
b. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154091
c. Assessments developed by American Indian or Alaska Native organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154092
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154093
e. Teacher-made tests or quizzes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154098
f. Performance-based assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154095
g. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154096
h. Oral responses of students during class discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154097
i. Assessments to evaluate English language proficiency	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154925

12. Do you teach **reading/language arts** to grade 8 students?

- Ⓐ Yes
- Ⓑ No → *Questions 13–17 are not applicable and will be skipped.*

13. How many students are American Indian or Alaska Native in your **reading/language arts** class? (Include both enrolled tribal members and descendants in your calculations.)

- Ⓐ Few (less than 5)
- Ⓑ Several, but less than half the class
- Ⓒ At least half the class, but not every student
- Ⓓ The whole class
- Ⓔ I don't know.

14. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach **reading/language arts**?

- Ⓐ Instruction is entirely in English.
- Ⓑ Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
- Ⓒ Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
- Ⓓ Instruction is primarily in the students' American Indian or Alaska Native language(s).

15. How often do you integrate materials about the following topics into your **reading/language arts** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040385
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040386

16. How often do you have your students do each of the following **reading/language arts** activities? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Read literature with American Indian or Alaska Native themes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012689
b. Read literature by American Indian or Alaska Native authors	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012690
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012691
d. Write about experiences or issues affecting American Indian or Alaska Native people	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012692
e. Write about their own experiences as an American Indian or Alaska Native person	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012693

17. How much do you rely on each of the following documents in planning **reading/language arts** lessons? Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012698
b. State content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012700
c. District content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012701
d. American Indian or Alaska Native content or cultural standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012703

18. Do you teach **mathematics** to grade 8 students?

- Ⓐ Yes
- Ⓑ No → *Questions 19–23 are not applicable and will be skipped.*

19. How many students are American Indian or Alaska Native in your **mathematics** class? (Include both enrolled tribal members and descendants in your calculations.)

- Ⓐ Few (less than 5)
- Ⓑ Several, but less than half the class
- Ⓒ At least half the class, but not every student
- Ⓓ The whole class
- Ⓔ I don't know.

20. To what extent do you use your students’ American Indian or Alaska Native language(s) when you teach **mathematics**?

- Ⓐ Instruction is entirely in English.
- Ⓑ Instruction is primarily in English, but words or phrases from the students’ American Indian or Alaska Native language(s) are included occasionally.
- Ⓒ Instruction is primarily in English, but words or phrases from the students’ American Indian or Alaska Native language(s) are included frequently.
- Ⓓ Instruction is primarily in the students’ American Indian or Alaska Native language(s).

21. How often do you integrate materials about the following topics into your **mathematics** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040390
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040392

22. How often do you have your students do each of the following **mathematics** activities? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012733
b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012735
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012737
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012739

23. How much do you rely on each of the following documents in planning **mathematics** lessons?
Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012743
b. State content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012746
c. District content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012747
d. American Indian or Alaska Native content or cultural standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012749

24. How much do you agree with each of the following statements about the materials available in your school library, media center, or resource center? Select **one** circle in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials available for 8th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH040399
b. The quality of the books and materials available for 8th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH040401
c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH040402
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH040404

25. About how many of your grade 8 students will complete the 8th grade?

- Ⓐ None
- Ⓑ A few
- Ⓒ Some
- Ⓓ Most
- Ⓔ All
- Ⓕ I don't know.

26. About how many of your grade 8 students will be prepared for high school?

- Ⓐ None
- Ⓑ A few
- Ⓒ Some
- Ⓓ Most
- Ⓔ All
- Ⓕ I don't know.

27. To what extent is each of the following a problem in your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040413
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040414
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040416
d. Teen pregnancies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040417
e. Drug or alcohol use by students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040421
f. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040422
g. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040424
h. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040425
i. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040427
j. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040428
k. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040430

28. Are you Hispanic or Latino? Select **all** squares that apply.

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

29. Which of the following best describes you? Select **all** squares that apply.

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

- E Native Hawaiian or other Pacific Islander

30. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?

31. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.

Appendix F-2u: 2017 Operational Grade 4 & 8 Giving Back Items

1. Would you like to receive information about how other teachers in the nation responded to this questionnaire?

A Yes

B No

2. If yes, please provide your email address so that we may send access to the website when it is available in May.

Appendix F-2v: 2018 Pilot Teacher and School Gender Item

1. Are you male or female?
 - A. Male
 - B. Female

Appendix F-2w: 2017-2018 NTPS Teacher Questionnaire

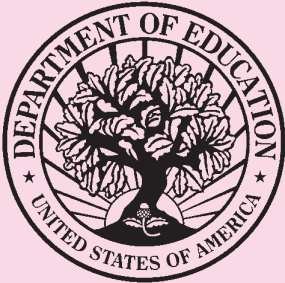
Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598: Approval Expires xx/xx/xxxx
Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

TEACHER QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2017-18 SCHOOL YEAR



THIS SURVEY HAS BEEN ENDORSED BY:

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**




NOTICE:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



INSTRUCTIONS AND DEFINITIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a **blue or black ballpoint pen**.

CORRECT marking example – <i>(Use care to keep characters in their designated spaces.)</i>	INCORRECT marking example –
	 
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	OR <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

- a. If you are the teacher named on the cover page label, please complete the questionnaire.
- b. Please do not write any comments near the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-888-595-1338. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: ntps@census.gov.

Teachers who teach in multiple schools: Please respond to questions as they apply to the school where you received this questionnaire.

Grades K-12 and comparable ungraded levels. This survey focuses on schools offering any of grades K-12 or comparable ungraded levels at the elementary, middle, or secondary level. The term "ungraded levels" refers to schools that classify students by an alternative means other than particular grade levels (e.g., Kindergarten, 1st grade, 2nd grade, etc.).

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).

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 1850-0598. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4014, Washington, DC 20202.



1. GENERAL INFORMATION

1-1. How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year?

🍏 *Mark (X) only one box.*

- 1 Regular full-time teacher (in any of grades K-12 or comparable ungraded levels)
- 2 Regular part-time teacher (in any of grades K-12 or comparable ungraded levels)
- 3 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 4 Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
- 5 Short-term substitute
- 6 Student teacher
- 7 Teacher aide
- 8 Administrator (e.g., principal, assistant principal, director, school head)
- 9 Library media specialist or Librarian
- 10 Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- 11 Support staff (e.g., secretary)

1-2. Which box did you mark in item 1-1 above?

- Box 1 → **GO TO item 1-5 on page 4.**
- Box 2, 3, or 4 → **GO TO item 1-4 on page 4.**
- Box 5, 6, or 7 → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**
- Box 8, 9, 10, or 11



1-3. Do you TEACH one or more classes at THIS school, at least once per week, in any of grades K-12 or comparable ungraded levels?

🍏 *If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).*

🍏 *If you teach a particular specialty either within or outside of a regular classroom (e.g., reading specialist, special education teacher, English as a Second Language teacher), include that time as a regularly scheduled class.*

- Yes → **GO TO item 1-4 on page 4.**
- No → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**

1-4. How much time do you work as a TEACHER in any of grades K-12 or comparable ungraded levels at THIS school?

🍎 *Mark (X) only one box.*

- Full time
- 3/4 time or more, but less than full-time
- 1/2 time or more, but less than 3/4 time
- 1/4 time or more, but less than 1/2 time
- Less than 1/4 time
- I do not teach any of grades K-12 or comparable ungraded levels →

Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.

1-5. When did you begin teaching, either full-time or part-time, at THIS school?

🍎 *Do NOT include time spent as a student teacher.*

🍎 *Enter the month AND year. Report month as a number, that is, 01 for January, 02 for February, etc.*

Month Year

1-6. During the LAST school year (2016-17), what was your MAIN activity?

🍎 *Mark (X) only ONE box which best applies to how you spent the MOST time LAST school year.*

🍎 *If you were a substitute or itinerant teacher, please mark (X) the box which best applies to your MAIN activity LAST school year.*

- Teaching in this school
- Teaching in another public elementary, middle, or secondary school IN THIS SCHOOL SYSTEM
- Teaching in a public elementary, middle, or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
- Teaching in a public elementary, middle, or secondary school IN ANOTHER STATE
- Teaching in a PRIVATE elementary, middle, or secondary school
- Teaching in a preschool
- Teaching at a college or university
- Student at a college or university
- Working in a position in the field of education, but not as a teacher
- Working in a position outside the field of education
- On leave (e.g., maternity or paternity leave, disability leave, sabbatical)
- Caring for family members, but not on leave (e.g., homemaking, childrearing)
- Military service
- Unemployed and seeking work
- Retired from another job
- Other – please specify →



1-7. When did you FIRST begin teaching, either full-time or part-time, at the K-12 or comparable ungraded level?

🍏 Do NOT include time spent as a student teacher.

🍏 Enter the month AND year. Report month as a number, that is, 01 for January, 02 for February, etc.

Month

Year

1-8. In how many schools have you taught, either full-time or part-time, at the K-12 or comparable ungraded level?

🍏 Do NOT include time spent as a student teacher.

Schools

1-9. Excluding time spent on maternity/paternity leave or sabbatical, how many school years have you worked, either full-time or part-time, as a K-12 or comparable ungraded level teacher in public, public charter, or private schools?

🍏 Include the current school year.

🍏 Do NOT include time spent as a student teacher.

🍏 Report years to the nearest whole year, not fractions or months.

School years



2. CLASS ORGANIZATION

2-1. Do you currently teach students in any of these grades at THIS school?

🍏 Please mark (X) Yes or No for each grade level.

Prekindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No
1st	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2nd	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3rd	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12th	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ungraded	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2-2. Of all the students you teach at THIS school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?

🍏 Do NOT include students who have only a 504 plan.

🍏 If none, please mark (X) the box.

None or Students

2-3. Of all the students you teach at THIS school, how many are of limited-English proficiency (LEP) or are English-language learners (ELLs)?

(Students of limited-English proficiency [LEP] or English-language learners [ELLs] are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

🍏 If none, please mark (X) the box.

None or Students

2-4. Using Table 1 on page 10, this school year, in what subject is your MAIN teaching assignment at THIS school, that is, the subject matter in which you teach the most classes?

🍏 Record one of the main teaching assignment codes and labels from Table 1 on page 10.

Main Teaching Assignment Code Main Teaching Assignment Label

2-5. Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?

Yes

No

2-6a. During any of your classes, do you have students use instructional software to learn some or all of their lessons?

Yes

No → GO TO item 2-7 on page 8.



b. Does any of the instructional software the students use AUTOMATICALLY ADJUST the level of instruction to an individual student's performance?

Yes

No

2-7. Which statement best describes the way YOUR classes at THIS school are organized?

🍏 *Mark (X) only one box.*

- 1 You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).
- 2 You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).
- 3 You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).
- 4 You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day (sometimes called Team Teaching).
- 5 You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "Pull-Out" Class or "Push-In" Instruction).

2-8. Which box did you mark in item 2-7 above?

Box 1 or 2 → *GO TO item 2-12 on page 11.*

Box 3 or 4

Box 5 → *GO TO item 2-10 below.*

2-9. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?

🍏 *If you teach more than one self-contained class, report the number from your class with the most students.*

Students → *GO TO item 2-11 on page 9.*

2-10. During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?

Students



2-11. During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching each of the following subjects at THIS school?

🍏 *If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*

🍏 *If you did not teach a particular subject during the week, mark (X) the "None" box.*

a. English, reading, or language arts (including reading and writing)

Minutes per day Days per week

None or for

↓

(1) Of these minutes, how many were designated for reading instruction?

Minutes per day Days per week

None or for

GO TO item 2-11b below.

b. Arithmetic or mathematics

Minutes per day Days per week

None or for

c. Social studies or history

Minutes per day Days per week

None or for

d. Science

Minutes per day Days per week

None or for

GO TO Section 3 on page 12.

**Table 1. Main Teaching Assignment and Subject-matter Codes and Labels
For Questions 2-4 and 2-13**

General Education Codes and Labels

Elementary Education

- 101 Early childhood or pre-K, general
102 Elementary grades, general
103 Middle grades, general

Special Education

- 110 Special education, any

Subject-matter Specific Codes and Labels

Arts and Music

- 141 Art or arts and crafts
142 Art history
143 Dance
144 Drama or theater
145 Music

English and Language Arts

- 151 Communications
152 Composition
153 English
154 Journalism
155 Language arts
157 Literature or literary criticism
158 Reading
159 Speech

English as a Second Language (ESL)

- 160 ESL or bilingual education: General
161 ESL or bilingual education: Spanish
162 ESL or bilingual education: Other languages

Foreign Languages

- 171 French
172 German
173 Latin
174 Spanish
175 Other foreign language

Health Education

- 181 Health education
182 Physical education

Mathematics and Computer Science

- 191 Algebra I
192 Algebra II
193 Algebra III
194 Basic and general mathematics
195 Business and applied math
196 Calculus and pre-calculus
197 Computer science
198 Geometry
199 Pre-algebra
200 Statistics and probability
201 Trigonometry

Natural Sciences

- 210 Science, general
211 Biology or life sciences
212 Chemistry
213 Earth sciences
214 Engineering
215 Integrated science
216 Physical sciences
217 Physics
218 Other natural sciences

Social Sciences

- 220 Social studies, general
221 Anthropology
222 Area or ethnic studies (excluding Native American studies)
225 Economics
226 Geography
227 Government or civics
228 History
231 Native American studies
232 Political Science
233 Psychology
234 Sociology
235 Other social sciences

Career or Technical Education

- 241 Agriculture and natural resources
242 Business management
243 Business support
244 Marketing and distribution
245 Healthcare occupations
246 Construction trades, engineering, or science technologies (including CADD and drafting)
247 Mechanics and repair
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
250 Communications and related technologies (including design, graphics, or printing; not including computer science)
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
254 Family and consumer sciences education
255 Industrial arts or technology education
256 Other career or technical education

Miscellaneous

- 262 Driver education
264 Library or information science
265 Military science or ROTC
266 Philosophy
267 Religious studies, theology, or divinity

Other

- 268 Other



NOTE: Items 2-12 and 2-13 are for teachers who marked box 1 or 2 for item 2-7 on page 8.

If you marked box 3, 4, or 5 for item 2-7 → **GO TO Section 3 on page 12.**

2-12. How many separate class periods or sections do you currently teach at THIS school?

🍏 Do NOT include homeroom periods or study halls.

(Example: If you teach 2 classes or sections of chemistry I, a class or section of physics I, and a class or section of physics II, you would report 04 classes or sections.)

Number of classes or sections

2-13. Using Table 1 on page 10, for EACH class period or section that you reported in item 2-12, record the subject-matter code, subject-matter label, grade level code, and number of students.

🍏 If you teach a class or section with more than one grade level, list the grade level with the most students in column C and record the total number of students in column D.

🍏 If you reported more than 10 periods or sections in item 2-12, report on only 10 of those periods or sections.

	A. Subject-Matter Code from Table 1	B. Subject-Matter Label from Table 1	C. Grade Level Code from list below	D. Number of Students
Example	<input type="text" value="192"/>	<input type="text" value="Algebra II"/>	<input type="text" value="11"/>	<input type="text" value="33"/>
(1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(2)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(5)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(7)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(9)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(10)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Grade Level Codes

If your class period or section has students from more than one grade level (i.e., MIXED GRADES), please list the grade with the most students.

- | | | | |
|----|-----------------|----|------------|
| PK | Prekindergarten | 07 | 7th grade |
| KG | Kindergarten | 08 | 8th grade |
| 01 | 1st grade | 09 | 9th grade |
| 02 | 2nd grade | 10 | 10th grade |
| 03 | 3rd grade | 11 | 11th grade |
| 04 | 4th grade | 12 | 12th grade |
| 05 | 5th grade | UG | Ungraded |
| 06 | 6th grade | | |



3. EDUCATION AND TRAINING

3-1a. Do you have a bachelor's degree?

🍏 *If you have more than one bachelor's degree, information about additional degrees will be asked in item 3-3 on page 15.*

Yes

No → **GO TO item 3-3 on page 15.**



b. What is the name of the college or university where you earned this degree?

Name of college or university

In what city and state is it located?

City

State

Located outside the United States

c. In what year did you receive your bachelor's degree?

Year

d. Which of the following best describes your bachelor's degree?

🍏 *Mark (X) only one box.*

It was awarded by your school's College of Education, School of Education, or Department of Education

It was awarded by another college, school, or department, not in education

e. Using Table 2 on page 13, what was your major field of study?

Major Field
of Study Code

Major Field
of Study Label

f. Did you have a second major field of study?

🍏 *Do NOT report academic minors or concentrations.*

Yes

No → **GO TO item 3-1h on page 14.**



g. Using Table 2 on page 13, what was your second major field of study?

🍏 *Do NOT report academic minors or concentrations.*

Major Field
of Study Code

Major Field
of Study Label



**Table 2. Major and Minor Fields of Study Codes and Labels
For Questions 3-1e, 3-1g, 3-1i, 3-2e, and 3-3b**

General Education Codes and Labels

Elementary Education

- 101 Early childhood or pre-K, general
102 Elementary grades, general

Secondary Education

- 103 Middle grades, general
104 Secondary grades, general

Special Education

- 110 Special education, any

Other Education

- 131 Administration
132 Counseling and guidance
133 Educational psychology
134 Policy studies
135 School psychology
136 Other non-subject-matter-specific education

Subject-matter Specific Codes and Labels

Arts and Music

- 141 Art or arts and crafts
142 Art history
143 Dance
144 Drama or theater
145 Music

English and Language Arts

- 151 Communications
152 Composition
153 English
154 Journalism
155 Language arts
156 Linguistics
157 Literature or literary criticism
158 Reading
159 Speech

English as a Second Language (ESL)

- 160 ESL or bilingual education: General
161 ESL or bilingual education: Spanish
162 ESL or bilingual education: Other languages

Foreign Languages

- 171 French
172 German
173 Latin
174 Spanish
175 Other foreign language

Health Education

- 181 Health education
182 Physical education

Mathematics and Computer Science

- 190 Mathematics
197 Computer science
200 Statistics and probability

Natural Sciences

- 211 Biology or life sciences
212 Chemistry
213 Earth sciences
214 Engineering
217 Physics
218 Other natural sciences

Social Sciences

- 220 Social studies, general
221 Anthropology

- 222 Area or ethnic studies (excluding Native American studies)
223 Criminal justice
224 Cultural studies
225 Economics
226 Geography
227 Government or civics
228 History
229 International studies
230 Law
231 Native American studies
232 Political science
233 Psychology
234 Sociology
235 Other social sciences

Career or Technical Education

- 241 Agriculture and natural resources
242 Business management
243 Business support
244 Marketing and distribution
245 Healthcare occupations
246 Construction trades, engineering, or science technologies (including CADD and drafting)
247 Mechanics and repair
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
250 Communications and related technologies (including design, graphics, or printing; not including computer science)
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
254 Family and consumer sciences education
255 Industrial arts or technology education
256 Other career or technical education

Miscellaneous

- 261 Architecture
263 Humanities or liberal studies
264 Library or information science
265 Military science or ROTC
266 Philosophy
267 Religious studies, theology, or divinity

Other

- 268 Other



3-1h. Did you have a minor field of study?

- Yes
- No → *GO TO item 3-2a below.*

i. Using Table 2 on page 13, what was your minor field of study?

<input type="text"/>	Minor Field of Study Code		Minor Field of Study Label
----------------------	------------------------------	--	-------------------------------

3-2a. Do you have a master's degree?

🍏 *If you have more than one master's degree, information about additional degrees will be asked in item 3-3 on page 15.*

- Yes
- No → *GO TO item 3-3 on page 15.*

b. Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?

- Yes
- No

c. In what year did you receive your master's degree?

<input type="text"/>	Year
----------------------	------

d. Which of the following best describes your master's degree?

🍏 *Mark (X) only one box.*

- It was awarded by your school's College of Education, School of Education, or Department of Education
- It was awarded by another college, school, or department, not in education

e. Using Table 2 on page 13, what was your major field of study for your master's degree?

<input type="text"/>	Major Field of Study Code		Major Field of Study Label
----------------------	------------------------------	--	-------------------------------



3-3. Have you earned any of the degrees or certificates listed below?

Yes
 No → GO TO item 3-4 on page 16.

a. Degree or certificate	b. Using Table 2 on page 13, what was your major field of study for each degree or certificate?	c. Which of the following best describes each degree or certificate? 🍏 Mark (X) only one box.	d. In what year?
(1) Vocational certificate	Major Field of Study Code <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> Major Field of Study Label <input style="width: 100%; height: 20px;" type="text"/>		Year <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
(2) Associate's degree	Major Field of Study Code <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> Major Field of Study Label <input style="width: 100%; height: 20px;" type="text"/>		Year <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
(3) SECOND Bachelor's degree	Major Field of Study Code <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> Major Field of Study Label <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> It was awarded by your school's College of Education, School of Education, or Department of Education <input type="checkbox"/> It was awarded by another college, school, or department, not in education	Year <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
(4) SECOND Master's degree	Major Field of Study Code <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> Major Field of Study Label <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> It was awarded by your school's College of Education, School of Education, or Department of Education <input type="checkbox"/> It was awarded by another college, school, or department, not in education	Year <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
(5) Educational specialist or professional diploma (at least one year beyond a master's level)	Major Field of Study Code <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> Major Field of Study Label <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> It was awarded by your school's College of Education, School of Education, or Department of Education <input type="checkbox"/> It was awarded by another college, school, or department, not in education	Year <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
(6) Certificate of Advanced Graduate Studies	Major Field of Study Code <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> Major Field of Study Label <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> It was awarded by your school's College of Education, School of Education, or Department of Education <input type="checkbox"/> It was awarded by another college, school, or department, not in education	Year <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
(7) Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	Major Field of Study Code <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> Major Field of Study Label <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> It was awarded by your school's College of Education, School of Education, or Department of Education <input type="checkbox"/> It was awarded by another college, school, or department, not in education	Year <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>



3-4. Have you ever taken any graduate or undergraduate courses that focused SOLELY on teaching methods?

🍎 Do NOT include student teaching (sometimes called practice teaching).

🍎 Do NOT include professional development courses, workshops, or seminars.

Yes 

No → GO TO item 3-6 below.

How many courses?

🍎 Mark (X) only one box.

1 or 2 courses

3 or 4 courses

5 to 9 courses

10 or more courses

3-5. Did you take any of the courses you marked in 3-4 before your first year of teaching?

Yes

No

3-6. BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you —

a. Classroom management techniques?

Yes

No

b. Lesson planning?

Yes

No

c. How to assess learning?

Yes

No

d. How to use student performance data to inform instruction?

Yes

No

e. How to serve students from diverse economic backgrounds?

Yes

No



3-6. *Continued* – **BEFORE** your first year of teaching, did you take any graduate or undergraduate courses which taught you —

f. How to serve students with special needs?

Yes

No

g. How to teach students who are limited-English proficient (LEP) or English-language learners (ELLs)?

Yes

No

3-7a. Did you have any student teaching (sometimes called practice teaching)?

Yes

No → GO TO Section 4 on page 18.



b. In how many different classrooms did you student teach?

🍏 *Mark (X) only one box.*

1

2

3 or more

c. How long did your student teaching last?

🍏 *If you student taught in more than one classroom, report the total amount of time spent student teaching across all assignments.*

🍏 *Mark (X) only one box.*

4 weeks or less

5-7 weeks

8-11 weeks

12 weeks or more



4. CERTIFICATION

4-1. Did you enter teaching through an alternative route to certification program?

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

- Yes
- No

The next series of questions is about state certification. Please read the questions carefully. This section allows teachers to report UP TO TWO current teaching certificates in the state where they are teaching, plus several content areas per certificate, if applicable. Those who have only one certificate that applies to only one content area DO NOT have to fill out the entire section and should follow the GO TO instructions.

4-2a. Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?

🍏 Mark (X) only one box.

🍏 If you currently hold more than one of the following, a second certification may be listed in item 4-3.

- Regular or standard state certificate or advanced professional certificate
- Certificate issued after satisfying all requirements except the completion of a probationary period (in some states this is called a probationary certificate)
- Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a temporary or provisional certificate)
- Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a waiver or emergency certificate)
- I do not hold any of the above certifications in THIS state → [GO TO Section 5 on page 22.](#)

b. Using Table 3 on page 19, in what content area(s) and grade range(s) does the teaching certificate marked above certify you to teach in THIS state?

(For some teachers, the content area may be special education or the grade level.)

🍏 If this certificate certifies you to teach in more than one content area, you may report additional content areas in later items.

🍏 If your certificate does not restrict you to a specific grade range(s), mark (X) all three grade ranges.

(1) Content Area

Content Area Code

Content Area Label

(2) Grade Range of Certificate (Mark (X) all that apply)

- Early childhood, preschool, or at least one of grades K-5
- At least one of grades 6-8
- At least one of grades 9-12

c. Does this certificate marked in item 4-2a certify you to teach in additional content areas?

- Yes → [GO TO item 4-2d on page 20.](#)
- No → [GO TO item 4-3a on page 20.](#)



Table 3. Certification Content Area Codes and Labels For Questions 4-2b, 4-2d, 4-3c, and 4-3e**General Education Codes and Labels****Elementary Education**

- 101 Early childhood or Pre-K, general
- 102 Elementary grades, general
- 103 Middle grades, general

Secondary Education

- 103 Middle grades, general
- 104 Secondary grades, general

Special Education

- 111 Special education, general
- 112 Autism
- 113 Deaf and hard-of-hearing
- 114 Developmentally delayed
- 115 Early childhood special education
- 116 Emotionally disturbed or behavior disorders

Special Education – Continued

- 117 Learning disabilities
- 118 Intellectual disabilities
- 119 Mildly or moderately disabled
- 120 Orthopedically impaired
- 121 Severely or profoundly disabled
- 122 Speech or language impaired
- 123 Traumatically brain-injured
- 124 Visually impaired
- 125 Other special education

General Administration

- 131 Administration
- 132 Counseling and guidance

Subject-matter Specific Codes and Labels**Arts and Music**

- 141 Art or arts and crafts
- 142 Art History
- 143 Dance
- 144 Drama or theater
- 145 Music

English and Language Arts

- 151 Communications
- 152 Composition
- 153 English
- 154 Journalism
- 155 Language arts
- 157 Literature or literary criticism
- 158 Reading
- 159 Speech

English as a Second Language (ESL)

- 160 ESL or bilingual education: General
- 161 ESL or bilingual education: Spanish
- 162 ESL or bilingual education: Other languages

Foreign Languages

- 171 French
- 172 German
- 173 Latin
- 174 Spanish
- 175 Other foreign language

Health Education

- 181 Health education
- 182 Physical education

Mathematics and Computer Science

- 190 Mathematics
- 197 Computer science
- 200 Statistics and probability

Natural Sciences

- 210 Science, general
- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 216 Physical sciences
- 217 Physics
- 218 Other natural sciences

Social Sciences

- 220 Social studies, general
- 221 Anthropology
- 222 Area or ethnic studies (excluding Native American studies)
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 231 Native American studies
- 232 Political Science
- 233 Psychology
- 234 Sociology
- 235 Other social sciences

Career or Technical Education

- 241 Agriculture and natural resources
- 242 Business management
- 243 Business support
- 244 Marketing and distribution
- 245 Healthcare occupations
- 246 Construction trades, engineering, or science technologies (including CADD and drafting)
- 247 Mechanics and repair
- 249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
- 250 Communications and related technologies (including design, graphics or printing; not including computer science)
- 253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
- 254 Family and consumer sciences education
- 255 Industrial arts or technology education
- 256 Other career or technical education

Miscellaneous

- 262 Driver education
- 263 Humanities or liberal studies
- 264 Library or information science
- 265 Military science or ROTC Philosophy
- 266 Religious studies, theology or divinity
- 267

Other

- 268 Other



4-2. Continued –**d. Using Table 3 on page 19, please record all ADDITIONAL content areas and grade ranges in which this certificate certifies you to teach:**

🍏 If your certificate does not restrict you to a specific range(s), mark (X) all three ranges.

Additional Content Area	Grade Range of Certificate (Mark (X) all that apply)
(1) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12
(2) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12
(3) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12
(4) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12

4-3a. Do you have another current teaching certificate that certifies you to teach in THIS state?

- Yes
 No → GO TO Section 5 on page 22.

b. Which of the following describes this current teaching certificate you hold in THIS state?

🍏 Mark (X) only one box.

- Regular or standard state certificate or advanced professional certificate
 Certificate issued after satisfying all requirements except the completion of a probationary period (in some states this is called a probationary certificate)
 Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a temporary or provisional certificate)
 Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a waiver or emergency certificate)



4-3. Continued –

c. Using Table 3 on page 19, in what content area(s) and grade range(s) does the teaching certificate marked in question 4-3b on page 20 certify you to teach in THIS state?

(For some teachers, the content area may be special education or the grade level.)

🍎 If this certificate certifies you to teach in more than one content area, you may report additional content areas in later items.

🍎 If your certificate does not restrict you to a specific grade range(s), mark (X) all three grade ranges.

(1) Content Area	(2) Grade Range of Certificate (Mark (X) all that apply)
Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12

d. Does this certificate marked in item 4-3b certify you to teach in additional content areas?

Yes

No → GO TO Section 5 on page 22.

e. Using Table 3 on page 19, please record all ADDITIONAL content areas and grade ranges in which this certificate certifies you to teach:

🍎 If your certificate does not restrict you to a specific grade range(s), mark (X) all three grade ranges.

Additional Content Area	Grade Range of Certificate (Mark (X) all that apply)
(1) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12
(2) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12
(3) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12
(4) Content Area Code <input type="text" value=""/> Content Area Label <input type="text" value=""/>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least one of grades 9-12



5. TEACHER EVALUATIONS

5-1. During the LAST school year (2016-17), were you evaluated at THIS school?

Yes

No →

(1) During the LAST school year (2016-17), why were you not evaluated at THIS school?

🍏 Mark (X) only one box.

I was not a teacher at this school last year

I was not evaluated because I am only evaluated every 2 or more years

This school does not conduct teacher evaluations

I was not evaluated for another reason

GO TO item 6-1a on page 24.

5-2. To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2016-17)?

🍏 Mark (X) one box on each line.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. Overall, the evaluation process was fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The evaluation process was based on what is known about good teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I had a strong understanding of how I would be evaluated at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The evaluation process helped me to determine whether I had been successful with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The evaluation process had a positive effect on my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overall, the evaluation process led to improved student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The results of my evaluation were accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5-3. Did you receive feedback from your evaluation LAST school year (2016-17)?

Yes

No → *GO TO item 5-5 below.*

5-4a. Did you receive feedback on your teaching methods from your evaluation LAST school year (2016-17)?

Yes

No

b. Did you receive feedback on how well you were meeting the school's performance goals from your evaluation LAST school year (2016-17)?

Yes

No

c. Have you used the feedback you received from your evaluation LAST school year (2016-17), to improve your teaching?

Yes

No

5-5. Was participation in professional development considered during your evaluation LAST school year (2016-17)?

Yes

No



6. TEACHER PROFESSIONAL DEVELOPMENT

6-1. During the past 12 months, how frequently, if at all, did you participate in each of the following professional development activities?

🍏 If an activity occurred all day for several days, but less than one month of the year in total, please mark "Once or a few times a year"

	🍏 Mark (X) one box on each line.			
	Did not participate	Once or a few times a year	Once or a few times a month	Once or a few times a week
a. Planned lessons or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Consulted with other teachers about individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Collaborated with other teachers on issues of instruction excluding administrative meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Acted as a coach or mentor to other teachers or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Received coaching or mentoring from other teachers or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Participated in online or web-based professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Participated in a workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Attended a conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



6-2. During the past 12 months, how many HOURS, if any, did you spend participating in any of the following types of professional development?

	🍏 Mark (X) one box on each line.				
	Did not participate	8 hours or less	9-16 hours	17-32 hours	33 hours or more
a. Professional development that directly relates to your teaching assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Professional development on using technology to support instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development on teaching Science, Technology, Engineering or Mathematics (STEM), or incorporating STEM into other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional development on classroom and behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development on instruction strategies to teach students with disabilities or IEPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professional development on differentiated instruction for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Professional development on preparing students to take annual assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Professional development on analyzing and interpreting student achievement data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6-3. Considering all of the professional development you participated in during the past 12 months, how relevant was it to your teaching assignment?

🍏 Mark (X) only one box.

- Did not complete any professional development in the past 12 months → GO TO item 6-7 on page 27.
- Not relevant at all
- Somewhat relevant
- Very relevant



6-4a. During the past 12 months, how often did you incorporate what you learned in professional development into your teaching?

☛ *Mark (X) only one box*

- Never → GO TO item 6-5 below.
- Rarely
- Often
- Always

b. During the past 12 months, did you receive feedback about how you incorporated what you learned from professional development into your teaching?

- Yes
- No

6-5. As a result of completing any professional development activities in the past 12 months, did you receive credits toward re-certification or advanced certification?

- Yes
- No

6-6. During the past 12 months, did you receive any of the following types of support?

a. Release time from teaching to attend professional development

- Yes
- No

b. Funding or reimbursement for attending conferences or workshops for professional development

- Yes
- No

c. Funding or reimbursement for travel and/or daily expenses to attend professional development

- Yes
- No

d. Full or partial reimbursement of college tuition for courses related to professional development

- Yes
- No

e. Stipend for professional development activities that took place outside regular work hours

- Yes
- No



6-7. To what extent do you agree or disagree with the following statements about YOUR professional development as a teacher at THIS school?

	🍏 <i>Mark (X) one box on each line.</i>			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. I have sufficient resources available for my professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have access to about the same amount of resources for professional development as other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My professional development opportunities are aligned with this school's performance goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The techniques I am learning about in my professional development will help improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel capable of incorporating the kinds of techniques I am learning about in my professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The types of professional development available to me are consistent with my own professional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have the opportunity to provide feedback to school leaders about my professional development experience to determine its value and impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6-8. Does THIS school provide teachers with time for INDIVIDUAL professional development during regular contract hours?

Yes

No

6-9. Does THIS school provide teachers with time for TEAM-BASED professional development during regular contract hours?

Yes

No

7. TEACHER ENGAGEMENT

7-1. To what extent do you agree or disagree with the following statements about your work at this school?


	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The stress and disappointments involved in teaching at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teachers at this school like being here; I would describe us as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I like the way things are run at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. If I could get a higher paying job I'd leave teaching as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I think about transferring to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I don't seem to have as much enthusiasm now as I did when I began teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



8-13. Are you of Hispanic or Latino origin?

- Yes
- No

8-14. What is your race?

 *Mark (X) one or more races to indicate what you consider yourself to be.*

- White
- Black or African-American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

8-15. What is your year of birth?



9. FEEDBACK AND TEACHER STRATEGIES

Your responses to this section of questions will help researchers and policy makers make international comparisons to teachers in other countries.

9-1. When did you complete formal education or training that qualified you to teach?

🍏 Enter a four-digit year.

🍏 An approximate year is sufficient.

Year

9-2. In this school, who uses the following types of information to provide feedback to you?

(*External individuals or bodies* refer to, for example, inspectors, municipality representatives, or other persons from outside the school.)

🍏 Mark (X) all that apply on each line.

	External individuals or bodies	School principal or member(s) of the school management team	Other colleagues within the school (not part of the school management team)	I have never received this feedback in this school
a. Observation of my classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student survey responses related to my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assessment of my content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My students' external results (e.g., national test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School-based and classroom-based results (e.g., performance results, project results, test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Self-assessment of my work (e.g., presentation of a portfolio assessment, analysis of my teaching using video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'I have never received this feedback in this school' to all of the above →

Please GO TO item 9-5 on page 35.

9-3. Thinking of all of the feedback that you have received during the last 12 months, did any of these have a positive impact on your teaching practice?

- Yes
- No → GO TO item 9-5 on page 35.

9-4. Thinking about the feedback you have received during the last 12 months, did it lead to a positive change in any of the following aspects of your work as a teacher?

🍏 Mark (X) one box on each line.

	Yes	No
a. Knowledge and understanding of my main subject field(s)	<input type="checkbox"/>	<input type="checkbox"/>
b. Methods of teaching in my main subject field(s)	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of student assessments to improve student learning	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom management	<input type="checkbox"/>	<input type="checkbox"/>
e. Methods for teaching students with special needs	<input type="checkbox"/>	<input type="checkbox"/>
f. Methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/>	<input type="checkbox"/>
g. Feedback to other teachers about their teaching	<input type="checkbox"/>	<input type="checkbox"/>
h. Collaboration or working with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
i. Confidence as a teacher	<input type="checkbox"/>	<input type="checkbox"/>
j. Motivation as a teacher	<input type="checkbox"/>	<input type="checkbox"/>
k. Job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>
l. Participation in professional development activities	<input type="checkbox"/>	<input type="checkbox"/>
m. Other, please specify	<input type="checkbox"/>	<input type="checkbox"/>



9-5. In your teaching, to what extent can you do the following?

	🍏 <i>Mark (X) one box on each line.</i>			
	Not at all	Very little	To some extent	A lot
a. Get students to believe they can do well in school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Help my students value learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Craft good questions for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Control disruptive behavior in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Motivate students who show low interest in school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Make my expectations about student behavior clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Help students think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Get students to follow classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Calm a student who is disruptive or noisy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Use a variety of assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Provide an alternative explanation for example when students are confused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Vary instructional strategies in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Help students develop cross-curricular skills (e.g., creativity, critical thinking, problem solving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Support student learning through the use of digital technology (e.g., computers, tablets, smart boards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Support student collaborative learning through the use of digital technology (e.g., computers, tablets, smart boards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



10. CONTACT INFORMATION

- 10-1.** Please PRINT your name, your home address, your cell and home telephone numbers, the most convenient time to reach you, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. 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).

- a. First name

Middle name

Last name

Suffix

- b. Street Address

- c. City

- d. State

- e. ZIP Code

- f. Cell phone number

Area code Number

- g. Home phone number

Area code Number



h. Best day(s) to reach you
🍏 *Mark (X) all that apply.*

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

i. Best time of the day to reach you
🍏 *Mark (X) only one box.*

- a.m.
- p.m.

j. Work e-mail address

k. Home e-mail address



10-2. Please enter the date you completed this questionnaire.
🍏 *Report month as a number, that is, 01 for January, 02 for February, etc.*

Month	Day	Year
<input type="text"/>	<input type="text"/>	<input type="text" value="201"/>

10-3. Please indicate how much time it took you to complete this form, not counting interruptions.
🍏 *Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.*

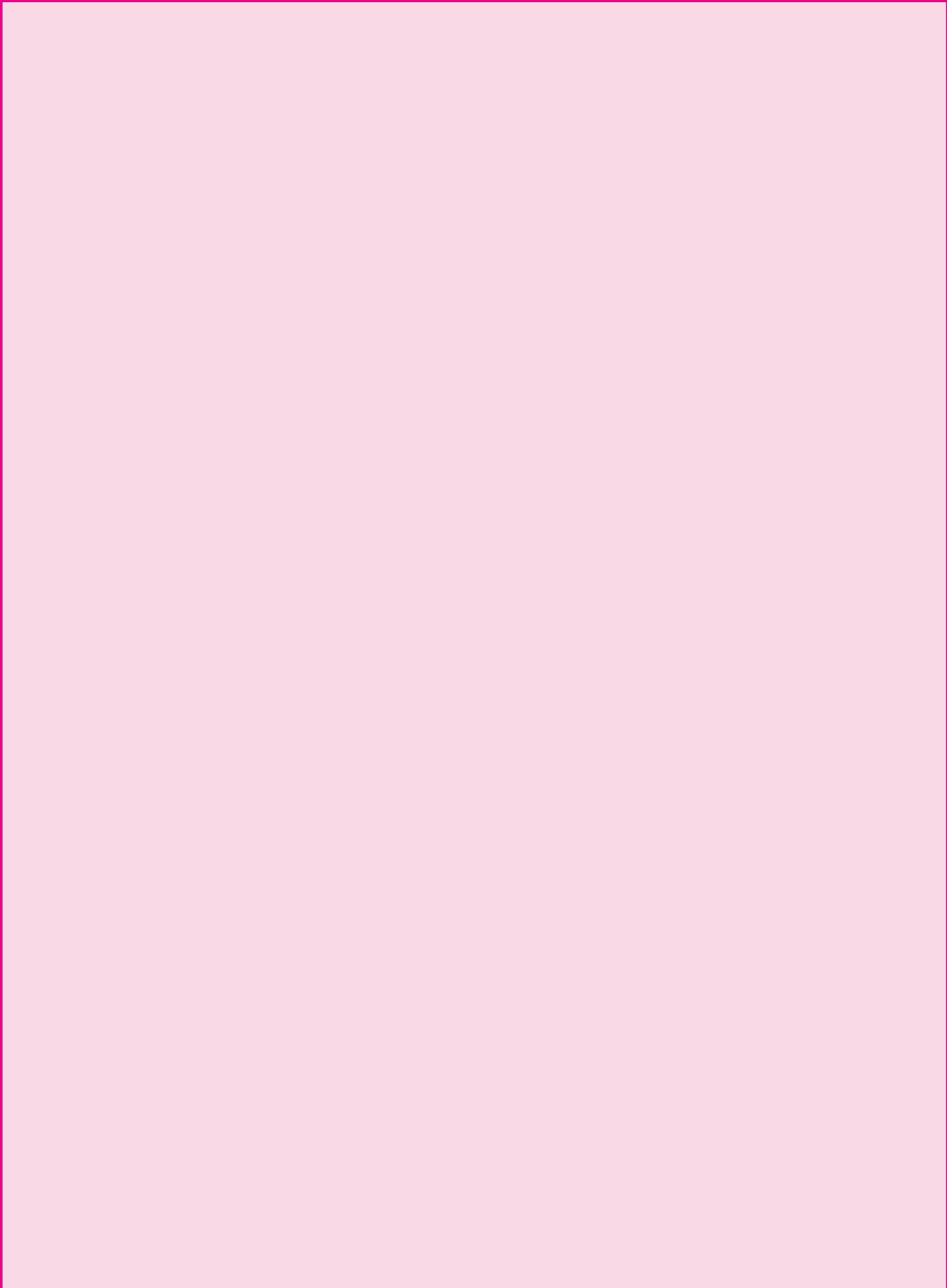
<input type="text"/>	Minutes
----------------------	---------

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-888-595-1338 or by e-mail at: ntps@census.gov.

Please return your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**





To learn more about this survey and to access reports from earlier collections, see the National Teacher and Principal Survey (NTPS) website at: <http://nces.ed.gov/surveys/ntps>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <http://www.fedstats.sites.usa.gov>



Appendix 7-3: School Questionnaires

Table F.c. Assessment years for the school administrator survey questionnaires and appendix parts.

	2018	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.3 or other source
Grade 4 Core (SCP)	X	X	F-3a	2017 Operational Grade 4 Core (SCP)	Appendix I-3 (p. 374-386)
			F-3ac	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 8 Core (SCP)	X	X	F-3b	2017 Operational Grade 8 Core (SCP)	Appendix I-3 (p. 388-400)
			F-3c	2017 Pilot Grade 8 Core, Reading, Mathematics	Appendix I-3 (p. 483-484)
			F-3ac	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 12 Core (SCP)	X	X	F-3d,	2016 Pilot Grade 12 Core (SCP)	Appendix F-3e (p. 719-726)
			F-3ac	2018 Pilot Teacher and School Gender Item	Used in the High School Longitudinal Study (HSLs) study (OMB#1850-0852)
Grade 4 Charter School	X	X	F-3e	2017 Operational Grade 4 Charter School	Appendix I-3 (p. 402-404)
Grade 8 Charter School	X	X	F-3f	2017 Operational Grade 8 Charter School	Appendix I-3 (p. 406-408)
Grade 12 Charter School	X	X	F-3g	2015 Operational Grade 12 Charter School	Appendix F-3h (p. 738-741)
Grade 4 Reading	X	X	F-3h	2017 Operational Grade 4 Reading	Appendix I-3 (p. 410-415)
Grade 8 Reading	X	X	F-3c	2017 Pilot Grade 8 Core, Reading, Mathematics	Appendix I-3 (p. 483-484)
			F-3i	2017 Operational Grade 8 Reading	Appendix I-3 (p. 417-422)
Grade 12 Reading	X	X	F-3j	2018 Pilot Grade 12 Reading	Includes items from Appendix F-3n (p. 764-770) and Appendix I-3 (p. 483-484 and 417-422), as well as newly developed items for 2018, which were pretested under OMB #1850-0803 v.179*
Grade 4 Mathematics		X	F-3k	2017 Operational Grade 4 Mathematics	Appendix I-3 (p. 424-428)
Grade 8 Mathematics		X	F-3c	2017 Pilot Grade 8 Core, Reading, Mathematics	Appendix I-3 (p. 483-484)
			F-3l	2017 Operational Grade 8 Mathematics	Appendix I-3 (p. 430-434)
Grade 12 Mathematics	X	X	F-3m	2018 Pilot Grade 12 Mathematics	Includes items from Appendix F-3s (p. 796-807) and Appendix I-3 (p. 483-484 and 430-434), as well as newly developed items for 2018, which were pretested under OMB #1850-0803 v.179*

	2018	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.3 or other source
Grade 4 Science	X	X	F-3n	2015 Operational Grade 4 Science	Appendix F-3t (p. 809-816)
			F-3q	2017 Cognitive Interviews Grade 4 Science	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
Grade 8 Science	X	X	F-3o	2015 Operational Grade 8 Science	Appendix F-3u (p. 818-825)
			F-3r	2017 Cognitive Interviews Grade 8 Science	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
Grade 12 Science	X	X	F-3p	2015 Operational Grade 12 Science	Appendix F-3v (p. 827-835)
			F-3s	2017 Cognitive Interviews Grade 12 Science	Newly developed items for 2018; were previously pretested (OMB #1850-0803 v. 175)
Grade 4 Writing		X	F-3t	2017 Operational Grade 4 Writing	Appendix I-3 (p. 436-439)
Grade 8 Writing		X	F-3u	2017 Operational Grade 8 Writing	Appendix I-3 (p. 441-445)
Grade 12 Writing		X	F-3v	2011 Operational Grade 12 Writing	Appendix F-3z (p. 850-851)
			F-3w	2016 Pilot Grade 12 Writing	Appendix F-3aa (p. 853-857)
Grade 8 Social Studies	X		F-3x	2017 Pilot Grade 8 Social Studies	Appendix I-3 (p. 447-451)
Grade 8 TEL	X		F-3y	2014 Probe Grade 8 TEL	Appendix F-3ac (p. 865-878)
Grade 4 NIES		X	F-3z	2015 Operational Grade 4 NIES	Appendix F-3ad (p. 880-888)
Grade 8 NIES		X	F-3aa	2015 Operational Grade 8 NIES	Appendix F-3ae (p. 890-899)
Grade 4, 8, & 12 Giving Back	X	X	F-3ab	2017 Operational Grade 4, 8, & 12 Giving Back Items	Appendix I-3 (p. 453)
NTPS All Grades	X		F-3ad	2018 NTPS Principal Questionnaire	Used in the National Teacher and Principal Survey (NTPS) study (OMB#1850-0598)
			F-3ae	2018 NTPS School Questionnaire	Used in the National Teacher and Principal Survey (NTPS) study (OMB#1850-0598)

*A table detailing the revisions, additions, and deletions from the last administration is provided on the following pages.

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																																								
<p style="text-align: right; font-size: small;">VF094831</p> <p>1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in mathematics does your school or district require for graduation?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than two years <input type="radio"/> Two years <input type="radio"/> Three years <input type="radio"/> Four years <input type="radio"/> More than four years <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VID40077</p> <p>1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in mathematics does your school or district require for graduation?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than two years <input type="radio"/> Two years <input type="radio"/> Three years <input type="radio"/> Four years <input type="radio"/> More than four years <p>Issue: Organization of Instruction</p>	NC																																																																																																									
<p style="text-align: right; font-size: small;">VBS43425</p> <p>2. Does your school offer online mathematics courses for credit?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VID40078</p> <p>2. Does your school offer online mathematics courses for credit?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Organization of Instruction</p>	NC																																																																																																									
<p style="text-align: right; font-size: small;">QK070745</p> <p>3. Are courses of at least one semester in length taught in your school in each of the following subjects? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Pre-calculus or introductory analysis</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92261</td></tr> <tr><td>b. Integrated mathematics 3 (third year of a multi-year course)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES01917</td></tr> <tr><td>c. Integrated mathematics 4 (fourth year of a multi-year course)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VF002450</td></tr> <tr><td>d. Trigonometry</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">QK070750</td></tr> <tr><td>e. International Baccalaureate® (IB) Mathematics</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92271</td></tr> <tr><td>f. Advanced Placement (AP®) Calculus AB</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92274</td></tr> <tr><td>g. Advanced Placement (AP) Calculus BC</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92275</td></tr> <tr><td>h. Calculus (other than Advanced Placement [AP] Calculus)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92266</td></tr> <tr><td>i. Advanced Placement (AP) Statistics</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92276</td></tr> <tr><td>j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92279</td></tr> <tr><td>k. Advanced Placement (AP) Computer Science A</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92281</td></tr> <tr><td>l. Computer science (other than Advanced Placement [AP] Computer Science)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VES92286</td></tr> </tbody> </table> <p>(2015 Grade 12)</p>		Yes	No		a. Pre-calculus or introductory analysis	<input type="radio"/>	<input type="radio"/>	VES92261	b. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VES01917	c. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF002450	d. Trigonometry	<input type="radio"/>	<input type="radio"/>	QK070750	e. International Baccalaureate® (IB) Mathematics	<input type="radio"/>	<input type="radio"/>	VES92271	f. Advanced Placement (AP®) Calculus AB	<input type="radio"/>	<input type="radio"/>	VES92274	g. Advanced Placement (AP) Calculus BC	<input type="radio"/>	<input type="radio"/>	VES92275	h. Calculus (other than Advanced Placement [AP] Calculus)	<input type="radio"/>	<input type="radio"/>	VES92266	i. Advanced Placement (AP) Statistics	<input type="radio"/>	<input type="radio"/>	VES92276	j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)	<input type="radio"/>	<input type="radio"/>	VES92279	k. Advanced Placement (AP) Computer Science A	<input type="radio"/>	<input type="radio"/>	VES92281	l. Computer science (other than Advanced Placement [AP] Computer Science)	<input type="radio"/>	<input type="radio"/>	VES92286	<p style="text-align: right; font-size: small;">VID40091</p> <p>3. Are courses of at least one semester in length taught in your school in each of the following subjects? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Pre-calculus or introductory analysis</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41006</td></tr> <tr><td>b. Integrated mathematics 3 (third year of a multi-year course)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41017</td></tr> <tr><td>c. Integrated mathematics 4 (fourth year of a multi-year course)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41018</td></tr> <tr><td>d. Trigonometry</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID40991</td></tr> <tr><td>e. International Baccalaureate® (IB) Mathematics</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41008</td></tr> <tr><td>f. Advanced Placement (AP®) Calculus AB</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41009</td></tr> <tr><td>g. Advanced Placement (AP) Calculus BC</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41010</td></tr> <tr><td>h. Calculus (other than Advanced Placement [AP] Calculus)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41007</td></tr> <tr><td>i. Advanced Placement (AP) Statistics</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41011</td></tr> <tr><td>j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41012</td></tr> <tr><td>k. Advanced Placement (AP) Computer Science A</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41013</td></tr> <tr><td>l. Computer science (other than Advanced Placement [AP] Computer Science)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: xx-small;">VID41016</td></tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Yes	No		a. Pre-calculus or introductory analysis	<input type="radio"/>	<input type="radio"/>	VID41006	b. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VID41017	c. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VID41018	d. Trigonometry	<input type="radio"/>	<input type="radio"/>	VID40991	e. International Baccalaureate® (IB) Mathematics	<input type="radio"/>	<input type="radio"/>	VID41008	f. Advanced Placement (AP®) Calculus AB	<input type="radio"/>	<input type="radio"/>	VID41009	g. Advanced Placement (AP) Calculus BC	<input type="radio"/>	<input type="radio"/>	VID41010	h. Calculus (other than Advanced Placement [AP] Calculus)	<input type="radio"/>	<input type="radio"/>	VID41007	i. Advanced Placement (AP) Statistics	<input type="radio"/>	<input type="radio"/>	VID41011	j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)	<input type="radio"/>	<input type="radio"/>	VID41012	k. Advanced Placement (AP) Computer Science A	<input type="radio"/>	<input type="radio"/>	VID41013	l. Computer science (other than Advanced Placement [AP] Computer Science)	<input type="radio"/>	<input type="radio"/>	VID41016	NC	
	Yes	No																																																																																																									
a. Pre-calculus or introductory analysis	<input type="radio"/>	<input type="radio"/>	VES92261																																																																																																								
b. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VES01917																																																																																																								
c. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF002450																																																																																																								
d. Trigonometry	<input type="radio"/>	<input type="radio"/>	QK070750																																																																																																								
e. International Baccalaureate® (IB) Mathematics	<input type="radio"/>	<input type="radio"/>	VES92271																																																																																																								
f. Advanced Placement (AP®) Calculus AB	<input type="radio"/>	<input type="radio"/>	VES92274																																																																																																								
g. Advanced Placement (AP) Calculus BC	<input type="radio"/>	<input type="radio"/>	VES92275																																																																																																								
h. Calculus (other than Advanced Placement [AP] Calculus)	<input type="radio"/>	<input type="radio"/>	VES92266																																																																																																								
i. Advanced Placement (AP) Statistics	<input type="radio"/>	<input type="radio"/>	VES92276																																																																																																								
j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)	<input type="radio"/>	<input type="radio"/>	VES92279																																																																																																								
k. Advanced Placement (AP) Computer Science A	<input type="radio"/>	<input type="radio"/>	VES92281																																																																																																								
l. Computer science (other than Advanced Placement [AP] Computer Science)	<input type="radio"/>	<input type="radio"/>	VES92286																																																																																																								
	Yes	No																																																																																																									
a. Pre-calculus or introductory analysis	<input type="radio"/>	<input type="radio"/>	VID41006																																																																																																								
b. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VID41017																																																																																																								
c. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VID41018																																																																																																								
d. Trigonometry	<input type="radio"/>	<input type="radio"/>	VID40991																																																																																																								
e. International Baccalaureate® (IB) Mathematics	<input type="radio"/>	<input type="radio"/>	VID41008																																																																																																								
f. Advanced Placement (AP®) Calculus AB	<input type="radio"/>	<input type="radio"/>	VID41009																																																																																																								
g. Advanced Placement (AP) Calculus BC	<input type="radio"/>	<input type="radio"/>	VID41010																																																																																																								
h. Calculus (other than Advanced Placement [AP] Calculus)	<input type="radio"/>	<input type="radio"/>	VID41007																																																																																																								
i. Advanced Placement (AP) Statistics	<input type="radio"/>	<input type="radio"/>	VID41011																																																																																																								
j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)	<input type="radio"/>	<input type="radio"/>	VID41012																																																																																																								
k. Advanced Placement (AP) Computer Science A	<input type="radio"/>	<input type="radio"/>	VID41013																																																																																																								
l. Computer science (other than Advanced Placement [AP] Computer Science)	<input type="radio"/>	<input type="radio"/>	VID41016																																																																																																								

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																				
<p style="text-align: right; font-size: small;">VC194471</p> <p>4. Which of the following mathematics courses are required for high school graduation? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Algebra I</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC194472</td> </tr> <tr> <td>b. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC194473</td> </tr> <tr> <td>c. Algebra II</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC194474</td> </tr> <tr> <td>d. Statistics/Probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC194475</td> </tr> <tr> <td>e. Integrated mathematics 1 (first year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VF303628</td> </tr> <tr> <td>f. Integrated mathematics 2 (second year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VF303989</td> </tr> <tr> <td>g. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VF304235</td> </tr> <tr> <td>h. Integrated mathematics 4 (fourth year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VF304599</td> </tr> <tr> <td>i. Other mathematics course (specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE610194</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Yes	No		a. Algebra I	<input type="radio"/>	<input type="radio"/>	VC194472	b. Geometry	<input type="radio"/>	<input type="radio"/>	VC194473	c. Algebra II	<input type="radio"/>	<input type="radio"/>	VC194474	d. Statistics/Probability	<input type="radio"/>	<input type="radio"/>	VC194475	e. Integrated mathematics 1 (first year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF303628	f. Integrated mathematics 2 (second year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF303989	g. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF304235	h. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF304599	i. Other mathematics course (specify): _____	<input type="radio"/>	<input type="radio"/>	VE610194	<p style="text-align: right; font-size: small;">VE104021</p> <p>4. Which of the following mathematics courses are required for high school graduation? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Algebra I</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104022</td> </tr> <tr> <td>b. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104023</td> </tr> <tr> <td>c. Algebra II</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104024</td> </tr> <tr> <td>d. Statistics/Probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104025</td> </tr> <tr> <td>e. Integrated mathematics 1 (first year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104032</td> </tr> <tr> <td>f. Integrated mathematics 2 (second year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104033</td> </tr> <tr> <td>g. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104034</td> </tr> <tr> <td>h. Integrated mathematics 4 (fourth year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104028</td> </tr> <tr> <td>i. Other mathematics course (Please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104031</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Yes	No		a. Algebra I	<input type="radio"/>	<input type="radio"/>	VE104022	b. Geometry	<input type="radio"/>	<input type="radio"/>	VE104023	c. Algebra II	<input type="radio"/>	<input type="radio"/>	VE104024	d. Statistics/Probability	<input type="radio"/>	<input type="radio"/>	VE104025	e. Integrated mathematics 1 (first year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104032	f. Integrated mathematics 2 (second year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104033	g. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104034	h. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104028	i. Other mathematics course (Please specify): _____	<input type="radio"/>	<input type="radio"/>	VE104031	NC					
	Yes	No																																																																																					
a. Algebra I	<input type="radio"/>	<input type="radio"/>	VC194472																																																																																				
b. Geometry	<input type="radio"/>	<input type="radio"/>	VC194473																																																																																				
c. Algebra II	<input type="radio"/>	<input type="radio"/>	VC194474																																																																																				
d. Statistics/Probability	<input type="radio"/>	<input type="radio"/>	VC194475																																																																																				
e. Integrated mathematics 1 (first year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF303628																																																																																				
f. Integrated mathematics 2 (second year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF303989																																																																																				
g. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF304235																																																																																				
h. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VF304599																																																																																				
i. Other mathematics course (specify): _____	<input type="radio"/>	<input type="radio"/>	VE610194																																																																																				
	Yes	No																																																																																					
a. Algebra I	<input type="radio"/>	<input type="radio"/>	VE104022																																																																																				
b. Geometry	<input type="radio"/>	<input type="radio"/>	VE104023																																																																																				
c. Algebra II	<input type="radio"/>	<input type="radio"/>	VE104024																																																																																				
d. Statistics/Probability	<input type="radio"/>	<input type="radio"/>	VE104025																																																																																				
e. Integrated mathematics 1 (first year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104032																																																																																				
f. Integrated mathematics 2 (second year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104033																																																																																				
g. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104034																																																																																				
h. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VE104028																																																																																				
i. Other mathematics course (Please specify): _____	<input type="radio"/>	<input type="radio"/>	VE104031																																																																																				
<p style="text-align: right; font-size: small;">VE33402</p> <p>5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to twelfth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to twelfth-grade students</p> <p><input type="radio"/> Yes, available part-time to twelfth-grade students</p> <p><input type="radio"/> No</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VE104079</p> <p>5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to twelfth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to twelfth-grade students</p> <p><input type="radio"/> Yes, available part-time to twelfth-grade students</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																																																					
<p style="text-align: right; font-size: small;">VE502295</p> <p>6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to twelfth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide mathematics course-related support to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE502296</td> </tr> <tr> <td>b. Provide mathematics course-related support to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE502297</td> </tr> <tr> <td>c. Provide mathematics remediation/intervention to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE502301</td> </tr> <tr> <td>d. Provide mathematics remediation/intervention to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE502299</td> </tr> <tr> <td>e. Provide mathematics enrichment to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE502300</td> </tr> <tr> <td>f. Provide mathematics enrichment to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE502298</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide mathematics course-related support to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502296	b. Provide mathematics course-related support to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502297	c. Provide mathematics remediation/intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502301	d. Provide mathematics remediation/intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502299	e. Provide mathematics enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502300	f. Provide mathematics enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502298	<p style="text-align: right; font-size: small;">VE104036</p> <p>6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to twelfth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide mathematics course-related support to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104037</td> </tr> <tr> <td>b. Provide mathematics course-related support to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104038</td> </tr> <tr> <td>c. Provide mathematics remediation/intervention to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104039</td> </tr> <tr> <td>d. Provide mathematics remediation/intervention to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104040</td> </tr> <tr> <td>e. Provide mathematics enrichment to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104041</td> </tr> <tr> <td>f. Provide mathematics enrichment to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE104042</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide mathematics course-related support to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104037	b. Provide mathematics course-related support to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104038	c. Provide mathematics remediation/intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104039	d. Provide mathematics remediation/intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104040	e. Provide mathematics enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104041	f. Provide mathematics enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104042	NC	
	Not at all	Small extent	Moderate extent	Large extent																																																																																			
a. Provide mathematics course-related support to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502296																																																																																		
b. Provide mathematics course-related support to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502297																																																																																		
c. Provide mathematics remediation/intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502301																																																																																		
d. Provide mathematics remediation/intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502299																																																																																		
e. Provide mathematics enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502300																																																																																		
f. Provide mathematics enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE502298																																																																																		
	Not at all	Small extent	Moderate extent	Large extent																																																																																			
a. Provide mathematics course-related support to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104037																																																																																		
b. Provide mathematics course-related support to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104038																																																																																		
c. Provide mathematics remediation/intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104039																																																																																		
d. Provide mathematics remediation/intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104040																																																																																		
e. Provide mathematics enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104041																																																																																		
f. Provide mathematics enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE104042																																																																																		

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																																																								
<p style="text-align: right; font-size: small;">VE634925</p> <p>7. Is there a mathematics coach available (full- or part-time) to twelfth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to twelfth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to twelfth-grade teachers</p> <p><input type="radio"/> No → Question 8 is not applicable and will be skipped.</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VE240073</p> <p>5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No Question 6 is not applicable and will be skipped.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																																																																																									
<p style="text-align: right; font-size: small;">VE60850</p> <p>8. To what extent are each of the following a responsibility of the mathematics coach(es) available to twelfth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance about mathematics content or the teaching of mathematics to individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE60842</td> </tr> <tr> <td>b. Provide technical support/assistance to individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE60848</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE60851</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support/assistance about mathematics content or the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE60842	b. Provide technical support/assistance to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE60848	c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE60851	<p style="text-align: right; font-size: small;">VE240963</p> <p>6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240964</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240966</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240965</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240964	b. Provide support or assistance about the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240966	c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240965	R	<p>The follow was revised: the wording of subitem “a” and “b” was revised.</p>																																																																								
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. Provide support/assistance about mathematics content or the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE60842																																																																																																																						
b. Provide technical support/assistance to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE60848																																																																																																																						
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE60851																																																																																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240964																																																																																																																						
b. Provide support or assistance about the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240966																																																																																																																						
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240965																																																																																																																						
<p style="text-align: right; font-size: small;">VC31202</p> <p>9. To what extent is your school’s mathematics program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31204</td> </tr> <tr> <td>b. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31209</td> </tr> <tr> <td>c. Results from state/district assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31210</td> </tr> <tr> <td>d. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31211</td> </tr> <tr> <td>e. Results from school assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31212</td> </tr> <tr> <td>f. Recommendations from school mathematics department</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31213</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31214</td> </tr> <tr> <td>h. Commercially designed programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC31215</td> </tr> <tr> <td>i. Internet resources</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE610100</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31204	b. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31209	c. Results from state/district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31210	d. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31211	e. Results from school assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31212	f. Recommendations from school mathematics department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31213	g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31214	h. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31215	i. Internet resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE610100	<p style="text-align: right; font-size: small;">VE240919</p> <p>1. To what extent is your school’s mathematics program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240920</td> </tr> <tr> <td>b. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240921</td> </tr> <tr> <td>c. Results from district assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240922</td> </tr> <tr> <td>d. Results from state assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240923</td> </tr> <tr> <td>e. Results from school-level assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240924</td> </tr> <tr> <td>f. Recommendations from school mathematics department or teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240925</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240926</td> </tr> <tr> <td>h. Commercially designed programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240927</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE240928</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240920	b. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240921	c. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240922	d. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240923	e. Results from school-level assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240924	f. Recommendations from school mathematics department or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240925	g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240926	h. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240927	i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240928	R	<p>The following was revised: (1) subitem “c” was separated into two subitems, (2) wording for subitems “e”, “f”, and “i” was revised, and (3) subitem “d” was removed from the matrix.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31204																																																																																																																						
b. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31209																																																																																																																						
c. Results from state/district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31210																																																																																																																						
d. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31211																																																																																																																						
e. Results from school assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31212																																																																																																																						
f. Recommendations from school mathematics department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31213																																																																																																																						
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31214																																																																																																																						
h. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC31215																																																																																																																						
i. Internet resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE610100																																																																																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240920																																																																																																																						
b. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240921																																																																																																																						
c. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240922																																																																																																																						
d. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240923																																																																																																																						
e. Results from school-level assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240924																																																																																																																						
f. Recommendations from school mathematics department or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240925																																																																																																																						
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240926																																																																																																																						
h. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240927																																																																																																																						
i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE240928																																																																																																																						

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																																																																																																
<p style="text-align: right; font-size: small;">VE592303</p> <p>10. Approximately what percentage of your school's classrooms has the following technological resources available for twelfth-grade mathematics instruction? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-99%</th> <th>100%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Cable/satellite/closed-circuit television</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592304</td> </tr> <tr> <td>b. DVD player and DVDs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592305</td> </tr> <tr> <td>c. Digital camera</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592306</td> </tr> <tr> <td>d. Videoconferencing equipment</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592307</td> </tr> <tr> <td>e. Scanner for images or text</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592313</td> </tr> <tr> <td>f. Digital projector (device, e.g., LCD, that connects to a computer to display presentations or demonstrate lessons)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592309</td> </tr> <tr> <td>g. Internet</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592311</td> </tr> <tr> <td>h. Computer printer</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592312</td> </tr> <tr> <td>i. Handheld computer device (e.g., personal digital assistant)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592308</td> </tr> <tr> <td>j. Graphing calculators</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592310</td> </tr> <tr> <td>k. Data collection sensors/probes (e.g., tools that connect a handheld device or graphing calculator and detect motion, pH, temperature, and light)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592319</td> </tr> <tr> <td>l. Online applications</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592323</td> </tr> <tr> <td>m. Digital whiteboard (computerized display panel that responds to fingertip commands and creates a shared interactive space, akin to a traditional chalkboard)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE592324</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		0%	1-25%	26-50%	51-75%	76-99%	100%		a. Cable/satellite/closed-circuit television	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592304	b. DVD player and DVDs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592305	c. Digital camera	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592306	d. Videoconferencing equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592307	e. Scanner for images or text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592313	f. Digital projector (device, e.g., LCD, that connects to a computer to display presentations or demonstrate lessons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592309	g. Internet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592311	h. Computer printer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592312	i. Handheld computer device (e.g., personal digital assistant)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592308	j. Graphing calculators	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592310	k. Data collection sensors/probes (e.g., tools that connect a handheld device or graphing calculator and detect motion, pH, temperature, and light)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592319	l. Online applications	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592323	m. Digital whiteboard (computerized display panel that responds to fingertip commands and creates a shared interactive space, akin to a traditional chalkboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592324	N/A	D	To keep student burden low and add new content consistent with previous grade 4 and 8 development, this item was dropped.
	0%	1-25%	26-50%	51-75%	76-99%	100%																																																																																																													
a. Cable/satellite/closed-circuit television	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592304																																																																																																												
b. DVD player and DVDs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592305																																																																																																												
c. Digital camera	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592306																																																																																																												
d. Videoconferencing equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592307																																																																																																												
e. Scanner for images or text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592313																																																																																																												
f. Digital projector (device, e.g., LCD, that connects to a computer to display presentations or demonstrate lessons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592309																																																																																																												
g. Internet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592311																																																																																																												
h. Computer printer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592312																																																																																																												
i. Handheld computer device (e.g., personal digital assistant)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592308																																																																																																												
j. Graphing calculators	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592310																																																																																																												
k. Data collection sensors/probes (e.g., tools that connect a handheld device or graphing calculator and detect motion, pH, temperature, and light)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592319																																																																																																												
l. Online applications	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592323																																																																																																												
m. Digital whiteboard (computerized display panel that responds to fingertip commands and creates a shared interactive space, akin to a traditional chalkboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE592324																																																																																																												

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																																																																																																		
<p style="text-align: right; font-size: small;">VF269059</p> <p>11. Approximately what percentage of students in this year's graduating class has enrolled in a distance learning course for the following subjects? Select one circle in each row.</p> <p>(Distance learning courses are defined for this survey as credit-granting courses in which the teacher and student are in different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269060</td> </tr> <tr> <td>b. Mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269061</td> </tr> <tr> <td>c. Social studies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269062</td> </tr> <tr> <td>d. Science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269067</td> </tr> <tr> <td>e. Computer science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269064</td> </tr> <tr> <td>f. Foreign languages</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269065</td> </tr> <tr> <td>g. Career and technical/vocational</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269066</td> </tr> <tr> <td>h. Other (specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269063</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269060	b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269061	c. Social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269062	d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269067	e. Computer science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269064	f. Foreign languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269065	g. Career and technical/vocational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269066	h. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269063	<p style="text-align: right; font-size: small;">VHD41061</p> <p>7. Approximately what percentage of students in this year's graduating class has enrolled in a distance learning course for the following subjects? Select one circle in each row.</p> <p>(Distance learning courses are defined for this survey as credit-granting courses in which the teacher and student are in different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41062</td> </tr> <tr> <td>b. Mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41063</td> </tr> <tr> <td>c. Social studies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41064</td> </tr> <tr> <td>d. Science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41065</td> </tr> <tr> <td>e. Computer science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41066</td> </tr> <tr> <td>f. Foreign languages</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41067</td> </tr> <tr> <td>g. Career and technical/vocational</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41068</td> </tr> <tr> <td>h. Other (Please specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41069</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41062	b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41063	c. Social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41064	d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41065	e. Computer science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41066	f. Foreign languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41067	g. Career and technical/vocational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41068	h. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41069	NC	
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																																																																																																														
a. English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269060																																																																																																																																																													
b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269061																																																																																																																																																													
c. Social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269062																																																																																																																																																													
d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269067																																																																																																																																																													
e. Computer science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269064																																																																																																																																																													
f. Foreign languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269065																																																																																																																																																													
g. Career and technical/vocational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269066																																																																																																																																																													
h. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269063																																																																																																																																																													
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																																																																																																														
a. English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41062																																																																																																																																																													
b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41063																																																																																																																																																													
c. Social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41064																																																																																																																																																													
d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41065																																																																																																																																																													
e. Computer science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41066																																																																																																																																																													
f. Foreign languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41067																																																																																																																																																													
g. Career and technical/vocational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41068																																																																																																																																																													
h. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41069																																																																																																																																																													
<p style="text-align: right; font-size: small;">V1606931</p> <p>12. Approximately what percentage of students in this year's graduating class has enrolled in a mathematics academic course for dual credit taught at the following locations? Select one circle in each row.</p> <p>(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1606943</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1606947</td> </tr> <tr> <td>c. Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VF269101</td> </tr> <tr> <td>d. Other (specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1606950</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1606943	b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1606947	c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269101	d. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1606950	<p style="text-align: right; font-size: small;">VHD41070</p> <p>8. Approximately what percentage of students in this year's graduating class has enrolled in a mathematics academic course for dual credit taught at the following locations? Select one circle in each row.</p> <p>(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41071</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41072</td> </tr> <tr> <td>c. Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41074</td> </tr> <tr> <td>d. Other (Please specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHD41076</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41071	b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41072	c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41074	d. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41076	NC																																																																									
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																																																																																																														
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1606943																																																																																																																																																													
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1606947																																																																																																																																																													
c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF269101																																																																																																																																																													
d. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1606950																																																																																																																																																													
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																																																																																																														
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41071																																																																																																																																																													
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41072																																																																																																																																																													
c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41074																																																																																																																																																													
d. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41076																																																																																																																																																													

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.
 2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.
 3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																																																																										
<p style="text-align: right; font-size: small;">VE06954</p> <p>13. Approximately what percentage of students in this year's graduating class has enrolled in a career and technical/vocational course for dual credit taught at the following locations? Select one circle in each row.</p> <p>(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE06957</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE06958</td> </tr> <tr> <td>c. Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE069104</td> </tr> <tr> <td>d. Other (specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE06963</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 12)</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE06957	b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE06958	c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE069104	d. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE06963	<p style="text-align: right; font-size: small;">VE041077</p> <p>9. Approximately what percentage of students in this year's graduating class has enrolled in a career and technical/vocational course for dual credit taught at the following locations? Select one circle in each row.</p> <p>(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE041078</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE041079</td> </tr> <tr> <td>c. Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE041080</td> </tr> <tr> <td>d. Other (Please specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE041082</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041078	b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041079	c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041080	d. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041082	NC	
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																																						
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE06957																																																																																					
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE06958																																																																																					
c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE069104																																																																																					
d. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE06963																																																																																					
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																																						
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041078																																																																																					
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041079																																																																																					
c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041080																																																																																					
d. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE041082																																																																																					
N/A	<p style="text-align: right; font-size: small;">VE0591775</p> <p>1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.</p> <p><input type="radio"/> 0-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> 21-30%</p> <p><input type="radio"/> 31-40%</p> <p><input type="radio"/> 41-50%</p> <p><input type="radio"/> More than 50%</p> <p>Issue: Organization of Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																																																										
N/A	<p style="text-align: right; font-size: small;">VE0270533</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="font-size: 2em; text-align: center;">□ □</p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																																																																										

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																								
N/A	<p style="text-align: right; font-size: small;">VH617239</p> <p>3. In this school year, what percentage of students have gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction?</p> <p style="margin-left: 20px;"> <input type="radio"/> 0–10% <input type="radio"/> 11–20% <input type="radio"/> 21–30% <input type="radio"/> 31–40% <input type="radio"/> 41–50% <input type="radio"/> More than 50% </p> <p>Issue: Resources for Learning and Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																								
N/A	<p style="text-align: right; font-size: small;">VH270595</p> <p>4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?</p> <p style="margin-left: 20px;"> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent </p> <p>Issue: Organization of Instruction</p>	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.																																								
N/A	<p style="text-align: right; font-size: small;">VH270634</p> <p>7. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to discuss mathematics work, including homework, with their teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270635</td> </tr> <tr> <td>b. Peer tutoring in mathematics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270636</td> </tr> <tr> <td>c. Mathematics competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270637</td> </tr> <tr> <td>d. Chess clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270638</td> </tr> <tr> <td>e. Programming classes</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270640</td> </tr> <tr> <td>f. Mathematics clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270641</td> </tr> <tr> <td>g. Teacher-led tutoring sessions in mathematics for groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270643</td> </tr> <tr> <td>h. Teacher-led extra-help sessions in mathematics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270644</td> </tr> <tr> <td>i. Family mathematics night</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VH270645</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Opportunities for students to discuss mathematics work, including homework, with their teachers	<input type="radio"/>	<input type="radio"/>	VH270635	b. Peer tutoring in mathematics	<input type="radio"/>	<input type="radio"/>	VH270636	c. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	VH270637	d. Chess clubs	<input type="radio"/>	<input type="radio"/>	VH270638	e. Programming classes	<input type="radio"/>	<input type="radio"/>	VH270640	f. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	VH270641	g. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VH270643	h. Teacher-led extra-help sessions in mathematics	<input type="radio"/>	<input type="radio"/>	VH270644	i. Family mathematics night	<input type="radio"/>	<input type="radio"/>	VH270645	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Yes	No																																									
a. Opportunities for students to discuss mathematics work, including homework, with their teachers	<input type="radio"/>	<input type="radio"/>	VH270635																																								
b. Peer tutoring in mathematics	<input type="radio"/>	<input type="radio"/>	VH270636																																								
c. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	VH270637																																								
d. Chess clubs	<input type="radio"/>	<input type="radio"/>	VH270638																																								
e. Programming classes	<input type="radio"/>	<input type="radio"/>	VH270640																																								
f. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	VH270641																																								
g. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VH270643																																								
h. Teacher-led extra-help sessions in mathematics	<input type="radio"/>	<input type="radio"/>	VH270644																																								
i. Family mathematics night	<input type="radio"/>	<input type="radio"/>	VH270645																																								

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.
 2 The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.
 3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Mathematics School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																								
N/A	<p style="text-align: right; font-size: small;">VH240967</p> <p>9. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 10%;">Not at all</th> <th style="width: 10%;">Small extent</th> <th style="width: 10%;">Moderate extent</th> <th style="width: 10%;">Large extent</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: left; font-size: x-small;">a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240970</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td style="font-size: x-small;">VH240971</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240969</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240970	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH240971	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240969	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Not at all	Small extent	Moderate extent	Large extent																							
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240970																						
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH240971																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240969																						
N/A	<p style="text-align: right; font-size: small;">VH270659</p> <p>10. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: left; font-size: x-small;">a. There are students in my school who take high school mathematics classes.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270660</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">b. My school provides credit for students who take high school or college mathematics classes.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270661</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270663</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270664</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270660	b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270661	c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/>	<input type="radio"/>	VH270663	d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/>	<input type="radio"/>	VH270664	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.				
	Yes	No																									
a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270660																								
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270661																								
c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/>	<input type="radio"/>	VH270663																								
d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/>	<input type="radio"/>	VH270664																								

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Mathematics Issue Paper in Part C-3) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																										
<p style="text-align: right; font-size: small;">VE80070</p> <p>1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of language arts across the curriculum</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE80071</td> </tr> <tr> <td>b. Interpreting and analyzing literature</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE80072</td> </tr> <tr> <td>c. Interpreting and analyzing informational texts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE64273</td> </tr> <tr> <td>d. Understanding the process of reading or writing</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE80073</td> </tr> <tr> <td>e. Use of rubrics to evaluate student work</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE64274</td> </tr> <tr> <td>f. Instructional strategies for teaching language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE80074</td> </tr> <tr> <td>g. Effective use of technology in English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE80137</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Use of language arts across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80071	b. Interpreting and analyzing literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80072	c. Interpreting and analyzing informational texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE64273	d. Understanding the process of reading or writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80073	e. Use of rubrics to evaluate student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE64274	f. Instructional strategies for teaching language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80074	g. Effective use of technology in English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80137	<p style="text-align: right; font-size: small;">VE24053</p> <p>1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of English/language arts across the curriculum</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE25097</td> </tr> <tr> <td>b. Interpreting and analyzing literature</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE24055</td> </tr> <tr> <td>c. Interpreting and analyzing informational texts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE24059</td> </tr> <tr> <td>d. Understanding the cognitive process of an individual when they are reading or writing</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE24000</td> </tr> <tr> <td>e. Use of scoring guides to evaluate student work</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE24001</td> </tr> <tr> <td>f. Instructional strategies for teaching English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE24002</td> </tr> </tbody> </table> <p>Issue: Teacher Preparation</p>		Not at all	Small extent	Moderate extent	Large extent		a. Use of English/language arts across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE25097	b. Interpreting and analyzing literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24055	c. Interpreting and analyzing informational texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24059	d. Understanding the cognitive process of an individual when they are reading or writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24000	e. Use of scoring guides to evaluate student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24001	f. Instructional strategies for teaching English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24002	R	<p>The following revisions were made: (1) the wording for subitems “d”, “e”, and “f” was revised; and (2) subitem “g” was removed from the matrix.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																																																									
a. Use of language arts across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80071																																																																																								
b. Interpreting and analyzing literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80072																																																																																								
c. Interpreting and analyzing informational texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE64273																																																																																								
d. Understanding the process of reading or writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80073																																																																																								
e. Use of rubrics to evaluate student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE64274																																																																																								
f. Instructional strategies for teaching language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80074																																																																																								
g. Effective use of technology in English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE80137																																																																																								
	Not at all	Small extent	Moderate extent	Large extent																																																																																									
a. Use of English/language arts across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE25097																																																																																								
b. Interpreting and analyzing literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24055																																																																																								
c. Interpreting and analyzing informational texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24059																																																																																								
d. Understanding the cognitive process of an individual when they are reading or writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24000																																																																																								
e. Use of scoring guides to evaluate student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24001																																																																																								
f. Instructional strategies for teaching English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE24002																																																																																								
<p style="text-align: right; font-size: small;">VE63490</p> <p>2. Is there a reading specialist available (full- or part-time) to twelfth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to twelfth-grade students</p> <p><input type="radio"/> Yes, available part-time to twelfth-grade students</p> <p><input type="radio"/> No → Question 3 is not applicable and will be skipped.</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VE24002</p> <p>2. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No Question 3 is not applicable and will be skipped.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																																																											
<p style="text-align: right; font-size: small;">VE59005</p> <p>3. To what extent are each of the following a responsibility of the reading specialist(s) available to twelfth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide English/language arts instruction to students on various topics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590210</td> </tr> <tr> <td>b. Provide English/language arts instruction to students at various ability levels</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590209</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide English/language arts instruction to students on various topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE590210	b. Provide English/language arts instruction to students at various ability levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE590209	<p style="text-align: right; font-size: small;">VE240599</p> <p>3. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students on various reading topics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE250962</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE250963</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students on various reading topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE250962	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE250963	D	<p>This item was dropped and a version of this item piloted at grade 8 in 2017 was kept. See the item below.</p>																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																																																									
a. Provide English/language arts instruction to students on various topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE590210																																																																																								
b. Provide English/language arts instruction to students at various ability levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE590209																																																																																								
	Not at all	Small extent	Moderate extent	Large extent																																																																																									
a. Provide one-on-one help to students on various reading topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE250962																																																																																								
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE250963																																																																																								

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading School

Previous item ¹	2018 item ²	D/A/ R/NC ³	Rationale																																				
N/A	<p style="text-align: right; font-size: small;">VH240399</p> <p>1. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 12.5%;">Not at all</th> <th style="width: 12.5%;">Small extent</th> <th style="width: 12.5%;">Moderate extent</th> <th style="width: 12.5%;">Large extent</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">VH562871</td> </tr> <tr> <td style="font-size: x-small;">b. Provide one-on-one help to students at various achievement levels</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">VH239968</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH562871	b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH239968	A	This item was piloted at grade 8 in 2017 and was added to align grade 12 item development with grade 4 and 8 development.																		
	Not at all	Small extent	Moderate extent	Large extent																																			
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH562871																																		
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH239968																																		
<p style="text-align: right; font-size: x-small;">VE654480</p> <p>4. Is there a literacy coach available (full- or part-time) to twelfth-grade teachers at your school?</p> <p>Ⓐ Yes, available full-time to twelfth-grade teachers</p> <p>Ⓑ Yes, available part-time to twelfth-grade teachers</p> <p>Ⓒ No → Question 5 is not applicable and will be skipped.</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: x-small;">VH240023</p> <p>4. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p>Ⓐ Yes, available full-time to eighth-grade teachers</p> <p>Ⓑ Yes, available part-time to eighth-grade teachers</p> <p>Ⓒ No Question 5 is not applicable and will be skipped.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																					
<p style="text-align: right; font-size: x-small;">VE602238</p> <p>5. To what extent are each of the following a responsibility of the literacy coach(es) available to twelfth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 12.5%;">Not at all</th> <th style="width: 12.5%;">Small extent</th> <th style="width: 12.5%;">Moderate extent</th> <th style="width: 12.5%;">Large extent</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">VE602240</td> </tr> <tr> <td style="font-size: x-small;">b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">VE602243</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE602240	b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE602243	<p style="text-align: right; font-size: x-small;">VH240662</p> <p>5. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 12.5%;">Not at all</th> <th style="width: 12.5%;">Small extent</th> <th style="width: 12.5%;">Moderate extent</th> <th style="width: 12.5%;">Large extent</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">VH240604</td> </tr> <tr> <td style="font-size: x-small;">b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">VH240603</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240604	b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240603	NC	
	Not at all	Small extent	Moderate extent	Large extent																																			
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE602240																																		
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE602243																																		
	Not at all	Small extent	Moderate extent	Large extent																																			
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240604																																		
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240603																																		

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																																																																								
<p style="text-align: right; font-size: small;">VC191175</p> <p>6. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191181</td> </tr> <tr> <td>b. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191182</td> </tr> <tr> <td>c. Results from state/district assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191185</td> </tr> <tr> <td>d. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191187</td> </tr> <tr> <td>e. Results from school assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191188</td> </tr> <tr> <td>f. Recommendations from school reading/language arts department</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191191</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191194</td> </tr> <tr> <td>h. Commercially designed programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC191195</td> </tr> <tr> <td>i. Internet resources</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE602360</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191181	b. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191182	c. Results from state/district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191185	d. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191187	e. Results from school assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191188	f. Recommendations from school reading/language arts department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191191	g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191194	h. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191195	i. Internet resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE602360	<p style="text-align: right; font-size: small;">VH240605</p> <p>6. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240606</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240609</td> </tr> <tr> <td>d. Results from district assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH586890</td> </tr> <tr> <td>e. Results from state assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240608</td> </tr> <tr> <td>f. Recommendations from school English/language arts department</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240611</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240612</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240614</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240610</td> </tr> </tbody> </table> <p style="font-size: small;">Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240607	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240606	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240609	d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH586890	e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240608	f. Recommendations from school English/language arts department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240611	g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240612	h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240614	i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240610	R	<p>The following revisions were made: (1) subitems were reordered, (2) the wording for subitems "i" and "e" was revised, (3) subitem "c" was separated into two subitems, and (4) subitem "h" was removed from the matrix.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191181																																																																																																																						
b. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191182																																																																																																																						
c. Results from state/district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191185																																																																																																																						
d. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191187																																																																																																																						
e. Results from school assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191188																																																																																																																						
f. Recommendations from school reading/language arts department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191191																																																																																																																						
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191194																																																																																																																						
h. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191195																																																																																																																						
i. Internet resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE602360																																																																																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240607																																																																																																																						
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240606																																																																																																																						
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240609																																																																																																																						
d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH586890																																																																																																																						
e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240608																																																																																																																						
f. Recommendations from school English/language arts department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240611																																																																																																																						
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240612																																																																																																																						
h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240614																																																																																																																						
i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240610																																																																																																																						
<p style="text-align: right; font-size: small;">VE015284</p> <p>7. To what extent does your school's twelfth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE015289</td> </tr> <tr> <td>b. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE015289</td> </tr> <tr> <td>c. School assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE015300</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015289	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015289	c. School assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015300	<p style="text-align: right; font-size: small;">VH240615</p> <p>7. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240618</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240619</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240617</td> </tr> </tbody> </table> <p style="font-size: small;">Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240618	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240619	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240617	R	<p>The following revision was made: the wording for subitem "c" was revised.</p>																																																																								
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015289																																																																																																																						
b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015289																																																																																																																						
c. School assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015300																																																																																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240618																																																																																																																						
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240619																																																																																																																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240617																																																																																																																						

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																								
<p style="text-align: right; font-size: small;">VE590243</p> <p>8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade students with disabilities (SD)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590244</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590245</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590246</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590248</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590249</td> </tr> <tr> <td>f. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590251</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Yes	No		a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VE590244	b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VE590245	c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VE590246	d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VE590248	e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VE590249	f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VE590251	<p style="text-align: right; font-size: small;">VH240620</p> <p>9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240621</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240622</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240623</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240624</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240627</td> </tr> <tr> <td>f. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240626</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VH240621	b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH240622	c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH240623	d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH240624	e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH240627	f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH240626	NC	
	Yes	No																																																									
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VE590244																																																								
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VE590245																																																								
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VE590246																																																								
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VE590248																																																								
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VE590249																																																								
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VE590251																																																								
	Yes	No																																																									
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VH240621																																																								
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH240622																																																								
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH240623																																																								
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH240624																																																								
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH240627																																																								
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH240626																																																								
<p style="text-align: right; font-size: small;">VE627580</p> <p>9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade English language learners (ELL)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE627582</td> </tr> <tr> <td>b. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE627584</td> </tr> <tr> <td>c. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE627584</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE627582</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE627586</td> </tr> <tr> <td>f. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE627544</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Yes	No		a. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VE627582	b. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VE627584	c. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VE627584	d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VE627582	e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VE627586	f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VE627544	<p style="text-align: right; font-size: small;">VH562373</p> <p>2. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English-language learners (ELLs)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH562377</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH562374</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH562375</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH562376</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH562378</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VH562377	b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH562374	c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH562375	d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VH562376	e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH562378	R	The following was revised: subitem “e” was removed from the matrix.				
	Yes	No																																																									
a. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VE627582																																																								
b. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VE627584																																																								
c. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VE627584																																																								
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VE627582																																																								
e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VE627586																																																								
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VE627544																																																								
	Yes	No																																																									
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VH562377																																																								
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH562374																																																								
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH562375																																																								
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VH562376																																																								
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH562378																																																								
<p style="text-align: right; font-size: small;">VC311868</p> <p>10. Does your school offer online English/language arts courses for credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">VH240026</p> <p>1. Does your school offer online English/language arts courses for credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Organization of Instruction</p>	NC																																																									

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																																																																								
<p style="text-align: right; font-size: small;">VE015316</p> <p>11. Are courses of at least one semester in length taught in your school in each of the following subjects? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Advanced Placement English Language and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE015317</td> </tr> <tr> <td>b. Advanced Placement English Literature and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE015319</td> </tr> <tr> <td>c. English language and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590257</td> </tr> <tr> <td>d. English literature and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590260</td> </tr> <tr> <td>e. International Baccalaureate[®] Language A1</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE590261</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 12)</p>		Yes	No		a. Advanced Placement English Language and Composition	<input type="radio"/>	<input type="radio"/>	VE015317	b. Advanced Placement English Literature and Composition	<input type="radio"/>	<input type="radio"/>	VE015319	c. English language and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VE590257	d. English literature and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VE590260	e. International Baccalaureate [®] Language A1	<input type="radio"/>	<input type="radio"/>	VE590261	<p style="text-align: right; font-size: small;">VH240742</p> <p>2. Are courses of at least one semester in length taught in your school in each of the following subjects? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Advanced Placement English Language and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240743</td> </tr> <tr> <td>b. Advanced Placement English Literature and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240745</td> </tr> <tr> <td>c. English language and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240747</td> </tr> <tr> <td>d. English literature and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240748</td> </tr> <tr> <td>e. International Baccalaureate[®] Language A1</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240746</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Yes	No		a. Advanced Placement English Language and Composition	<input type="radio"/>	<input type="radio"/>	VH240743	b. Advanced Placement English Literature and Composition	<input type="radio"/>	<input type="radio"/>	VH240745	c. English language and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VH240747	d. English literature and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VH240748	e. International Baccalaureate [®] Language A1	<input type="radio"/>	<input type="radio"/>	VH240746	NC																									
	Yes	No																																																																									
a. Advanced Placement English Language and Composition	<input type="radio"/>	<input type="radio"/>	VE015317																																																																								
b. Advanced Placement English Literature and Composition	<input type="radio"/>	<input type="radio"/>	VE015319																																																																								
c. English language and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VE590257																																																																								
d. English literature and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VE590260																																																																								
e. International Baccalaureate [®] Language A1	<input type="radio"/>	<input type="radio"/>	VE590261																																																																								
	Yes	No																																																																									
a. Advanced Placement English Language and Composition	<input type="radio"/>	<input type="radio"/>	VH240743																																																																								
b. Advanced Placement English Literature and Composition	<input type="radio"/>	<input type="radio"/>	VH240745																																																																								
c. English language and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VH240747																																																																								
d. English literature and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VH240748																																																																								
e. International Baccalaureate [®] Language A1	<input type="radio"/>	<input type="radio"/>	VH240746																																																																								
<p style="text-align: right; font-size: small;">VE634831</p> <p>12. Approximately what percentage of students in this year's graduating class has enrolled in an English/language arts academic course for dual credit taught at the following locations? Select one circle in each row.</p> <p style="font-size: x-small;">(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate[®] courses.)</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">0%</th> <th style="text-align: center;">1-5%</th> <th style="text-align: center;">6-10%</th> <th style="text-align: center;">11-25%</th> <th style="text-align: center;">26-50%</th> <th style="text-align: center;">51-75%</th> <th style="text-align: center;">Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE634841</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VE634842</td> </tr> <tr> <td>c. Through distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VF295504</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 12)</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE634841	b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE634842	c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF295504	<p style="text-align: right; font-size: small;">VH240750</p> <p>3. Approximately what percentage of students in this year's graduating class has enrolled in an English/language arts academic course for dual credit taught at the following locations? Select one circle in each row.</p> <p style="font-size: x-small;">(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate[®] courses.)</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">0%</th> <th style="text-align: center;">1-5%</th> <th style="text-align: center;">6-10%</th> <th style="text-align: center;">11-25%</th> <th style="text-align: center;">26-50%</th> <th style="text-align: center;">51-75%</th> <th style="text-align: center;">Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240751</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240752</td> </tr> <tr> <td>c. Through distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240753</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%		a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240751	b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240752	c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240753	NC	
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																				
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE634841																																																																			
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE634842																																																																			
c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF295504																																																																			
	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%																																																																				
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240751																																																																			
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240752																																																																			
c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240753																																																																			
<p>N/A</p>	<p style="text-align: right; font-size: small;">VH92388</p> <p>8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?</p> <p style="font-size: x-small;"> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent </p> <p>Issue: Resources for Learning and Instruction</p>	A	<p>This item was added to align grade 12 item development with previous grade 4 and 8 development.</p>																																																																								

1 The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

2 The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

3 This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Reading School

Previous item ¹	2018 item ²	D/A/R/NC ³	Rationale																														
N/A	<p>11. How much is your school's ability to provide instruction affected by a lack of the following resources? Select one circle in each row. VH260137</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 12.5%;">Not at all</th> <th style="width: 12.5%;">A little</th> <th style="width: 12.5%;">Some</th> <th style="width: 12.5%;">A lot</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: left; font-size: small;">a. Teachers with a specialization in English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260138</td> </tr> <tr> <td style="text-align: left; font-size: small;">b. Computer software for English/language arts instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260140</td> </tr> <tr> <td style="text-align: left; font-size: small;">c. Library books</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260142</td> </tr> <tr> <td style="text-align: left; font-size: small;">d. Audio-visual resources for English/language arts instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260143</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	A little	Some	A lot		a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260138	b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260140	c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260142	d. Audio-visual resources for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260143	A	This item was added to align grade 12 item development with previous grade 4 and 8 development.
	Not at all	A little	Some	A lot																													
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260138																												
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260140																												
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260142																												
d. Audio-visual resources for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260143																												

¹ The most recent assessment in which the item was assessed is indicated in the bottom of each cell.

² The relevant issue (from the Reading Issue Paper in Part C-2) is indicated in the bottom of each cell.

³ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix H-3a: 2017 Operational Grade 4 Core (SCP)

1. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓙ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

2. Can your school be described by any of the following? Select **all** squares that apply.

- Ⓐ Elementary school
- Ⓑ Middle or junior high school
- Ⓒ Secondary school
- Ⓓ Regular school with a magnet program
- Ⓔ A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Ⓕ Special education school: primarily serves students with disabilities
- Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Ⓗ Private independent school
- ⓘ Private religiously affiliated school
- Ⓝ Independent charter school
- Ⓚ Charter school administered by local school district
- Ⓛ Other (Please specify): _____

3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- Ⓐ American Association of Christian Schools
- Ⓑ Association of Christian Schools International
- Ⓒ Christian Schools International
- Ⓓ National Association of Episcopal Schools
- Ⓔ National Association of Independent Schools
- Ⓕ National Catholic Educational Association
- Ⓖ National Society of Hebrew Day Schools
- Ⓗ The Association of Boarding Schools
- ⓘ Other (Please specify): _____
- Ⓝ None of the above

4. What is the current enrollment in your school?

5. Approximately what percentage of fourth-graders in your school is new this year?

 %

6. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

9. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)
- Ⓐ 0–2%
 - Ⓑ 3–5%
 - Ⓒ 6–10%
 - Ⓓ More than 10%

12. Does your school participate in the National School Lunch Program?
- Ⓐ Yes
 - Ⓑ No *Questions 13–15 are not applicable and will be skipped.*

13. How does the school operate the program?
- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. *Question 14 is not applicable and will be skipped.*
 - Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

14. If your school distributes free lunch to all students under Provision 2 or 3, what was the **base year** during which individual student eligibility was collected?
- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
 - Ⓑ 2016
 - Ⓒ 2015
 - Ⓓ 2014
 - Ⓔ 2013
 - Ⓕ 2012
 - Ⓖ 2011 or earlier

15. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

16. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

17. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241931
b. Gifted and talented program	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241922
c. Instruction provided in student's home language (non-English)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241923
d. English-as-a-second-language (not in a bilingual education program)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241924
e. Special education	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241925

18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- (A) 0
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) More than 25

19. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

For all teacher counts entered in item 20:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

20. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ **Full-time teachers**

b. Part-time

_____ **Part-time teachers**

21. Does your school or district offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

22. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select **one** circle in each row.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Non-tenured teachers who had taught for at least one year	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH241943
b. Tenured teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH241942

23. In the last school year, how many full-time teachers were new to your school?

If you answered 0, Question 24 is not applicable and will be skipped.

24. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

- Ⓐ 0–10%
- Ⓑ 11–25%
- Ⓒ 26–50%
- Ⓓ 51–75%
- Ⓔ 76–90%
- Ⓕ Over 90%

25. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- (A) Desktop computers
- (B) Laptop computers (including Chromebooks)
- (C) Tablets (for example, Surface Pro, iPad, Kindle Fire)
- (D) Other digital devices (Please specify): _____

26. What is the average age of the **desktop computers** in your school?

- (A) Up to 2 years old
- (B) More than 2 years but less than 4 years old
- (C) More than 4 years but less than 6 years old
- (D) 6 years old or more
- (E) I don't know.

27. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- (A) In some classrooms
- (B) In all classrooms
- (C) In a media center
- (D) In a computer lab
- (E) In the school library
- (F) Other (Please specify): _____

28. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

29. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- Ⓐ Up to 2 years old
- Ⓑ More than 2 years but less than 4 years old
- Ⓒ More than 4 years but less than 6 years old
- Ⓓ 6 years old or more
- Ⓔ I don't know.

30. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts
- Ⓖ Other (Please specify): _____

31. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

32. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?
- Ⓐ Up to 2 years old
 - Ⓑ More than 2 years but less than 4 years old
 - Ⓒ More than 4 years but less than 6 years old
 - Ⓓ 6 years old or more
 - Ⓔ I don't know.

33. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.
- Ⓐ In some classrooms
 - Ⓑ In all classrooms
 - Ⓒ In a media center
 - Ⓓ In a computer lab
 - Ⓔ In the school library
 - Ⓕ On mobile carts
 - Ⓖ Other (Please specify): _____

34. In your school, is there a wireless Internet connection that students can use for schoolwork?
- Ⓐ Yes, everywhere or almost everywhere in the school.
 - Ⓑ Yes, in some areas of the school.
 - Ⓒ No

35. This school year, did your school offer technical support to teachers for **computers** and **tablets** used in this school?

- Ⓐ Yes, we are partnering with a provider outside the school.
- Ⓑ Yes, we have technical support staff in the school.
- Ⓒ No

36. How often do teachers do the following in this school? 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	Several times a day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311410
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311411
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311414
d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311415

Appendix F-3b: 2017 Operational Grade 8 Core (SCP)

1. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓙ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

2. Can your school be described by any of the following? Select **all** squares that apply.

- Ⓐ Elementary school
- Ⓑ Middle or junior high school
- Ⓒ Secondary school
- Ⓓ Regular school with a magnet program
- Ⓔ A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Ⓕ Special education school: primarily serves students with disabilities
- Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Ⓗ Private independent school
- Ⓙ Private religiously affiliated school
- Ⓚ Independent charter school
- Ⓛ Charter school administered by local school district
- Ⓜ Other (Please specify):

3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- Ⓐ American Association of Christian Schools
- Ⓑ Association of Christian Schools International
- Ⓒ Christian Schools International
- Ⓓ National Association of Episcopal Schools
- Ⓔ National Association of Independent Schools
- Ⓕ National Catholic Educational Association
- Ⓖ National Society of Hebrew Day Schools
- Ⓗ The Association of Boarding Schools
- Ⓙ Other (Please specify): _____
- Ⓚ None of the above

4. What is the current enrollment in your school?

5. Approximately what percentage of eighth-graders in your school is new this year?

 %

6. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

9. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)
- Ⓐ 0–2%
 - Ⓑ 3–5%
 - Ⓒ 6–10%
 - Ⓓ More than 10%

12. Does your school participate in the National School Lunch Program?
- Ⓐ Yes
 - Ⓑ No *Questions 13–15 are not applicable and will be skipped.*

13. How does the school operate the program?
- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. *Question 14 is not applicable and will be skipped.*
 - Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

14. If your school distributes free lunch to all students under Provision 2 or 3, what was the **base year** during which individual student eligibility was collected?
- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
 - Ⓑ 2016
 - Ⓒ 2015
 - Ⓓ 2014
 - Ⓔ 2013
 - Ⓕ 2012
 - Ⓖ 2011 or earlier

15. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

16. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

17. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241931
b. Gifted and talented program	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241922
c. Instruction provided in student's home language (non-English)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241923
d. English-as-a-second-language (not in a bilingual education program)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241924
e. Special education	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VH241925

18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- (A) 0
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) More than 25

19. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0-10%	11-25%	26-50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

For all teacher counts entered in item 20:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

20. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

21. Does your school or district offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

22. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select **one** circle in each row.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Non-tenured teachers who had taught for at least one year	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH241943
b. Tenured teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH241942

23. In the last school year, how many full-time teachers were new to your school?

If you answered 0, Question 24 is not applicable and will be skipped.

24. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

- Ⓐ 0–10%
- Ⓑ 11–25%
- Ⓒ 26–50%
- Ⓓ 51–75%
- Ⓔ 76–90%
- Ⓕ Over 90%

25. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- A Desktop computers
- B Laptop computers (including Chromebooks)
- C Tablets (for example, Surface Pro, iPad, Kindle Fire)
- D Other digital devices (Please specify): _____

26. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

27. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F Other (Please specify): _____

28. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

29. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- Ⓐ Up to 2 years old
- Ⓑ More than 2 years but less than 4 years old
- Ⓒ More than 4 years but less than 6 years old
- Ⓓ 6 years old or more
- Ⓔ I don't know.

30. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts
- Ⓖ Other (Please specify): _____

31. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

32. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?
- Ⓐ Up to 2 years old
 - Ⓑ More than 2 years but less than 4 years old
 - Ⓒ More than 4 years but less than 6 years old
 - Ⓓ 6 years old or more
 - Ⓔ I don't know.

33. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.
- Ⓐ In some classrooms
 - Ⓑ In all classrooms
 - Ⓒ In a media center
 - Ⓓ In a computer lab
 - Ⓔ In the school library
 - Ⓕ On mobile carts
 - Ⓖ Other (Please specify): _____

34. In your school, is there a wireless Internet connection that students can use for schoolwork?
- Ⓐ Yes, everywhere or almost everywhere in the school.
 - Ⓑ Yes, in some areas of the school.
 - Ⓒ No

35. This school year, did your school offer technical support to teachers for **computers** and **tablets** used in this school?

- Ⓐ Yes, we are partnering with a provider outside the school.
- Ⓑ Yes, we have technical support staff in the school.
- Ⓒ No

36. How often do teachers do the following in this school? 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	Several times a day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311410
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311411
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311414
d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH311415

Appendix F-3c: 2017 Pilot Grade 8 Core, Reading, Mathematics (All subjects)

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

- Ⓐ Yes
- Ⓑ No

Question 2 asks about reading specialists.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer question 2 based on the roles as defined in this paragraph.

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

	Not at al	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH562871
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259963

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

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH562377
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH562374
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH562375
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH562376
e. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH562378

4. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240920
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240921
c. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547491
d. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547492
e. Results from school-level assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547493
f. Recommendations from school mathematics department or teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547495
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240926
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240927
i. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240925

Appendix F-3d: 2016 Pilot Grade 12 Core (SCP)

1. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

2. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

VH240215

3. Does your school participate in the National School Lunch Program?

- Ⓐ Yes
- Ⓑ No

VH240216

4. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

VH240217

5. If your school distributes free lunch to all students under Provision 2 or 3, what was the **base year** during which individual student eligibility was collected?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2015
- Ⓒ 2014
- Ⓓ 2013
- Ⓔ 2012
- Ⓕ 2011
- Ⓖ 2010 or earlier

6. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

7. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

8. In your school, is there a wireless Internet connection that students can use for schoolwork?
- Ⓐ No
 - Ⓑ Yes, in some areas of the school.
 - Ⓒ Yes, everywhere or almost everywhere in the school.

VH311353

9. This school year, did your school provide teachers with **laptop computers** for teaching and class preparation?

- Ⓐ No
- Ⓑ Yes, some teachers.
- Ⓒ Yes, all teachers.

VH311354

10. This school year, did your school provide teachers with **tablets** (for example, Surface Pro, iPad, or Kindle Fire) for teaching and class preparation?

- Ⓐ No
- Ⓑ Yes, some teachers.
- Ⓒ Yes, all teachers.

VH311355

11. This school year, did your school offer technical support to teachers for **computers** and **tablets** used in this school?

- Ⓐ No
- Ⓑ Yes, we have technical support staff in the school.
- Ⓒ Yes, we are partnering with a provider outside the school.

12. How often do teachers do the following in this school? 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	Several times a day	
a. Teach jointly as a team in the same class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH311410
b. Observe other teachers' classes and provide feedback	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH311411
c. Engage in joint activities across different classes and age groups (e.g., projects)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH311412
d. Exchange teaching materials with colleagues	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH311413
e. Engage in discussions about the learning development of specific students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH311414
f. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH311415

13. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- A Desktop computers
- B Laptop computers
- C Tablets (for example, Surface Pro, iPad, Kindle Fire)
- D Other digital devices (Please specify): _____

14. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- (A) In some classrooms
- (B) In all classrooms
- (C) In a media center
- (D) In a computer lab
- (E) In the school library
- (F) Other (Please specify): _____

15. What is the average age of the **desktop computers** in your school?

- (A) Less than 1 year
- (B) 1–1.9 years
- (C) 2–3.9 years
- (D) 4–5.9 years
- (E) 6 or more years
- (F) I don't know.

16. In your school, where are **laptop computers** available for students to work? Select **all** squares that apply.

- (A) In some classrooms
- (B) In all classrooms
- (C) In a media center
- (D) In a computer lab
- (E) In the school library
- (F) Other (Please specify): _____

17. What is the total number of **laptop computers** available for students in your school? Enter the number of laptop computers.

18. What is the average age of the **laptop computers** in your school?

- Ⓐ Less than 1 year
- Ⓑ 1–1.9 years
- Ⓒ 2–3.9 years
- Ⓓ 4–5.9 years
- Ⓔ 6 or more years
- Ⓕ I don't know.

19. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ Other (Please specify): _____

20. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

21. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?

- Ⓐ Less than 1 year
- Ⓑ 1–1.9 years
- Ⓒ 2–3.9 years
- Ⓓ 4–5.9 years
- Ⓔ 6 or more years
- Ⓕ I don't know.

22. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- Ⓐ American Association of Christian Schools
- Ⓑ Association of Christian Schools International
- Ⓒ Christian Schools International
- Ⓓ National Association of Episcopal Schools
- Ⓔ National Association of Independent Schools
- Ⓕ National Catholic Educational Association
- Ⓖ National Society of Hebrew Day Schools
- Ⓗ The Association of Boarding Schools
- Ⓘ Other (Please specify): _____
- ⓵ None of the above

23. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No

Appendix F-3e: 2017 Operational Grade 4 Charter School

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No *Questions 2–8 are not applicable and will be skipped.*

2. In which year did your school start providing instruction as a charter school?

3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board
- Ⓕ Other (Please specify): _____

4. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
- Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
- Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
- Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it.
- Ⓑ Yes, but signing it is voluntary.
- Ⓒ No *Question 8 is not applicable and will be skipped.*

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VH241947
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VH241951
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VH241946
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VH241953
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VH241952
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VH241948
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VH241945
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VH241950
i. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH587571

Appendix F-3f: 2017 Operational Grade 8 Charter School

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No *Questions 2–8 are not applicable and will be skipped.*

2. In which year did your school start providing instruction as a charter school?

3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board
- Ⓕ Other (Please specify): _____

4. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
- Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
- Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
- Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it.
- Ⓑ Yes, but signing it is voluntary.
- Ⓒ No *Question 8 is not applicable and will be skipped.*

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VH241947
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VH241951
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VH241946
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VH241953
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VH241952
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VH241948
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VH241945
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VH241950
i. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH587571

Appendix F-3g: 2015 Operational Grade 12 Charter School

This section should be completed by the principal or the head of the school.

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No → *Questions 2–8 are not applicable and will be skipped.*

2. In which year did your school start providing instruction as a charter school?

--	--	--	--

3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board
- Ⓕ Other (specify): _____

4. What is the legal status of your school?
- Ⓐ Officially part of the school district or local education agency (LEA)
 - Ⓑ Independent from the school district or local education agency (LEA)
 - Ⓒ A separate local education agency (LEA) as stipulated by state law

5. Is this school operated by a company or organization that also operates other charter schools?
- Ⓐ Yes
 - Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?
- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
 - Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?
- Ⓐ Yes, and parents are required to abide by it.
 - Ⓑ Yes, but signing it is voluntary.
 - Ⓒ No → *Question 8 is not applicable and will be skipped.*

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VE588983
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VE588989
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VE588981
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VE588987
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VE588991
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VE588985
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VE588980
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VE588988
i. Other (specify): _____ _____	<input type="radio"/> A	<input type="radio"/> B	VE592478

Appendix F-3h: 2017 Operational Grade 4 Reading

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Use of English/language arts across the curriculum	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH259997
b. Interpreting and analyzing literature	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240555
c. Interpreting and analyzing informational texts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240559
d. Understanding the cognitive process of an individual when they are reading or writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260000
e. Use of scoring guides to evaluate student work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260001
f. Instructional strategies for teaching English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260002

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students' reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students' ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

2. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?
- A Yes, available full-time to fourth-grade students
 - B Yes, available part-time to fourth-grade students
 - C No *Question 3 is not applicable and will be skipped.*

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students on various reading topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259934
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259935

4. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No *Question 5 is not applicable and will be skipped.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240567
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240566

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240607
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240606
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240609
d. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH586890
e. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240608
f. Recommendations from school English/language arts department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240611
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240612
h. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240614
i. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240610

7. To what extent does your school’s fourth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH335509
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH335508
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH586820

8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

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

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

	Yes	No	
a. Special Education teachers (and related service providers)	Ⓐ	Ⓑ	VH335489
b. Reading specialists or literacy coaches	Ⓐ	Ⓑ	VH335490
c. Speech pathologists	Ⓐ	Ⓑ	VH335494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	Ⓐ	Ⓑ	VH335492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	Ⓐ	Ⓑ	VH335491
f. Parent volunteers	Ⓐ	Ⓑ	VH335493

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

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH335410
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH335407
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH335408
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH335409
e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH335412
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH335411

11. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142
d. Audio-visual resources for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260143

Appendix F-3i: 2017 Operational Grade 8 Reading

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Use of English/language arts across the curriculum	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH259997
b. Interpreting and analyzing literature	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240555
c. Interpreting and analyzing informational texts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240559
d. Understanding the cognitive process of an individual when they are reading or writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260000
e. Use of scoring guides to evaluate student work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260001
f. Instructional strategies for teaching English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260002

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students' reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students' ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

2. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?
- A Yes, available full-time to eighth-grade students
 - B Yes, available part-time to eighth-grade students
 - C No *Question 3 is not applicable and will be skipped.*

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students on various reading topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259962
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259963

4. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers
- Ⓑ Yes, available part-time to eighth-grade teachers
- Ⓒ No *Question 5 is not applicable and will be skipped.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240604
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240603

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240607
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240606
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240609
d. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH586890
e. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240608
f. Recommendations from school English/language arts department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240611
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240612
h. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240614
i. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240610

7. To what extent does your school’s eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240618
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240619
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240617

8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

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

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

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	VH240621
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH240622
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH240623
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH240624
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH240627
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH240626

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

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH240708
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH240705
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH240706
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH240710
e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH240707
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH240709

11. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142
d. Audio-visual resources for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260143

Appendix F-3j: 2018 Pilot Grade 12 Reading

Grade 12 specific items (Under review)

VH240026

1. Does your school offer online English/language arts courses for credit?

- A Yes
- B No

VH240742

2. Are courses of at least one semester in length taught in your school in each of the following subjects? Select **one** circle in each row.

	Yes	No	
a. Advanced Placement English Language and Composition	<input type="radio"/> A	<input type="radio"/> B	VH240743
b. Advanced Placement English Literature and Composition	<input type="radio"/> A	<input type="radio"/> B	VH240745
c. English language and composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH240747
d. English literature and composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH240748
e. International Baccalaureate® Language A1	<input type="radio"/> A	<input type="radio"/> B	VH240746

VH240750

3. Approximately what percentage of students in this year's graduating class has enrolled in an English/language arts academic course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)

	0%	1–5%	6–10%	11–25%	26–50%	51–75%	Over 75%	
a. On your high school campus	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH240751
b. On a postsecondary campus	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH240752
c. Through distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH240753

Operational items previously cleared at Grade 8 and proposed for Grade 12 (Not under review)

VH240553

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Use of English/language arts across the curriculum	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH259997
b. Interpreting and analyzing literature	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240555
c. Interpreting and analyzing informational texts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240559
d. Understanding the cognitive process of an individual when they are reading or writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260000
e. Use of scoring guides to evaluate student work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260001
f. Instructional strategies for teaching English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260002

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students' reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students' ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

VH240022

2. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?
- A Yes, available full-time to eighth-grade students
 - B Yes, available part-time to eighth-grade students
 - C No *Question 3 is not applicable and will be skipped.*

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students on various reading topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259962
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259963

4. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers
- Ⓑ Yes, available part-time to eighth-grade teachers
- Ⓒ No *Question 5 is not applicable and will be skipped.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240604
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240603

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	(A)	(B)	(C)	(D)	VH240607
b. State curriculum standards or frameworks	(A)	(B)	(C)	(D)	VH240606
c. In-school curriculum frameworks and standards for learning	(A)	(B)	(C)	(D)	VH240609
d. Results from district assessments	(A)	(B)	(C)	(D)	VH586890
e. Results from state assessments	(A)	(B)	(C)	(D)	VH240608
f. Recommendations from school English/language arts department	(A)	(B)	(C)	(D)	VH240611
g. Discretion of individual teachers	(A)	(B)	(C)	(D)	VH240612
h. Results from school assessments (e.g., quizzes or tests created by teachers)	(A)	(B)	(C)	(D)	VH240614
i. Resources found on the Internet	(A)	(B)	(C)	(D)	VH240610

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

7. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240618
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240619
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240617

8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

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

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

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	VH240621
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH240622
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH240623
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH240624
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH240627
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH240626

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

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

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH240708
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH240705
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH240706
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH240710
e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH240707
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH240709

11. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142
d. Audio-visual resources for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260143

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

Pilot items previously cleared at Grade 8 and proposed for Grade 12 (Not under review)

VH240599

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

	Not at al	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH562871
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259963

VH562373

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

	Yes	No	
a. Certified ELL/bilingual education teachers	Ⓐ	Ⓑ	VH562377
b. Reading specialists or literacy coaches	Ⓐ	Ⓑ	VH562374
c. Speech pathologists	Ⓐ	Ⓑ	VH562375
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	Ⓐ	Ⓑ	VH562376
e. Parent volunteers	Ⓐ	Ⓑ	VH562378

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

Appendix F-3k: 2017 Operational Grade 4 Mathematics

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

2. In your school, how often are fourth-grade students' mathematics placements evaluated?
- Ⓐ Once a year
- Ⓑ Once a marking period (semester, trimester)
- Ⓒ More than once a marking period
- Ⓓ Students are not grouped by achievement level.

3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.

Questions 4 and 5 ask about mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students' mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students' ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 4 and 5 based on the roles as defined in this paragraph.

4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No *Question 5 is not applicable and will be skipped.*

5. To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240916
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240917
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240918

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

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

7. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Opportunities for students to discuss mathematics work, including homework, with their teachers	<input type="radio"/> A	<input type="radio"/> B	VH270635
b. Peer tutoring in mathematics	<input type="radio"/> A	<input type="radio"/> B	VH270636
c. Mathematics competitions	<input type="radio"/> A	<input type="radio"/> B	VH270637
d. Chess clubs	<input type="radio"/> A	<input type="radio"/> B	VH270638
e. Programming classes	<input type="radio"/> A	<input type="radio"/> B	VH270640
f. Mathematics clubs	<input type="radio"/> A	<input type="radio"/> B	VH270641
g. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/> A	<input type="radio"/> B	VH270643
h. Teacher-led extra-help sessions in mathematics	<input type="radio"/> A	<input type="radio"/> B	VH270644
i. Family mathematics night	<input type="radio"/> A	<input type="radio"/> B	VH270645

8. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as patterns and writing number sentences? Select **one** circle in each row.

	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school	
a. Third grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240906
b. Fourth grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240909
c. Fifth grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240908
d. Sixth grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH240907

9. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240921
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240920
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240923
d. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240922
e. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH587964
f. Recommendations from school mathematics department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240930
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240926
h. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240924
i. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240927
j. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240925

10. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240934
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240935
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240933

Appendix F-3l: 2017 Operational Grade 8 Mathematics

1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) **for remediation or to catch up a grade level**? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

- Ⓐ 0–10%
- Ⓑ 11–20%
- Ⓒ 21–30%
- Ⓓ 31–40%
- Ⓔ 41–50%
- Ⓕ More than 50%

2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.

3. In this school year, what percentage of students have gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction?

- Ⓐ 0–10%
- Ⓑ 11–20%
- Ⓒ 21–30%
- Ⓓ 31–40%
- Ⓔ 41–50%
- Ⓕ More than 50%

4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

Questions 5 and 6 ask about mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students' mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students' ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5 and 6 based on the roles as defined in this paragraph.

5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?
- Ⓐ Yes, available full-time to eighth-grade teachers
 - Ⓑ Yes, available part-time to eighth-grade teachers
 - Ⓒ No *Question 6 is not applicable and will be skipped.*

6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240964
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240966
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240965

7. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Opportunities for students to discuss mathematics work, including homework, with their teachers	Ⓐ	Ⓑ	VH270635
b. Peer tutoring in mathematics	Ⓐ	Ⓑ	VH270636
c. Mathematics competitions	Ⓐ	Ⓑ	VH270637
d. Chess clubs	Ⓐ	Ⓑ	VH270638
e. Programming classes	Ⓐ	Ⓑ	VH270640
f. Mathematics clubs	Ⓐ	Ⓑ	VH270641
g. Teacher-led tutoring sessions in mathematics for groups of students	Ⓐ	Ⓑ	VH270643
h. Teacher-led extra-help sessions in mathematics	Ⓐ	Ⓑ	VH270644
i. Family mathematics night	Ⓐ	Ⓑ	VH270645

8. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240921
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240920
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240923
d. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240922
e. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH587964
f. Recommendations from school mathematics department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240930
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240926
h. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240924
i. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240927
j. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240925

9. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240970
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240969

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

	Yes	No	
a. There are students in my school who take high school mathematics classes.	<input type="radio"/> A	<input type="radio"/> B	VH270660
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/> A	<input type="radio"/> B	VH270661
c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/> A	<input type="radio"/> B	VH270663
d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/> A	<input type="radio"/> B	VH270664

Appendix F-3m: 2018 Pilot Grade 12 Mathematics

Grade 12 specific items (Under review)

VH240077

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in mathematics does your school or district require for graduation?

- Ⓐ Less than two years
- Ⓑ Two years
- Ⓒ Three years
- Ⓓ Four years
- Ⓔ More than four years

VH240078

2. Does your school offer online mathematics courses for credit?

- Ⓐ Yes
- Ⓑ No

3. Are courses of at least one semester in length taught in your school in each of the following subjects? Select **one** circle in each row.

	Yes	No	
a. Pre-calculus or introductory analysis	<input type="radio"/> A	<input type="radio"/> B	VH241006
b. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	VH241017
c. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	VH241018
d. Trigonometry	<input type="radio"/> A	<input type="radio"/> B	VH240991
e. International Baccalaureate® (IB) Mathematics	<input type="radio"/> A	<input type="radio"/> B	VH241008
f. Advanced Placement (AP®) Calculus AB	<input type="radio"/> A	<input type="radio"/> B	VH241009
g. Advanced Placement (AP) Calculus BC	<input type="radio"/> A	<input type="radio"/> B	VH241010
h. Calculus (other than Advanced Placement [AP] Calculus)	<input type="radio"/> A	<input type="radio"/> B	VH241007
i. Advanced Placement (AP) Statistics	<input type="radio"/> A	<input type="radio"/> B	VH241011
j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)	<input type="radio"/> A	<input type="radio"/> B	VH241012
k. Advanced Placement (AP) Computer Science A	<input type="radio"/> A	<input type="radio"/> B	VH241013
l. Computer science (other than Advanced Placement [AP] Computer Science)	<input type="radio"/> A	<input type="radio"/> B	VH241016

4. Which of the following mathematics courses are required for high school graduation? Select **one** circle in each row.

	Yes	No	
a. Algebra I	<input type="radio"/> A	<input type="radio"/> B	VH241022
b. Geometry	<input type="radio"/> A	<input type="radio"/> B	VH241023
c. Algebra II	<input type="radio"/> A	<input type="radio"/> B	VH241024
d. Statistics/Probability	<input type="radio"/> A	<input type="radio"/> B	VH241025
e. Integrated mathematics 1 (first year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	VH241032
f. Integrated mathematics 2 (second year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	VH241033
g. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	VH241034
h. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/> A	<input type="radio"/> B	VH241028
i. Other mathematics course (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH241031

5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to twelfth-grade students at your school?

- A Yes, available full-time to twelfth-grade students
 B Yes, available part-time to twelfth-grade students
 C No

6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to twelfth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide mathematics course-related support to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241037
b. Provide mathematics course-related support to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241038
c. Provide mathematics remediation/intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241039
d. Provide mathematics remediation/intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241040
e. Provide mathematics enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241041
f. Provide mathematics enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241042

7. Approximately what percentage of students in this year’s graduating class has enrolled in a distance learning course for the following subjects? Select **one** circle in each row.

(Distance learning courses are defined for this survey as credit-granting courses in which the teacher and student are in different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.)

	0%	1–5%	6–10%	11–25%	26–50%	51–75%	Over 75%	
a. English/ language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241062
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241063
c. Social studies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241064
d. Science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241065
e. Computer science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241066
f. Foreign languages	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241067
g. Career and technical/ vocational	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241068
h. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241069

8. Approximately what percentage of students in this year’s graduating class has enrolled in a mathematics academic course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)

	0%	1–5%	6–10%	11–25%	26–50%	51–75%	Over 75%	
a. On your high school campus	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241071
b. On a postsecondary campus	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241072
c. Through distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241074
d. Other (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241076

9. Approximately what percentage of students in this year’s graduating class has enrolled in a career and technical/vocational course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)

	0%	1–5%	6–10%	11–25%	26–50%	51–75%	Over 75%	
a. On your high school campus	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241078
b. On a postsecondary campus	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241079
c. Through distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241080
d. Other (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241082

Operational items previously cleared at Grade 8 and proposed for Grade 12 (Not under review)

VH591775

1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) **for remediation or to catch up a grade level**? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

- Ⓐ 0–10%
- Ⓑ 11–20%
- Ⓒ 21–30%
- Ⓓ 31–40%
- Ⓔ 41–50%
- Ⓕ More than 50%

VH270533

2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.

VH617239

3. In this school year, what percentage of students have gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction?

- Ⓐ 0–10%
- Ⓑ 11–20%
- Ⓒ 21–30%
- Ⓓ 31–40%
- Ⓔ 41–50%
- Ⓕ More than 50%

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
(2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

Questions 5 and 6 ask about mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students' mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students' ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5 and 6 based on the roles as defined in this paragraph.

5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?
- Ⓐ Yes, available full-time to eighth-grade teachers
 - Ⓑ Yes, available part-time to eighth-grade teachers
 - Ⓒ No *Question 6 is not applicable and will be skipped.*

6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240964
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240966
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240965

7. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Opportunities for students to discuss mathematics work, including homework, with their teachers	Ⓐ	Ⓑ	VH270635
b. Peer tutoring in mathematics	Ⓐ	Ⓑ	VH270636
c. Mathematics competitions	Ⓐ	Ⓑ	VH270637
d. Chess clubs	Ⓐ	Ⓑ	VH270638
e. Programming classes	Ⓐ	Ⓑ	VH270640
f. Mathematics clubs	Ⓐ	Ⓑ	VH270641
g. Teacher-led tutoring sessions in mathematics for groups of students	Ⓐ	Ⓑ	VH270643
h. Teacher-led extra-help sessions in mathematics	Ⓐ	Ⓑ	VH270644
i. Family mathematics night	Ⓐ	Ⓑ	VH270645

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

8. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	(A)	(B)	(C)	(D)	VH240921
b. State curriculum standards or frameworks	(A)	(B)	(C)	(D)	VH240920
c. In-school curriculum frameworks and standards for learning	(A)	(B)	(C)	(D)	VH240923
d. Results from district assessments	(A)	(B)	(C)	(D)	VH240922
e. Results from state assessments	(A)	(B)	(C)	(D)	VH587964
f. Recommendations from school mathematics department	(A)	(B)	(C)	(D)	VH240930
g. Discretion of individual teachers	(A)	(B)	(C)	(D)	VH240926
h. Results from school assessments (e.g., quizzes or tests created by teachers)	(A)	(B)	(C)	(D)	VH240924
i. Commercially designed programs	(A)	(B)	(C)	(D)	VH240927
j. Resources found on the Internet	(A)	(B)	(C)	(D)	VH240925

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

9. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240970
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240969

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

	Yes	No	
a. There are students in my school who take high school mathematics classes.	<input type="radio"/> A	<input type="radio"/> B	VH270660
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/> A	<input type="radio"/> B	VH270661
c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/> A	<input type="radio"/> B	VH270663
d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/> A	<input type="radio"/> B	VH270664

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

Pilot items previously cleared at Grade 8 and proposed for Grade 12 (Not under review)

VH240919

1. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240920
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240921
c. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547491
d. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547492
e. Results from school-level assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547493
f. Recommendations from school mathematics department or teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH547495
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240926
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240927
i. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240925

Please note: (1) If a grade 8 item is selected for use at grade 12 and "eighth" is referenced in the item the item will be revised to say "twelfth".
 (2) Some grade 8 items may not be included in the grade 12 pilot if they do not perform well in the 2017 pilot.

Appendix F-3n: 2015 Operational Grade 4 Science

1. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to fourth-grade students at your school?

- Ⓐ Yes, available full-time to fourth-grade students
- Ⓑ Yes, available part-time to fourth-grade students
- Ⓒ No → Question 2 is not applicable and will be skipped.

2. To what extent is each of the following a responsibility of the science specialist(s) available to fourth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide science course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158012
b. Provide science course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158015
c. Provide science enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158014
d. Provide science enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158013

3. Is there a science coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No → *Question 4 is not applicable and will be skipped.*

4. To what extent is each of the following a responsibility of the science coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance about science content or the teaching of science to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640402
b. Provide technical support/assistance to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640403
c. Conduct professional development about science or the teaching of science for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640404

5. To what extent is your school's science program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304220
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304221
c. Results from state/district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304222
d. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304223
e. Results from school assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304224
f. Recommendations from school science department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304225
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304226
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304227
i. Internet resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142091

6. To what extent does your school's fourth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304216
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304217
c. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304218

7. Does your school have laboratory facilities for fourth-grade science instruction?

Yes

No → Question 8 is not applicable and will be skipped.

8. To what extent do your school's science laboratories that are available for fourth-grade instruction have the following features? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Demonstration stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013388
b. Student lab stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013390
c. Storage areas for chemicals and other supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013391
d. Electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013394
e. Running water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013396
f. Gas for burners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013397
g. Hoods or air hoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013399
h. Safety equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013400
i. Computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013401
j. Internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013402

9. To what extent are any of the following available to fourth-grade teachers who teach science?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF864037
b. Science magazines and books (including digital forms, such as online magazines and books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF864038
c. Supplies or equipment for science demonstrations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013409
d. Supplies or equipment for science labs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013412
e. Student access to computers in class for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013413
f. Student access to computer labs for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013414
g. Teacher access to computers for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013415
h. Computerized science labs for classroom use	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013416
i. Audiovisual materials for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013417
j. Science kits	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013419
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013420

10. Approximately what percentage of your school's classrooms has the following technological resources for fourth-grade science instruction? Select **one** circle in each row.

	0%	1–25%	26–50%	51–75%	76–99%	100%	
a. Desktop computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013424
b. Laptop computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013425
c. Tablet computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH158022
d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013428
e. CD-ROM	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013429
f. Online software	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013430
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013432
h. Cable/satellite/closed-circuit television	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013433
i. DVD player and DVDs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013434
j. Digital camera	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013435
k. Graphing calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013436
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013437

Part IV: Science

	0%	1–25%	26–50%	51–75%	76–99%	100%	
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE013438
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE013439
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE013440

11. In this school year, is there a science club offered to fourth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/> A	<input type="radio"/> B	VF654583
b. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/> A	<input type="radio"/> B	VF654584
c. Partnered with external agencies (such as universities, science museums, or industries)	<input type="radio"/> A	<input type="radio"/> B	VF654585

12. To what extent does your school provide fourth-grade students with the following learning experiences? Select **one** circle in each row.

	Not at all	1–2 times per year	3 or more times per year	
a. Science fairs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH142332
b. Science competitions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH142334
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH142333

Appendix F-3o: 2015 Operational Grade 8 Science

1. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to eighth-grade students at your school?

- Ⓐ Yes, available full-time to eighth-grade students
- Ⓑ Yes, available part-time to eighth-grade students
- Ⓒ No → *Question 2 is not applicable and will be skipped.*

2. To what extent is each of the following a responsibility of the science specialist(s) available to eighth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide science course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158027
b. Provide science course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158030
c. Provide science enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158029
d. Provide science enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158028

3. Is there a science coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers
- Ⓑ Yes, available part-time to eighth-grade teachers
- Ⓒ No → *Question 4 is not applicable and will be skipped.*

4. To what extent is each of the following a responsibility of the science coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance about science content or the teaching of science to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF654614
b. Provide technical support/assistance to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF654615
c. Conduct professional development about science or the teaching of science for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF654616

5. To what extent is your school's science program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304220
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304221
c. Results from state/district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304222
d. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304223
e. Results from school assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304224
f. Recommendations from school science department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304225
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304226
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304227
i. Internet resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142091

6. To what extent does your school's eighth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304508
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304510
c. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304511

7. Does your school have laboratory facilities for eighth-grade science instruction?

A Yes

B No → Question 8 is not applicable and will be skipped.

8. To what extent do your school's science laboratories that are available for eighth-grade instruction have the following features? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Demonstration stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013983
b. Student lab stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013984
c. Storage areas for chemicals and other supplies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013985
d. Electricity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013986
e. Running water	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013990
f. Gas for burners	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013991
g. Hoods or air hoses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013992
h. Safety equipment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013993
i. Computers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013995
j. Internet connection	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013996

9. To what extent are any of the following available to eighth-grade teachers who teach science?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF863974
b. Science magazines and books (including digital forms, such as online magazines and books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF863976
c. Supplies or equipment for science demonstrations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014005
d. Supplies or equipment for science labs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014006
e. Student access to computers in class for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014008
f. Student access to computer labs for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014010
g. Teacher access to computers for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014011
h. Computerized science labs for classroom use	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014012
i. Audiovisual materials for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014014
j. Science kits	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014015
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE014016

10. Approximately what percentage of your school's classrooms has the following technological resources for eighth-grade science instruction? Select **one** circle in each row.

	0%	1–25%	26–50%	51–75%	76–99%	100%	
a. Desktop computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014020
b. Laptop computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014021
c. Tablet computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH158037
d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014024
e. CD-ROM	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014025
f. Online software	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014026
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014027
h. Cable/satellite/closed-circuit television	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014029
i. DVD player and DVDs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014030
j. Digital camera	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014033
k. Graphing calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014041
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014042

Part IV: Science

	0%	1–25%	26–50%	51–75%	76–99%	100%	
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE014043
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE014046
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE014047

11. In this school year, is there a science club offered to eighth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Teacher volunteered (initiated and run by individual teachers)	Ⓐ	Ⓑ	VF654618
b. School sponsored (initiated by school and run by school designated personnel)	Ⓐ	Ⓑ	VF654619
c. Partnered with external agencies (such as universities, science museums, or industries)	Ⓐ	Ⓑ	VF654620

12. To what extent does your school provide eighth-grade students with the following learning experiences? Select **one** circle in each row.

	Not at all	1–2 times per year	3 or more times per year	
a. Science fairs	Ⓐ	Ⓑ	Ⓒ	VH142363
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH142365
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH142364

Appendix F-3p: 2015 Operational Grade 12 Science

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in science does your school or district require for graduation?

- Ⓐ Less than two years
- Ⓑ Two years
- Ⓒ Three years
- Ⓓ Four years
- Ⓔ More than four years

2. Does your school offer online science courses for credit?

- Ⓐ Yes
- Ⓑ No

3. Are courses of at least one semester in length taught in your school in each of the following subjects? Select **one** circle in each row.

	Yes	No	
a. Advanced Placement Biology	<input type="radio"/> A	<input type="radio"/> B	VC308200
b. International Baccalaureate® Biology	<input type="radio"/> A	<input type="radio"/> B	VC312550
c. Advanced biology (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	QK070746
d. Advanced Placement Environmental Science	<input type="radio"/> A	<input type="radio"/> B	VC308202
e. International Baccalaureate Environmental Systems	<input type="radio"/> A	<input type="radio"/> B	VC312552
f. Advanced environmental science (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VC308203
g. Advanced Placement Chemistry	<input type="radio"/> A	<input type="radio"/> B	VC308204
h. International Baccalaureate Chemistry	<input type="radio"/> A	<input type="radio"/> B	VC312554
i. Advanced chemistry (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	QK070747
j. Advanced Placement Physics B or C	<input type="radio"/> A	<input type="radio"/> B	VC308206
k. International Baccalaureate Physics	<input type="radio"/> A	<input type="radio"/> B	VC312556
l. Advanced physics (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	QK070748
m. International Baccalaureate Design Technology	<input type="radio"/> A	<input type="radio"/> B	VC312557
n. Advanced technology (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VC312559

4. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to twelfth-grade students at your school?
- A Yes, available full-time to twelfth-grade students
 - B Yes, available part-time to twelfth-grade students
 - C No → Question 5 is not applicable and will be skipped.

5. To what extent is each of the following a responsibility of the science specialist(s) available to twelfth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide science course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158065
b. Provide science course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158068
c. Provide science enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158067
d. Provide science enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158066

6. Is there a science coach available (full- or part-time) to twelfth-grade teachers at your school?
- Ⓐ Yes, available full-time to twelfth-grade teachers
 - Ⓑ Yes, available part-time to twelfth-grade teachers
 - Ⓒ No → *Question 7 is not applicable and will be skipped.*

7. To what extent is each of the following a responsibility of the science coach(es) available to twelfth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance about science content or the teaching of science to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF654642
b. Provide technical support/assistance to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF654643
c. Conduct professional development about science or the teaching of science for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF654644

8. To what extent is your school's science program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304220
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304221
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304222
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304223
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304224
f. Recommendations from school science department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304225
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304226
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304227
i. Internet resources	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH142091

9. Does your school have laboratory facilities for twelfth-grade science instruction?

A Yes

B No → Question 10 is not applicable and will be skipped.

10. To what extent do your school's science laboratories that are available for twelfth-grade instruction have the following features? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Demonstration stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142109
b. Student lab stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142110
c. Storage areas for chemicals and other supplies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142111
d. Electricity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142112
e. Running water	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142118
f. Gas for burners	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142114
g. Hoods or air hoses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142115
h. Safety equipment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142116
i. Computers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142117
j. Internet connection	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142113

11. To what extent are any of the following available to twelfth-grade teachers who teach science?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF863506
b. Science magazines and books (including digital forms, such as online magazines and books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF863510
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015633
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015634
e. Student access to computers in class for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015635
f. Student access to computer labs for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015636
g. Teacher access to computers for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015637
h. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015638
i. Audiovisual materials for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015639
j. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015640
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE015641

12. Approximately what percentage of your school's classrooms has the following technological resources for twelfth-grade science instruction? Select **one** circle in each row.

	0%	1–25%	26–50%	51–75%	76–99%	100%	
a. Desktop computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015643
b. Laptop computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015644
c. Tablet computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH158070
d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015646
e. CD-ROM	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015647
f. Online software	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015648
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015649
h. Cable/satellite/closed-circuit television	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015650
i. DVD player and DVDs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015651
j. Digital camera	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015652
k. Graphing calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015653
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE015654

Part IV: Science

	0%	1–25%	26–50%	51–75%	76–99%	100%	
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE015655
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE015656
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE015657

13. In this school year, is there a science club offered to twelfth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Teacher volunteered (initiated and run by individual teachers)	Ⓐ	Ⓑ	VF654646
b. School sponsored (initiated by school and run by school designated personnel)	Ⓐ	Ⓑ	VF654647
c. Partnered with external agencies (such as universities, science museums, or industries)	Ⓐ	Ⓑ	VF654648

14. To what extent does your school provide twelfth-grade students with the following learning experiences? Select **one** circle in each row.

	Not at all	1–2 times per year	3 or more times per year	
a. Science fairs	Ⓐ	Ⓑ	Ⓒ	VH142407
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH142409
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH142408

Appendix F-3q: 2017 Cognitive Interviews Grade 4 Science

2018 Science Pilot School G4 Master

VH240117

1. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to fourth-grade students at your school?
- Ⓐ Yes, available full-time to fourth-grade students
 - Ⓑ Yes, available part-time to fourth-grade students
 - Ⓒ No *Question X is not applicable and will be skipped.*

VH240118

2. Is there a science coach available (full- or part-time) to fourth-grade teachers at your school?
- Ⓐ Yes, available full-time to fourth-grade teachers
 - Ⓑ Yes, available part-time to fourth-grade teachers
 - Ⓒ No *Question X is not applicable and will be skipped.*

VH241301

3. To what extent is each of the following a responsibility of the science coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance about science content or the teaching of science to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241302
b. Provide technical support/assistance with lab equipment to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640260
c. Conduct professional development about science or the teaching of science for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241303

4. To what extent is your school's science program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241307
b. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241306
c. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241309
d. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640850
e. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640851
f. Recommendations from school science department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241311
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241312
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241313
i. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640857

5. To what extent does your school provide up-to-date technology resources for science teaching and learning?

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

6. In this school year, is there a science club offered to fourth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Parent volunteered (initiated and run by individual parents)	Ⓐ	Ⓑ	VH640872
b. Teacher volunteered (initiated and run by individual teachers)	Ⓐ	Ⓑ	VH241363
c. School sponsored (initiated by school and run by school designated personnel)	Ⓐ	Ⓑ	VH241365
d. Partnered with external agencies (such as universities, science museums, or industries)	Ⓐ	Ⓑ	VH241364

Appendix F-3r: 2017 Cognitive Interviews Grade 8 Science

2018 Science Pilot School G8 Master

VH240120

1. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to eighth-grade students at your school?
- Ⓐ Yes, available full-time to eighth-grade students
 - Ⓑ Yes, available part-time to eighth-grade students
 - Ⓒ No *Question X is not applicable and will be skipped.*

VH240121

2. Is there a science coach available (full- or part-time) to eighth-grade teachers at your school?
- Ⓐ Yes, available full-time to eighth-grade teachers
 - Ⓑ Yes, available part-time to eighth-grade teachers
 - Ⓒ No *Question X is not applicable and will be skipped.*

VH241375

3. To what extent is each of the following a responsibility of the science coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance about science content or the teaching of science to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241376
b. Provide technical support/assistance with lab equipment to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640268
c. Conduct professional development about science or the teaching of science for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241377

4. To what extent is your school's science program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241307
b. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241306
c. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241309
d. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640850
e. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640851
f. Recommendations from school science department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241311
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241312
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241313
i. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640857

5. To what extent does your school provide up-to-date technology resources for science teaching and learning?

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

6. To what extent do your school's science laboratories that are available for eighth-grade instruction have the following features? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Demonstration stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241385
b. Internet connection	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241389
c. Student lab stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241386
d. Storage areas for chemicals and other supplies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241387
e. Electricity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241388
f. Running water	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241394
g. Gas for burners	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241390
h. Hoods or air hoses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241391
i. Safety equipment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241392
j. Computers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241393

7. In this school year, is there a science club offered to eighth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/> A	<input type="radio"/> B	VH643916
b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/> A	<input type="radio"/> B	VH241447
c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/> A	<input type="radio"/> B	VH241449
d. Partnered with external agencies (such as universities, science museums, or industries)	<input type="radio"/> A	<input type="radio"/> B	VH241448

Appendix F-3s: 2017 Cognitive Interviews Grade 12 Science

2018 Science Pilot School G12 Master

VH240125

1. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to twelfth-grade students at your school?
- Ⓐ Yes, available full-time to twelfth-grade students
 - Ⓑ Yes, available part-time to twelfth-grade students
 - Ⓒ No *Question X is not applicable and will be skipped.*

VH240126

2. Is there a science coach available (full- or part-time) to twelfth-grade teachers at your school?
- Ⓐ Yes, available full-time to twelfth-grade teachers
 - Ⓑ Yes, available part-time to twelfth-grade teachers
 - Ⓒ No *Question X is not applicable and will be skipped.*

VH241460

3. To what extent is each of the following a responsibility of the science coach(es) available to twelfth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance about science content or the teaching of science to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241461
b. Provide technical support/assistance with lab equipment to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640273
c. Conduct professional development about science or the teaching of science for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241462

4. To what extent is your school's science program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241307
b. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241306
c. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241309
d. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640850
e. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640851
f. Recommendations from school science department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241311
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241312
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241313
i. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640857

5. To what extent does your school provide up-to-date technology resources for science teaching and learning?

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

6. To what extent do your school's science laboratories that are available for twelfth-grade instruction have the following features? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Demonstration stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241465
b. Student lab stations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241466
c. Storage areas for chemicals and other supplies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241467
d. Electricity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241468
e. Running water	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241469
f. Gas for burners	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241470
g. Hoods or air hoses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241471
h. Safety equipment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241472
i. Computers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241473
j. Internet connection	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241474

7. In this school year, is there a science club offered to twelfth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/> A	<input type="radio"/> B	VH643899
b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/> A	<input type="radio"/> B	VH241507
c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/> A	<input type="radio"/> B	VH241509
d. Partnered with external agencies (such as universities, science museums, or industries)	<input type="radio"/> A	<input type="radio"/> B	VH241508

Appendix F-3t: 2017 Operational Grade 4 Writing

1. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school **for English/language arts teachers**? Select **one or more** answer choices.
- Ⓐ Yes, provided by school or district personnel
 - Ⓑ Yes, provided by professionals outside of my school or district
 - Ⓒ No

2. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school **for teachers not teaching English/language arts**? Select **one or more** answer choices.
- Ⓐ Yes, provided by school or district personnel
 - Ⓑ Yes, provided by professionals outside of my school or district
 - Ⓒ No

Questions 3 and 4 ask about literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students' reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students' ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 3 and 4 based on the roles as defined in this paragraph.

3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No *Question 4 is not applicable and will be skipped.*

4. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240567
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240566

5. How often are teachers in your school expected to give students **writing assignments** (e.g., short written answers, essays, research papers) in the following classes? Select **one** circle in each row.

	There is no specific expectation around this in my school.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. English/language arts class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312580
b. Social studies class such as history, civics, government, or geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312581
c. Science class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312582
d. Mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312583

6. Approximately what percentage of their instructional time are **English/language arts teachers** in your school expected to devote to each of the following when **teaching writing** to fourth-grade students? Fill in integer numbers **between 1 and 100** on each corresponding row so that the total sums up to 100. If there is **no** specific expectation for a particular topic, **enter 0** for that row.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Word processing skills _____ %

Other (Please specify): _____ %

7. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

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

8. Does your school offer students the opportunity to submit their writing to or participate in any of the following? Select **one** circle in each row.

	Yes	No	
a. School newspaper	<input type="radio"/>	<input type="radio"/>	VH312624
b. School website	<input type="radio"/>	<input type="radio"/>	VH312625
c. Discussion blog	<input type="radio"/>	<input type="radio"/>	VH312627

9. Does your school offer any of the following school-sponsored activities to fourth-grade students? Select **one** circle in each row.

	Yes	No	
a. Writing club(s) (e.g., a creative writing or poetry group)	<input type="radio"/>	<input type="radio"/>	VH587638
b. Writing competition(s)	<input type="radio"/>	<input type="radio"/>	VH587639
c. Special courses or workshops to improve keyboarding skills	<input type="radio"/>	<input type="radio"/>	VH587643
d. Special courses or workshops to learn how to use word processing software	<input type="radio"/>	<input type="radio"/>	VH587641
e. Drama club where students write their own plays	<input type="radio"/>	<input type="radio"/>	VH587642

10. Does your school or district offer summer programs in **writing** remediation or enrichment to students? Select **one** circle in each row.

	Yes	No	
a. Remediation	<input type="radio"/>	<input type="radio"/>	VH312596
b. Enrichment	<input type="radio"/>	<input type="radio"/>	VH312597

Appendix F-3u: 2017 Operational Grade 8 Writing

1. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school **for English/language arts teachers**? Select **one or more** answer choices.
- Ⓐ Yes, provided by school or district personnel
 - Ⓑ Yes, provided by professionals outside of my school or district
 - Ⓒ No

2. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school **for teachers not teaching English/language arts**? Select **one or more** answer choices.
- Ⓐ Yes, provided by school or district personnel
 - Ⓑ Yes, provided by professionals outside of my school or district
 - Ⓒ No

Questions 3 and 4 ask about literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students' reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students' ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 3 and 4 based on the roles as defined in this paragraph.

3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers
- Ⓑ Yes, available part-time to eighth-grade teachers
- Ⓒ No *Question 4 is not applicable and will be skipped.*

4. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240604
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240603

5. Approximately what percentage of their instructional time are teachers in your school expected to devote to **teaching writing** to eighth-grade students in the following subjects? Fill in integer numbers **between 1 and 100** on each row. If there is **no** specific expectation for a particular subject, **enter 0** for that row.

English/language arts class _____ %

Social studies class such as history, civics, government, or geography _____ %

Science class _____ %

Mathematics class _____ %

6. How often are teachers in your school expected to give students **writing assignments** (e.g., short written answers, essays, research papers) in the following classes? Select **one** circle in each row.

	There is no specific expectation around this in my school.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. English/language arts class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312580
b. Social studies class such as history, civics, government, or geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312581
c. Science class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312582
d. Mathematics class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH312583

7. Approximately what percentage of their instructional time are **English/language arts teachers** in your school expected to devote to each of the following when **teaching writing** to eighth-grade students? Fill in integer numbers **between 1 and 100** on each corresponding row so that the total sums up to 100. If there is **no** specific expectation for a particular topic, **enter 0** for that row.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Word processing skills _____ %

Other (Please specify): _____ %

8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

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

9. Does your school offer students the opportunity to submit their writing to or participate in any of the following? Select **one** circle in each row.

	Yes	No	
a. School newspaper	Ⓐ	Ⓑ	VH312624
b. School website	Ⓐ	Ⓑ	VH312625
c. Discussion blog	Ⓐ	Ⓑ	VH312627

10. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select **one** circle in each row.

	Yes	No	
a. Writing club(s) (e.g., a creative writing or poetry group)	Ⓐ	Ⓑ	VH312636
b. Writing competition(s)	Ⓐ	Ⓑ	VH312637
c. Special courses or workshops to improve keyboarding skills	Ⓐ	Ⓑ	VH312639
d. Special courses or workshops to learn how to use word processing software	Ⓐ	Ⓑ	VH312640
e. Drama club where students write their own plays	Ⓐ	Ⓑ	VH312643

11. Does your school or district offer summer programs in **writing** remediation or enrichment to students? Select **one** circle in each row.

	Yes	No	
a. Remediation	Ⓐ	Ⓑ	VH312596
b. Enrichment	Ⓐ	Ⓑ	VH312597

Appendix F-3v: 2011 Operational Grade 12 Writing

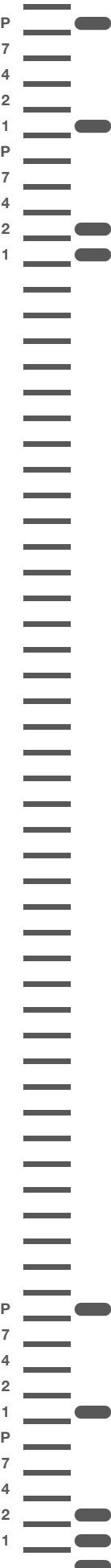
Part II: Writing

1. In your school, are any of the following resources available to English/language arts teachers? Fill in **one** oval on each line. VE230116

- | | Yes | No | |
|--|---------------------------|---------------------------|----------|
| a. Mentor or lead teacher assigned to help new English/language arts teachers with lesson plans, teaching strategies, classroom organization, etc. | <input type="radio"/> (A) | <input type="radio"/> (B) | VE230117 |
| b. Mentor or lead teacher assigned to help experienced English/language arts teachers with lesson plans, teaching strategies, classroom organization, etc. | <input type="radio"/> (A) | <input type="radio"/> (B) | VE230118 |
| c. Reading and/or English/language arts specialist | <input type="radio"/> (A) | <input type="radio"/> (B) | VE230119 |

2. Are the following activities/programs offered in your school? Fill in **one or more** ovals on each line. VE032835

- | | Yes,
provided
by school
or district
personnel | Yes,
provided by
professionals
outside of
my school or
district | No | |
|--|---|--|---------------------------|----------|
| a. Schoolwide writing initiative, such as specific guidelines or objectives for school writing instruction | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VE032874 |
| b. Literacy or writing coaching for teachers | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VE032877 |
| c. Professional development in writing or teaching writing— for English/language arts teachers only | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VE032894 |
| d. Professional development in writing or teaching writing— for all teachers | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VE032897 |



3. To what extent are students at your school asked to write in content areas other than English/language arts—e.g., in social studies, science, or mathematics classes? VE230120

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

4. Does your school offer school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits involving writing activities? VE230124

- Ⓐ Yes
- Ⓑ No

5. Does your school or district offer summer programs in writing remediation or enrichment to students? Fill in **one** oval on each line. VE230127

	Yes	No	
a. Remediation	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VE230145
b. Enrichment	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VE230147

6. How many computers does your school have for student use? VE230150

,

Appendix F-3w: 2016 Pilot Grade 12 Writing

VH312559

1. This year, have the following professional development programs (i.e., training sessions and workshops, including online classes) been offered in your school **for English/language arts teachers**? Select **one or more** squares in each row.

	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No	
a. Programs aimed at developing and improving practices for writing instruction	Ⓐ	Ⓑ	Ⓒ	VH312560
b. Programs aimed at developing and improving teachers' keyboarding skills	Ⓐ	Ⓑ	Ⓒ	VH312561
c. Programs aimed at developing and improving teachers' word processing skills	Ⓐ	Ⓑ	Ⓒ	VH312562
d. Other programs (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	VH312563

VH312570

2. This year, have the following professional development programs (i.e., training sessions and workshops, including online classes) been offered in your school **for teachers not teaching English/language arts**? Select **one or more** squares in each row.

	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No	
a. Programs aimed at developing and improving practices for writing instruction	Ⓐ	Ⓑ	Ⓒ	VH312571
b. Programs aimed at developing and improving teachers' keyboarding skills	Ⓐ	Ⓑ	Ⓒ	VH312572
c. Programs aimed at developing and improving teachers' word processing skills	Ⓐ	Ⓑ	Ⓒ	VH312574
d. Other programs (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	VH312575

VH312579

3. How often are teachers in your school expected to give students **writing assignments** (for example, short written answers, essays, research papers) in the following classes? Select **one** circle in each row.

	There is no specific expectation around this in my school.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. English/language arts class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH312580
b. Social studies class such as history, civics, government, or geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH312581
c. Science class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH312582
d. Mathematics class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH312583

VH336830

4. Approximately what percentage of their instructional time are teachers in your school expected to devote to **teaching writing** to 12th grade students in the following subjects? Fill in integer numbers **between 1 and 100** on each row. If there is **no** specific expectation for a particular subject, **enter 0** for that row.

English/language arts class _____ %

Social studies class such as history, civics, government, or geography _____ %

Science class _____ %

Mathematics class _____ %

VH312623

5. Does your school offer students the opportunity to submit their writing to or participate in any of the following? Select **one** circle in each row.

	Yes	No	
a. School newspaper	<input type="radio"/> A	<input type="radio"/> B	VH312624
b. School website	<input type="radio"/> A	<input type="radio"/> B	VH312625
c. Discussion blog	<input type="radio"/> A	<input type="radio"/> B	VH312627

6. Does your school offer any of the following school-sponsored activities to 12th grade students? Select **one** circle in each row.

	Yes	No	
a. Writing club(s) (for example, a creative writing or poetry group)	Ⓐ	Ⓑ	VH313620
b. Writing competition(s)	Ⓐ	Ⓑ	VH313621
c. Special courses or workshops to improve keyboarding skills	Ⓐ	Ⓑ	VH313623
d. Special courses or workshops to learn how to use word processing software	Ⓐ	Ⓑ	VH313628
e. Drama club where students write their own plays	Ⓐ	Ⓑ	VH313627
f. Other (Please specify): _____	Ⓐ	Ⓑ	VH313624

7. Approximately what percentage of their instructional time are **English/language arts teachers** in your school expected to devote to each of the following when **teaching writing** to 12th grade students? Fill in integer numbers **between 1 and 100** on each corresponding row so that the total sums up to 100. If there is **no** specific expectation for a particular topic, **enter 0** for that row.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Word processing skills _____ %

Other (Please specify): _____ %

VH313715

8. Which of the following best describes the keyboarding skills expected of **English/language arts teachers** in your school?

- Ⓐ There is no specific expectation around this in my school.
- Ⓑ Hunt and peck typing/Two-finger typing
- Ⓒ Basic touch-typing
- Ⓓ Rapid and accurate touch-typing

VH313716

9. Approximately how many of the **English/language arts teachers** in your school meet the expectations regarding their keyboarding skills?

- Ⓐ None
- Ⓑ Very few teachers
- Ⓒ Some but less than half of the teachers
- Ⓓ About half of the teachers
- Ⓔ More than half of the teachers
- Ⓕ All or almost all teachers

VH313722

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

%

11. Which of the following best describes the word processing skills expected of **English/language arts teachers** in your school?

- Ⓐ There is no specific expectation around this in my school.
- Ⓑ Basic skills
- Ⓒ Intermediate skills
- Ⓓ Advanced skills

12. Approximately how many of the **English/language arts teachers** in your school meet the expectations regarding their word processing skills?

- Ⓐ None
- Ⓑ Very few teachers
- Ⓒ Some but less than half of the teachers
- Ⓓ About half of the teachers
- Ⓔ More than half of the teachers
- Ⓕ All or almost all teachers

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

%

Appendix F-3x: 2017 Pilot Grade 8 Social Studies

1. At what grade do students in your school typically take the following classes? Select **one or more** squares in each row.

	5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.	
a. A class primarily focused on civics and/or United States government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494278
b. A class primarily focused on geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494279
c. A class primarily focused on United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494280
d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494281

2. How much is your school's social studies program for eighth graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494356
b. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494357
c. National curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494358
d. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494359
e. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494360
f. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494361
g. Results from national assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494362
h. Recommendations from district social studies department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494363
i. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494364
j. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494365
k. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494366

3. How much does your school’s eighth-grade social studies curriculum (e.g., civics and/or United States government, geography, or United States history) focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494370
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494371
c. National assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494372
d. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494373
e. Computer-based or online assessments (e.g., national assessments or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494374

4. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select **one** circle in each row.

	Yes	No	
a. Tutoring	<input type="radio"/> A	<input type="radio"/> B	VH494347
b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/> A	<input type="radio"/> B	VH494348
c. Use of instructional aides for pull-out instruction	<input type="radio"/> A	<input type="radio"/> B	VH494349
d. Extra work or homework	<input type="radio"/> A	<input type="radio"/> B	VH494350
e. Before- or after-school programs	<input type="radio"/> A	<input type="radio"/> B	VH494351
f. Saturday classes	<input type="radio"/> A	<input type="radio"/> B	VH494352
g. Summer school programs	<input type="radio"/> A	<input type="radio"/> B	VH494353
h. Extra help for English-language learners	<input type="radio"/> A	<input type="radio"/> B	VH494354

5. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select **one** circle in each row.

	Yes	No	
a. Student government	<input type="radio"/> A	<input type="radio"/> B	VH495722
b. Classes with a community service component	<input type="radio"/> A	<input type="radio"/> B	VH495723
c. Clubs with a community service component	<input type="radio"/> A	<input type="radio"/> B	VH495724
d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/> A	<input type="radio"/> B	VH495725
e. Other activities (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH495726

6. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school **for social studies teachers**? Select **one or more** squares in each row.

	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No	
a. Programs aimed at developing and improving practices for social studies instruction	Ⓐ	Ⓑ	Ⓒ	VH495690
b. Programs aimed at developing and improving general teaching practices	Ⓐ	Ⓑ	Ⓒ	VH495691
c. Other professional development program(s) (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	VH495694

Appendix F-3y: 2014 Probe Grade 8 TEL

School Questionnaire – Technology and Engineering Literacy

The following questions are about your school's characteristics and policies related to technology and engineering.

Technology refers to all the things people make and do to their natural environment in order to get the things they want and need.

Engineering refers to using skills or knowledge to solve problems that meet people's wants and needs.

Throughout the questionnaire, unless otherwise specified, please consider and include technology and engineering topics and instruction that occur in technology- or engineering-specific courses as well as other courses (for example, science, geography, art).

School Questionnaire – Technology and Engineering Literacy

VE638378

1. In your school, prior to or in eighth grade, what percentage of eighth-grade students receive instruction in each of the following topics? Select **one** circle in each row.

	None: Not included in the curriculum	Under 10%	10–25%	26–50%	51–75%	Over 75%	
a. How objects are designed to solve problems or meet people’s needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638386
b. The interactions among technology, society, and the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638388
c. The role of technology systems (for example, energy usage, healthcare, communications)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638389
d. How computers, the Internet, and other digital technologies affect society	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638390
e. Careers in technical fields (for example, engineer, medical technician, computer programmer)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638392
f. Concepts related to specific technologies (for example, electronics, biotechnology, agriculture)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638395

School Questionnaire – Technology and Engineering Literacy

VE638432

2. Prior to or in eighth grade, how are each of the following areas addressed in your school's curriculum? Select **all** squares that apply.

	Required	Elective	After school	Not offered	
a. Technology and Society (the effects that technology has on society or the natural world; or, the ethical questions that arise from those effects)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638435
b. Design and Systems (the nature of technology, the engineering design process by which technologies are developed, or basic approaches to dealing with everyday technologies, including maintenance or troubleshooting)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638438
c. Information and Communication Technology (for example, computers; software learning tools; networking systems and protocols; handheld digital devices; other technologies for accessing, creating, or communicating information for facilitating creative expression)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638442

VE638446

3. Prior to or in eighth grade, does your school require any technology or engineering instruction to students?

Ⓐ Yes → Continue to Question 4.

Ⓑ No → Skip to Question 5.

School Questionnaire – Technology and Engineering Literacy

VE638450

4. To what extent is your school’s technology or engineering instruction based on the following?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638453
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638456
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638457
d. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638462
e. In-school curriculum frameworks or standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638459
f. Recommendations from your teachers or content specialists	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638464
g. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638470
h. Textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF821977
i. Other (specify): _____ _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638467

VE638334

5. Prior to or in eighth grade, does your school offer any courses or afterschool programs that cover technology or engineering concepts?

Ⓐ Yes → *Continue to Question 6.*

Ⓑ No → *Skip to Question 8.*

School Questionnaire – Technology and Engineering Literacy

VE681573

6. In the rows below, please identify the most relevant courses that cover technology or engineering concepts (up to five) that your school offers to students prior to or in eighth grade.

a. Course 1: _____

b. Course 2: _____

c. Course 3: _____

d. Course 4: _____

e. Course 5: _____

VE638483

7. In an average school year, how often is the typical eighth-grade student at your school assessed in what he or she knows about technology or engineering using the following methods? Select **one** circle in each row.

	Never	Once or twice a year	Once or twice a quarter	Once or twice a month	Once a week or more	I don't know.	
a. Standardized or performance tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638486
b. Teacher-developed tests and quizzes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638487
c. Student assignments, projects, or homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE638490

School Questionnaire – Technology and Engineering Literacy

VE638475

8. The goal of the following set of questions is to gather information about the student-computer ratio for eighth-grade students at your school.

	Number	
a. At your school, what is the total number of students in the eighth grade?	□, □ □ □	VE638480
b. Approximately how many computers in the school are available to eighth-grade students for educational purposes?	□, □ □ □	VE638484
c. Approximately how many of these computers are connected to the Internet?	□, □ □ □	VE638485
d. Approximately how many of all computers are eighth-grade students allowed to take home with them (for example, laptops or tablets)?	□, □ □ □	VE675583

If you answered question 8d with a number greater than 0, *continue to Question 9.*

If you answered question 8d with 0, *skip to Question 10.*

VE675587

9. Does your school provide computers that students are allowed to take home with them?
- Ⓐ Yes, and students are allowed to keep their computer after the school year ends.
 - Ⓑ Yes, but students must return their computer (for example, at the end of the week or end of the school year).
 - Ⓒ No

School Questionnaire – Technology and Engineering Literacy

VE638517

10. In your school, prior to or in eighth grade, what percentage of eighth-grade students has taken advantage of the following school-sponsored resources during or after school? Select **one** circle in each row.

	School does not provide this resource to students.	0–5%	6–20%	21–50%	Over 50%	
a. Clubs, competitions, exhibits, etc., related to some aspect of technology and engineering	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638518
b. Technology resources such as robotics or digital photography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638519
c. Workshop for industrial technologies (for example, auto mechanics, machining, metalworking, construction, carpentry)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638520
d. Workshop or laboratory for drafting or design tools (for example, computer-aided design [CAD], systems analysis)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638521
e. Online courses in any subject	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638522

School Questionnaire – Technology and Engineering Literacy

VE638436

11. This year in your school, are the following resources available to teachers for teaching or professional development? Select **one** circle in each row.

	Yes	No	
a. Financial support for professional development related to technology and engineering	Ⓐ	Ⓑ	VE638440
b. Financial support for association memberships related to technology and engineering	Ⓐ	Ⓑ	VE638441
c. Financial support for university or online courses related to technology and engineering	Ⓐ	Ⓑ	VE638443
d. Technology resources such as robotics or digital photography	Ⓐ	Ⓑ	VE638445
e. Workshop for industrial technologies (for example, auto mechanics, machining, metalworking, construction, carpentry)	Ⓐ	Ⓑ	VE638449
f. Workshop or laboratory for drafting or design tools (for example, computer-aided design [CAD], systems analysis)	Ⓐ	Ⓑ	VE638452
g. Supplies or equipment for technology demonstrations	Ⓐ	Ⓑ	VE638454
h. Textbooks or digital tutorials related to technology or engineering	Ⓐ	Ⓑ	VE675624

School Questionnaire – Technology and Engineering Literacy

VE675659

12. Does your school have equipment available for instruction with the following capabilities? Select **one** circle in each row.

	Not available	Available for some teachers	Available for all teachers	
a. Recording video	Ⓐ	Ⓑ	Ⓒ	VE677568
b. Taking digital images	Ⓐ	Ⓑ	Ⓒ	VE677569
c. Converting non-digital images or content (for example, scanner)	Ⓐ	Ⓑ	Ⓒ	VE677570
d. Projecting digital images	Ⓐ	Ⓑ	Ⓒ	VE677571
e. Projecting interactive data (for example, interactive whiteboard that responds to user control via stylus, finger, or other device)	Ⓐ	Ⓑ	Ⓒ	VE677572
f. Collecting data (for example, tools such as sensors or probes that detect or collect information such as motion, pH, temperature, light)	Ⓐ	Ⓑ	Ⓒ	VE677573
g. Mobile computing (for example, handheld or portable computer devices)	Ⓐ	Ⓑ	Ⓒ	VE677574

School Questionnaire – Technology and Engineering Literacy

VE638523

13. To what extent is your school’s capability to provide instruction in technology or engineering concepts hindered by any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Lack of qualified teachers trained in technological or engineering content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638524
b. Lack of technical support personnel	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638525
c. Lack or inadequacy of instructional materials (for example, textbooks, computers, software)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638526
d. Lack or inadequacy of Internet connectivity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638528
e. Lack or inadequacy of laboratory or workshop equipment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638529
f. Lack or inadequacy of audio-visual resources	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638533
g. Lack of curriculum development expertise or standards specificity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638534
h. Lack of time because of demands for other curriculum content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE638535

School Questionnaire – Technology and Engineering Literacy

VE638496

14. In the past two years, what percentage of teachers in your school has participated in professional development in any of the following? Select **one** circle in each row.

	Not applicable	0%	1–25%	26–50%	51–75%	Over 75%	I don't know.	
a. Content, curriculum, or pedagogy related to engineering design	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VE638497
b. Content, curriculum, or pedagogy related to technology or technological literacy	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VE638498
c. Integrating information and communications technology into instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VE638504

VE638333

15. In your school, prior to or in eighth grade, how much emphasis is placed on teaching students the following? Select **one** circle in each row.

	None	A little	Some	A lot	I don't know.	
a. Inventions that change the way people live	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638336
b. Choices people make that affect the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638338
c. Conditions that influence the use or availability of machines or devices	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638340
d. The ways people work together to solve problems in their community or the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677585

School Questionnaire – Technology and Engineering Literacy

VE638350

16. In your school, prior to or in eighth grade, to what extent do students do the following activities? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	I don't know.	
a. Describe how inventions change society	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638354
b. Compare how different activities affect the environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638355
c. Explain why people have different tools, machines, or devices in different parts of the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638356

VE638372

17. In your school, prior to or in eighth grade, how much emphasis is placed on teaching students the following? Select **one** circle in each row.

	None	A little	Some	A lot	I don't know.	
a. The use and purpose of tools, machines, or devices	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638375
b. The care or maintenance of tools, machines, or devices	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638376
c. Designing or creating something to solve a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638377
d. Designing something when there is limited time, money, or materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE639184
e. Figuring out how to fix something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677599
f. Finding the right people to work with or get help from to fix something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677600

School Questionnaire – Technology and Engineering Literacy

VE638380

18. In your school, prior to or in eighth grade, to what extent do students do the following activities?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	I don't know.	
a. Use tools and materials to fix something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677603
b. Use different tools, materials, or machines to see which are best for a given purpose	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638383
c. Build or test a model to see if it solves a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638384
d. Figure out why something is not working in order to fix it	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677604
e. Take something apart in order to fix it or see how it works	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638385
f. Design a computer program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677605
g. Examine how parts, processes, or people work together in a system	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677606

School Questionnaire – Technology and Engineering Literacy

VE638391

19. In your school, prior to or in eighth grade, how much emphasis is placed on teaching students the following? Select **one** circle in each row.

	None	A little	Some	A lot	I don't know.	
a. How to judge reliability of sources	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638396
b. How to credit others for their ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638399
c. How to collaborate or share information with others	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677607
d. How to consult with experts to get help	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677609
e. How to find information or data to solve a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE239167
f. Run simulations (a learning activity that imitates real life)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE677608

VE638410

20. In your school, prior to or in eighth grade, to what extent do students do the following activities? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	I don't know.	
a. Use digital tools to gather and display information in order to test a hypothesis	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638433
b. Select and use appropriate digital technologies to create a presentation	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638434
c. Use a computer or other digital technology to simulate a system and explain different outcomes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638428
d. Give feedback to others when working together	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE638420

Appendix F-3z: 2015 Operational Grade 4 NIES

1. What is your professional position (title) at this school?

2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01."

<input type="text"/>	<input type="text"/>	Years
----------------------	----------------------	-------

3. Which of the following describes your school best? Please select **one** circle only.

- Ⓐ Regular public school
- Ⓑ Charter public school
- Ⓒ Bureau of Indian Education contracted or grant school
- Ⓓ Bureau of Indian Education operated school
- Ⓔ Other nonpublic school

4. Is your school a boarding school?

- Ⓐ Yes
- Ⓑ No

5. Is your school located on a reservation/on tribal land?

- A Yes
- B No

6. Is your school an American Indian or Alaska Native language immersion school?

- A Yes
- B No

7. How many American Indian and/or Alaska Native students are enrolled at your school? (Include both enrolled tribal members and descendants in your calculations.)

, Students

8. For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Select **one** circle in each row.

	Yes	No	I don't know.	
a. Title I funds (Compensatory Education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190549
b. Title II funds (Professional Improvement)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190550
c. Title III or other bilingual or ESL/ELL funds	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190551
d. Title VII, Indian Education Formula Grant	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190552
e. Title VII, Discretionary Grant under Indian Education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190553
f. Individuals with Disabilities Education Act (IDEA) funds	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190555
g. Impact Aid Program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190556
h. Johnson-O'Malley Grant	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190557
i. Alaska Native Education Programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190589
j. Tribal or Village funds	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190592
k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190594

9. Are families of your students involved with your school in the following ways? Select **one** circle in each row.

	Yes	No	
a. Academic club (for example, math club)	<input type="radio"/> A	<input type="radio"/> B	VH158590
b. Arts club	<input type="radio"/> A	<input type="radio"/> B	VH158591
c. Cultural dances or activities (for example, drum groups)	<input type="radio"/> A	<input type="radio"/> B	VH158592
d. Drama club	<input type="radio"/> A	<input type="radio"/> B	VH158593
e. Making school curriculum decisions	<input type="radio"/> A	<input type="radio"/> B	VH158594
f. Open houses or back-to-school nights	<input type="radio"/> A	<input type="radio"/> B	VH158600
g. Parent-teacher conferences	<input type="radio"/> A	<input type="radio"/> B	VH158596
h. Parent-teacher organizations	<input type="radio"/> A	<input type="radio"/> B	VH158597
i. School sports	<input type="radio"/> A	<input type="radio"/> B	VH158598
j. Volunteer programs	<input type="radio"/> A	<input type="radio"/> B	VH158599
k. Other (please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH158595

10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Select **one** circle in each row.

	Never	1-2 times	3 or more times	I don't know.	
a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC962943
b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC962944
c. Participated in Indian Education Parent Groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC962946

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year? Select **one** circle in each row.

	Yes	No	
a. Year-long course	<input type="radio"/> A	<input type="radio"/> B	VH154927
b. Semester-long course	<input type="radio"/> A	<input type="radio"/> B	VH154928
c. Workshop or unit	<input type="radio"/> A	<input type="radio"/> B	VH154932
d. Clubs	<input type="radio"/> A	<input type="radio"/> B	VH154930
e. Other programs (for example, study groups before or after regular class periods)	<input type="radio"/> A	<input type="radio"/> B	VH154929

12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Select **one** circle in each row.

	Required	Elective	Not offered	
a. Year-long course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC962964
b. Semester-long course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC962966
c. Workshop or unit	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC962967

13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Select **one** circle in each row.

	Yes	No	
a. Oral language	<input type="radio"/> A	<input type="radio"/> B	VC963005
b. Written language	<input type="radio"/> A	<input type="radio"/> B	VC963007
c. History of tribes or cultural groups	<input type="radio"/> A	<input type="radio"/> B	VC963008
d. Traditions and customs	<input type="radio"/> A	<input type="radio"/> B	VC963009
e. Arts, crafts, music, or dance	<input type="radio"/> A	<input type="radio"/> B	VC963010
f. Tribal or village government	<input type="radio"/> A	<input type="radio"/> B	VC963013
g. Current events and issues important to tribes or cultural groups	<input type="radio"/> A	<input type="radio"/> B	VC963014

14. How much influence does each of the following standards have on your school’s **reading/language arts** curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	(A)	(B)	(C)	(D)	(E)	VC963019
b. District content standards	(A)	(B)	(C)	(D)	(E)	VC963020
c. Standards developed by national professional organizations	(A)	(B)	(C)	(D)	(E)	VC963021
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VC963022

15. How much influence does each of the following standards have on your school’s **mathematics** curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	(A)	(B)	(C)	(D)	(E)	VC963025
b. District content standards	(A)	(B)	(C)	(D)	(E)	VC963026
c. Standards developed by national professional organizations	(A)	(B)	(C)	(D)	(E)	VC963027
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VC963028

16. Considering all of the students in your school, to what extent is each of the following a problem? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158607
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158608
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158609
d. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158611
e. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158612
f. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158613
g. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158614
h. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158615
i. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158616
j. Inadequate transportation for students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158618

17. Which of the following types of student and family services are offered at your school on a regular basis? Select **one** circle in each row.

	Offered	Not offered	
a. Health services for students such as a school nurse	<input type="radio"/> A	<input type="radio"/> B	VC963042
b. Health services for families such as a community clinic	<input type="radio"/> A	<input type="radio"/> B	VC963043
c. Social or counseling services for students	<input type="radio"/> A	<input type="radio"/> B	VC963045
d. Social or counseling services for families	<input type="radio"/> A	<input type="radio"/> B	VC963047
e. Adult education programs for all ages	<input type="radio"/> A	<input type="radio"/> B	VC963048
f. Tutoring services for students	<input type="radio"/> A	<input type="radio"/> B	VH017944
g. Career counseling services for students	<input type="radio"/> A	<input type="radio"/> B	VH017945

18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Select **one** circle in each row.

	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Teacher/family conferences (individual or group)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963053
b. Information (for example, expectations, procedures, calendars) sent home about school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963054
c. Written reports (for example, report cards) of child's performance sent home	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963055
d. Events at school in which families are invited to participate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963056
e. Opportunities to participate in formulation of school policies and improvement plans	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963057
f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963058
g. Telephone calls with parents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963059
h. Information provided through websites or e-mail	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC963060

19. Please indicate what percentage of the individuals at your school is described by each of the following statements: Select **one** circle in each row.

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	76-100%	I don't know.	
a. Teachers at this school for 3 or more years	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VC963065
b. American Indian or Alaska Native teachers at this school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VC963073
c. American Indian or Alaska Native staff other than teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VC963074

Appendix F-3aa: 2015 Operational Grade 8 NIES

1. What is your professional position (title) at this school?

2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01."

<input type="text"/>	<input type="text"/>	Years
----------------------	----------------------	-------

3. Which of the following describes your school best? Please select **one** circle only.

- Ⓐ Regular public school
- Ⓑ Charter public school
- Ⓒ Bureau of Indian Education contracted or grant school
- Ⓓ Bureau of Indian Education operated school
- Ⓔ Other nonpublic school

4. Is your school a boarding school?

- Ⓐ Yes
- Ⓑ No

5. Is your school located on a reservation/on tribal land?

A Yes

B No

6. Is your school an American Indian or Alaska Native language immersion school?

A Yes

B No

7. How many American Indian and/or Alaska Native students are enrolled at your school? (Include both enrolled tribal members and descendants in your calculations.)

, Students

8. For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Select **one** circle in each row.

	Yes	No	I don't know.	
a. Title I funds (Compensatory Education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190549
b. Title II funds (Professional Improvement)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190550
c. Title III or other bilingual or ESL/ELL funds	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190551
d. Title VII, Indian Education Formula Grant	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190552
e. Title VII, Discretionary Grant under Indian Education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190553
f. Individuals with Disabilities Education Act (IDEA) funds	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190555
g. Impact Aid Program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190556
h. Johnson-O'Malley Grant	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190557
i. Alaska Native Education Programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190589
j. Tribal or Village funds	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190592
k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190594

9. Are families of your students involved with your school in the following ways? Select **one** circle in each row.

	Yes	No	
a. Academic club (for example, math club)	Ⓐ	Ⓑ	VH158590
b. Arts club	Ⓐ	Ⓑ	VH158591
c. Cultural dances or activities (for example, drum groups)	Ⓐ	Ⓑ	VH158592
d. Drama club	Ⓐ	Ⓑ	VH158593
e. Making school curriculum decisions	Ⓐ	Ⓑ	VH158594
f. Open houses or back-to-school nights	Ⓐ	Ⓑ	VH158600
g. Parent-teacher conferences	Ⓐ	Ⓑ	VH158596
h. Parent-teacher organizations	Ⓐ	Ⓑ	VH158597
i. School sports	Ⓐ	Ⓑ	VH158598
j. Volunteer programs	Ⓐ	Ⓑ	VH158599
k. Other (please specify): _____ _____	Ⓐ	Ⓑ	VH158595

10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Select **one** circle in each row.

	Never	1-2 times	3 or more times	I don't know.	
a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC962943
b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC962944
c. Participated in Indian Education Parent Groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC962946

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year? Select **one** circle in each row.

	Yes	No	
a. Year-long course	<input type="radio"/> A	<input type="radio"/> B	VH154927
b. Semester-long course	<input type="radio"/> A	<input type="radio"/> B	VH154928
c. Workshop or unit	<input type="radio"/> A	<input type="radio"/> B	VH154932
d. Clubs	<input type="radio"/> A	<input type="radio"/> B	VH154930
e. Other programs (for example, study groups before or after regular class periods)	<input type="radio"/> A	<input type="radio"/> B	VH154929

12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Select **one** circle in each row.

	Required	Elective	Not offered	
a. Year-long course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC962964
b. Semester-long course	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC962966
c. Workshop or unit	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC962967

13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Select **one** circle in each row.

	Yes	No	
a. Oral language	<input type="radio"/> A	<input type="radio"/> B	VC963005
b. Written language	<input type="radio"/> A	<input type="radio"/> B	VC963007
c. History of tribes or cultural groups	<input type="radio"/> A	<input type="radio"/> B	VC963008
d. Traditions and customs	<input type="radio"/> A	<input type="radio"/> B	VC963009
e. Arts, crafts, music, or dance	<input type="radio"/> A	<input type="radio"/> B	VC963010
f. Tribal or village government	<input type="radio"/> A	<input type="radio"/> B	VC963013
g. Current events and issues important to tribes or cultural groups	<input type="radio"/> A	<input type="radio"/> B	VC963014

14. How much influence does each of the following standards have on your school’s **reading/language arts** curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	(A)	(B)	(C)	(D)	(E)	VC963019
b. District content standards	(A)	(B)	(C)	(D)	(E)	VC963020
c. Standards developed by national professional organizations	(A)	(B)	(C)	(D)	(E)	VC963021
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VC963022

15. How much influence does each of the following standards have on your school’s **mathematics** curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	(A)	(B)	(C)	(D)	(E)	VC963025
b. District content standards	(A)	(B)	(C)	(D)	(E)	VC963026
c. Standards developed by national professional organizations	(A)	(B)	(C)	(D)	(E)	VC963027
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VC963028

16. Considering all of the students in your school, to what extent is each of the following a problem? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158607
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158608
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158609
d. Teen pregnancies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158617
e. Drug or alcohol use by students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158610
f. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158611
g. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158612
h. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158613
i. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158614
j. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158615
k. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158616
l. Inadequate transportation for students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH158618

17. Which of the following types of student and family services are offered at your school on a regular basis? Select **one** circle in each row.

	Offered	Not offered	
a. Health services for students such as a school nurse	<input type="radio"/> A	<input type="radio"/> B	VC963042
b. Health services for families such as a community clinic	<input type="radio"/> A	<input type="radio"/> B	VC963043
c. Social or counseling services for students	<input type="radio"/> A	<input type="radio"/> B	VC963045
d. Social or counseling services for families	<input type="radio"/> A	<input type="radio"/> B	VC963047
e. Adult education programs for all ages	<input type="radio"/> A	<input type="radio"/> B	VC963048
f. Tutoring services for students	<input type="radio"/> A	<input type="radio"/> B	VH017944
g. Career counseling services for students	<input type="radio"/> A	<input type="radio"/> B	VH017945

18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Select **one** circle in each row.

	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Teacher/family conferences (individual or group)	(A)	(B)	(C)	(D)	VC963053
b. Information (for example, expectations, procedures, calendars) sent home about school	(A)	(B)	(C)	(D)	VC963054
c. Written reports (for example, report cards) of child's performance sent home	(A)	(B)	(C)	(D)	VC963055
d. Events at school in which families are invited to participate	(A)	(B)	(C)	(D)	VC963056
e. Opportunities to participate in formulation of school policies and improvement plans	(A)	(B)	(C)	(D)	VC963057
f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program	(A)	(B)	(C)	(D)	VC963058
g. Telephone calls with parents	(A)	(B)	(C)	(D)	VC963059
h. Information provided through websites or e-mail	(A)	(B)	(C)	(D)	VC963060

19. What percentage of your grade 8 students dropped out of school during the last school year?

- A 0 – 2%
- B 3 – 5%
- C 6 – 10%
- D 11 – 20%
- E 21 – 30%
- F 31 – 40%
- G 41 – 50%
- H More than 50%

20. Please indicate what percentage of the individuals at your school is described by each of the following statements: Select **one** circle in each row.

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	76-100%	I don't know.	
a. Teachers at this school for 3 or more years	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VC963065
b. American Indian or Alaska Native teachers at this school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VC963073
c. American Indian or Alaska Native staff other than teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VC963074

21. To what extent do your school's eighth-grade curricula emphasize preparing students for high school?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

Appendix F-3ab: 2017 Operational Grade 4 , 8 & 12 Giving Back Items

1. Would you like to receive information about how other school administrators in the nation responded to this questionnaire?

A Yes

B No

2. If yes, please provide your email address so that we may send access to the website when it is available in May.

Appendix F-3ac: 2018 Pilot Teacher and School Gender Item

1. Are you male or female?
 - A. Male
 - B. Female

Appendix F-3ad: 2017-2018 NTPS Principal Questionnaire

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No.1850-0598 Approval Expires xx/xx/xxxx

Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PRINCIPAL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2017-18 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

NOTICE:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



- **What is the average student-teacher ratio in the United States?**
- **What is the average salary of a beginning principal?**
- **Have teachers' views of their autonomy in the classroom changed over time?**
- **Have the characteristics of the principal and teacher workforces in the United States changed over time?**

The answers to these questions help school districts and policy makers at the state, federal, and local levels set education policy and improve teacher and principal working conditions.

Since 1988, the National Teacher and Principal Survey and its precursor, the Schools and Staffing Survey, have provided the answers to these and other important education questions from the perspective of Principals and Teachers.

By selecting a statistically representative sample of schools, and teachers in those schools, we are able to provide representative data for the United States without going to every school.

Your school has been selected to participate in the 2017-18 National Teacher and Principal Survey. You will represent thousands of other principals, so it is important that you respond to this survey.

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).

More information can be found on our website: <http://nces.ed.gov/surveys/ntps>


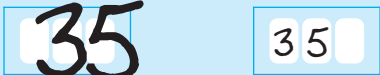
Paperwork Burden Statement

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 1850-0598. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4014, Washington, DC 20202.



INSTRUCTIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a **blue or black ballpoint pen**.

CORRECT marking example – <i>(Use care to keep characters in their designated spaces.)</i>	INCORRECT marking example –
	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	OR <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

- a. It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-888-595-1338. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: ntps@census.gov.



1. PRINCIPAL EXPERIENCE AND TRAINING

1-1. **BEFORE** you became a principal, how many years of elementary, middle, or secondary teaching experience did you have?

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

None or Year(s) of teaching before becoming a principal

1-2. **BEFORE** you became a principal, did you hold the position of an assistant principal or program director?

🍏 Include temporary positions.

Yes

No

1-3. **BEFORE** you became a principal, did you have any management experience outside of the field of education?

Yes

No

1-4. **BEFORE** you became a principal, did you participate in any district or school training or development program for ASPIRING school principals?

Yes

No

1-5. **PRIOR** to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?

🍏 Do NOT include any years you served as ASSISTANT principal.

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

None or Year(s) as principal of this or any other school

1-6. **PRIOR** to this school year, how many years did you serve as the principal of THIS school?

🍏 Do NOT include any years you served as ASSISTANT principal.

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

None or Year(s) as principal of this school

1-7. What is the highest degree you have earned?

🍏 *Mark (X) only one box.*

- Associate's degree
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- Educational specialist or professional diploma (at least one year beyond master's level)
- Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- Do not have a degree → [GO TO item 1-9 below.](#)

1-8. Which of the following best describes the highest degree you have earned?

🍏 *Mark (X) only one box.*

- It was awarded by your school's college of Education, school of Education, or department of Education
- It was awarded by another college, school, or department, not in Education

1-9. Do you currently hold a license or certification in "school administration"?

- Yes
- No

1-10. WHILE serving as a principal, have you also regularly taught one or more classes at the elementary, middle, or secondary level?

🍏 *Do not include time spent as a short-term substitute teacher.*

- Yes
- No → [GO TO Section 2 on page 6.](#)

1-11. While serving as a principal, how many YEARS did you regularly teach at the elementary, middle, or secondary level?

🍏 *Count part of a year as 1 year.*

🍏 *Include the 2017-18 school year in this count, if applicable.*

🍏 *If none, please mark (X) the box.*

- None → [GO TO Section 2 on page 6.](#)

YEAR(S) of teaching since becoming a principal

1-12. In addition to serving as principal, are you CURRENTLY teaching in THIS school?

🍏 *Do not include time spent as a short-term substitute teacher.*

- Yes
- No

2. GOALS AND DECISION MAKING

2-1. We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?

- 1 - Building basic literacy skills (reading, math, writing, speaking)
- 2 - Encouraging academic excellence
- 3 - Preparing students for postsecondary education
- 4 - Promoting occupational or vocational skills
- 5 - Promoting good work habits and self-discipline
- 6 - Promoting personal growth (self-esteem, self-knowledge, etc.)
- 7 - Promoting human relations skills
- 8 - Promoting specific moral values
- 9 - Promoting multicultural awareness or understanding
- 10 - Fostering religious or spiritual development



Most important



Second most important



Third most important

2-2. How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?

🍏 *Mark (X) one box on each line.*

	No influence	Minor influence	Moderate influence	Major influence	Not applicable
a. Setting performance standards for students of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Establishing curriculum at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Determining the content of in-service professional development programs for teachers of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Evaluating teachers of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hiring new full-time teachers of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Setting discipline policy at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Deciding how your school budget will be spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3. SCHOOL CLIMATE AND SAFETY

3-1. To the best of your knowledge, how often do the following types of problems occur at this school?

	🍏 Mark (X) one box on each line.				
	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Physical conflicts among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Robbery or theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student use of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student use of illegal drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student possession of weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Physical abuse of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student racial tensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Student bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student verbal abuse of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Widespread disorder in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Student acts of disrespect toward teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Gang activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3-2. LAST school year (2016-17), what percentage of students had at least one parent or guardian participating in the following events?

	🍏 Mark (X) one box on each line.				
	0-25%	26-50%	51-75%	76-100%	Not applicable
a. Open house or back-to-school night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. All regularly scheduled schoolwide parent-teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concerts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent education workshops or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Signing of a school-parent compact <i>(A school-parent compact is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Volunteer in the school as needed or on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Involvement in budget decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3-3. Are teachers at this school REQUIRED to do the following?

a. Help students with academic needs OUTSIDE of regular school hours

- Yes
- No

b. Help students with social and emotional needs OUTSIDE of regular school hours

- Yes
- No

3-4. Are BEGINNING teachers at this school enrolled in a formal schoolwide or districtwide program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?

(A beginning teacher refers to a teacher who is in the first or second year of teaching.)

- Yes
- No

4. TEACHER EVALUATION

- 4-1. During the LAST school year (2016-17), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?
- a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator
- Yes
- No
-
- b. Assessments by the principal or other school administrator that are NOT based on a teacher professional practice rubric
- Yes
- No
-
- c. Videotaped classroom observation
- Yes
- No
-
- d. Assessments by a peer or mentor teacher that are NOT based on a teacher professional practice rubric
- Yes
- No
-
- e. Teacher self-assessment
- Yes
- No
-
- f. Amount or content of professional development completed by the teacher
- Yes
- No
-
- g. Artifacts of teacher professional practice or portfolios
- Yes
- No
-
- h. Student surveys or other student feedback
- Yes
- No



4-1. *Continued* – During the LAST school year (2016-17), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

i. Parent surveys or other parent feedback

Yes

No

j. Teacher professional credentials including experience, education, and certification

Yes

No

4-2. a. For a TENURED or EXPERIENCED teacher, on average, how many FORMAL observations were conducted during the LAST school year (2016-17) to evaluate performance?

(A formal observation is one that is required by the school, district, or state in order to collect information for a performance evaluation.)

None or Number of observations

↳ GO TO item 4-2c below.

b. For a TENURED or EXPERIENCED teacher, on average, how long is the typical FORMAL observation?

Average number of minutes

c. For a TENURED or EXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2016-17)?

None or Number of observations

↳ GO TO item 4-2e on page 11.

d. For a TENURED or EXPERIENCED teacher, on average, how long is the typical INFORMAL observation?

Average number of minutes



4-2. *Continued* –

- e. On average, how often do **TENURED** or **EXPERIENCED** teachers receive a summative evaluation?

(A *summative evaluation* is a *SUMMATIVE* judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)

🍏 Mark (X) only one box.

- Two or more times a year
- Once a year
- Once every 2 years
- Once every 3 or more years
- No evaluations are conducted

- 4-3. a. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **FORMAL** observations were conducted during the **LAST** school year (2016-17) to evaluate performance?

(A *formal observation* is one that is required by the school, district, or state in order to collect information for a performance evaluation.)

- None or Number of observations

↳ GO TO item 4-3c below.

- b. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **FORMAL** observation?

Average number of minutes

- c. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **INFORMAL** observations were conducted during the **LAST** school year (2016-17)?

None or Number of observations

↳ GO TO item 4-3e on page 12.

- d. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **INFORMAL** observation?

Average number of minutes

4-3. Continued –

- e. **On average, how often do NON-TENURED or INEXPERIENCED teachers receive a summative evaluation?**

(A summative evaluation is a SUMMATIVE judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)

🍏 *Mark (X) only one box.*

- Two or more times a year
- Once a year
- Once every 2 years
- Once every 3 or more years
- No evaluations are conducted

- 4-4. During THIS school year (2017-18), is student achievement growth on standardized assessments or student learning objectives used in the performance evaluation of teachers in this school, whether it be within a classroom, teamwide, gradewide, or schoolwide?**

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects.)

(Student learning objectives (SLOs) are measurable learning goals or objectives established for students, which can be used to measure student growth over a set period of time.)

🍏 *Mark (X) only one box.*

Student achievement growth on standardized assessments or student learning objectives is used in the evaluation of:

- ALL teachers in this school, including all grades, all subjects, special education, and special populations
- MOST teachers in this school
- SOME teachers in this school
- NO teachers in this school → GO TO item 4-6 on page 13.

- 4-5. The teachers in this school are evaluated on the achievement growth of:**

🍏 *Mark (X) all that apply.*

- Students they teach DIRECTLY
- Students GRADEWIDE
- Students TEAMWIDE
- Students SCHOOLWIDE
- Students DISTRICTWIDE



4-6. During THIS school year (2017-18), to what extent will teachers' performance evaluation results be used to inform the following decisions about teacher professional development?

🍏 Mark (X) one box on each line.

	Not at all	Somewhat	A lot
a. Plan professional development for individual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identify low-performing teachers for coaching, mentoring, or peer assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop performance improvement plans for low-performing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Set goals with teachers for student achievement growth for the next school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4-7. During THIS school year (2017-18), will teacher performance evaluation results be used to inform any of the following decisions about teachers in THIS school?

a. Formally recognizing high-performing teachers

Yes

No

b. Determining annual salary increases

Yes

No

c. Determining bonuses or performance-based compensation other than salary increases

Yes

No

d. Determining teaching assignments

Yes

No

e. Offering career advancement opportunities, such as teacher leadership roles

Yes

No

f. Granting job protection or tenure

Yes

No

4-8. During THIS school year (2017-18), will teacher performance evaluation results be used to inform any of the following decisions about LOW-PERFORMING teachers in THIS school?

a. Losing job protection or tenure

Yes

No

b. Prioritizing teachers for layoffs

Yes

No

c. Determining teacher reassignment

Yes

No

d. Counseling a teacher out of the school, district, or profession due to poor performance

Yes

No

e. Not renewing teacher contract or terminating employment for cause

Yes

No



5. TEACHER PROFESSIONAL DEVELOPMENT

5-1. To what extent do you agree or disagree with the following statements about professional development for TEACHERS in this school?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. An appropriate amount of time is provided for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sufficient resources are available for professional development in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development offerings are based on best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional development opportunities are aligned with the school's improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development is directly applicable to the content or curriculum being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professional development provides ongoing opportunities for teachers to refine instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Professional development enhances teachers' abilities to improve student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5-2. In the past 12 months, professional development was available to TEACHERS at THIS school:

🍏 Mark (X) all that apply.

- Before or after school days
- During in-service days (teacher planning or work days) when students are NOT in school
- During regular school days when students are in school
- During summer and other extended school breaks

- 5-3. a. How often is teachers' input taken into consideration when planning professional development at THIS school?**

🍏 *Mark (X) only one box.*

- Never
- Sometimes
- Always

-
- b. How often is professional development for teachers at THIS school led by teachers in this SCHOOL or DISTRICT?**

🍏 *Mark (X) only one box.*

- Never
- Sometimes
- Always

-
- c. How often is professional development for teachers at THIS school evaluated for evidence of improvement in SCHOOLWIDE or DISTRICTWIDE achievement?**

🍏 *Mark (X) only one box.*

- Never
- Sometimes
- Always



6. PRINCIPAL EVALUATIONS

6-1a. During the LAST school year (2016-17), were you evaluated as a principal at THIS school?

Yes

No →

b. During the LAST school year, why were you not evaluated at THIS school?

🍏 *Mark (X) only one box.*

I was not a principal at this school last year.

This district does not conduct principal evaluations.

This district does not conduct principal evaluations on a yearly basis.

I was not evaluated because I am a tenured or experienced principal.

I was not evaluated for another reason.

GO TO item 6-4 on page 18.

6-2. To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2016-17)?

🍏 *Mark (X) one box on each line.*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The evaluator(s) accurately evaluated my strengths and weaknesses as a principal or school head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My evaluator(s) was fair and unbiased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Overall, the evaluation process was fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I had a strong understanding of how I would be evaluated at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I had a clearer idea of what was expected of me because of the evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The evaluation rubric accurately represents the scope of my responsibilities as a principal or school head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



6-3. a. Thinking about your evaluation LAST school year (2016-17), did you receive any feedback on your work as a principal?

- Yes
- No → GO TO item 6-4 below.

b. Thinking about your evaluation LAST school year (2016-17), have you used the feedback you received to try to improve YOUR performance?

- Yes
- No

c. Thinking about your evaluation LAST school year (2016-17), did you receive feedback on the processes or procedures you used to achieve THIS SCHOOL'S performance goals?

- Yes
- No

6-4. During THIS school year (2017-18), is student achievement growth on standardized assessments used in your performance evaluation?

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects.)

- Yes
- No

7. PRINCIPAL PROFESSIONAL DEVELOPMENT

7-1. During the LAST school year (2016-17), did you participate in any professional development activities as a principal at this school?

Yes

No → GO TO Section 8 on page 22.

7-2. During the LAST school year (2016-17), how often were the professional development activities in which you participated:

🍏 Mark (X) one box on each line.

	Never	Sometimes	Always
a. Designed to support state or district standards and/or assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Designed as part of a school improvement plan to meet state, district, or school goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7-3. During the LAST school year (2016-17), was participation in professional development considered as part of your evaluation?

Yes

No

7-4. During the LAST school year (2016-17), have you participated in the following kinds of professional development?

a. University course(s) related to your role as principal

Yes

No

b. Visits to other schools designed to improve your own work as principal

Yes

No

c. Mentoring and/or peer observation and coaching of principals

Yes

No

d. Participating in a principal network (e.g, a group of principals organized within school systems, by an outside agency, or through the Internet)

Yes

No

7-4. *Continued* – During the LAST school year (2016-17), have you participated in the following kinds of professional development?

e. Workshops, conferences, or training in which you were a presenter

Yes

No

f. Other workshops or conferences in which you were not a presenter

Yes

No

7-5. During the LAST school year (2016-17), did you participate in professional development on any of the following topics?

a. Analyzing and interpreting student achievement data

Yes

No

b. Human resource management

Yes

No

c. Student motivation and engagement

Yes

No

d. Use of technology to support instruction

Yes

No

e. School management and policy

Yes

No

f. School improvement planning

Yes

No

7-5. *Continued* – During the LAST school year (2016-17), did you participate in professional development on any of the following topics?

g. Social services for students

Yes

No

h. Safety or school climate

Yes

No

i. Supporting effective instruction

Yes

No

8. PRINCIPAL ENGAGEMENT

8-1. To what extent do you agree or disagree with the following statements?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The stress and disappointments involved with being a principal at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am generally satisfied with being principal at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If I could get a higher paying job I'd leave this job as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about transferring to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I don't seem to have as much enthusiasm now as I did when I began this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



10. SCHOOL LEADERSHIP AND RESOURCES

Your responses to this section of questions will help researchers and policymakers make international comparisons to principals in other countries.

10-1. Please indicate how frequently you engaged in the following activities in this school during the last 12 months.

	🍏 Mark (X) one box on each line.			
	Never or Rarely	Sometimes	Often	Very Often
a. I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I observed instruction in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I provided feedback to teachers based on my observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I took actions to support cooperation among teachers to develop new teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I took actions to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I took action to ensure that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I provided parents or guardians with information on the school and student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I reviewed school administrative procedures and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I resolved problems with the lesson timetable in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I collaborated with principals from other schools on challenging work tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I worked on a professional development plan for this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I used student results to develop the school's education goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



10-2. To what extent do the following limit your effectiveness as a principal in this school?

	🍏 Mark (X) one box on each line.			
	Never or Rarely	Sometimes	Often	Very Often
a. Inadequate school budget and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Government regulation and policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers' absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lack of parent or guardian involvement and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers' career-based wage system <i>(A <u>career-based wage system</u> is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lack of opportunities and support for my own professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lack of opportunities and support for teachers' professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. High workload and level of responsibilities in my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Lack of shared leadership with other school staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Difficulty to recruit qualified teachers in some subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other, please specify <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10-3. To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?

	🍏 Mark (X) one box on each line.			
	Not at all	Very little	To some extent	A lot
a. Shortage of qualified teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shortage of vocational teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Shortage or inadequacy of instructional materials (e.g., textbooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Shortage or inadequacy of digital technology for instruction (e.g., computers, tablets, iPads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Insufficient Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Shortage or inadequacy of digital software for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Shortage or inadequacy of library materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Shortage of support personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Shortage or inadequacy of instructional space (e.g., classrooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Shortage or inadequacy of classroom furniture for students (e.g., desks, chairs, materials storage)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Shortage or inadequacy of physical infrastructure (e.g., school buildings, heating/cooling, and lighting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10-4. For how many years do you want to continue to be a principal?

- 🍏 *Count part of a year as 1 year.*
- 🍏 *If none, please mark (X) the box.*

None or Years



11. CONTACT INFORMATION

11-1. Please PRINT your name, your home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. 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).

a. First name

Middle name

Last name

Suffix

b. Street address

c. City

d. State

e. ZIP Code

f. Work phone number

Area code Number

g. Cell phone number

Area code Number

h. Home phone number

Area code Number

i. Work e-mail address

j. Home e-mail address

11-2. Please enter the date you completed this questionnaire.

🍏 Report month as a number, that is, 01 for January, 02 for February, etc.

Month

Day

Year

11-3. Please indicate how much time it took you to complete this form, not counting interruptions.

🍏 Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

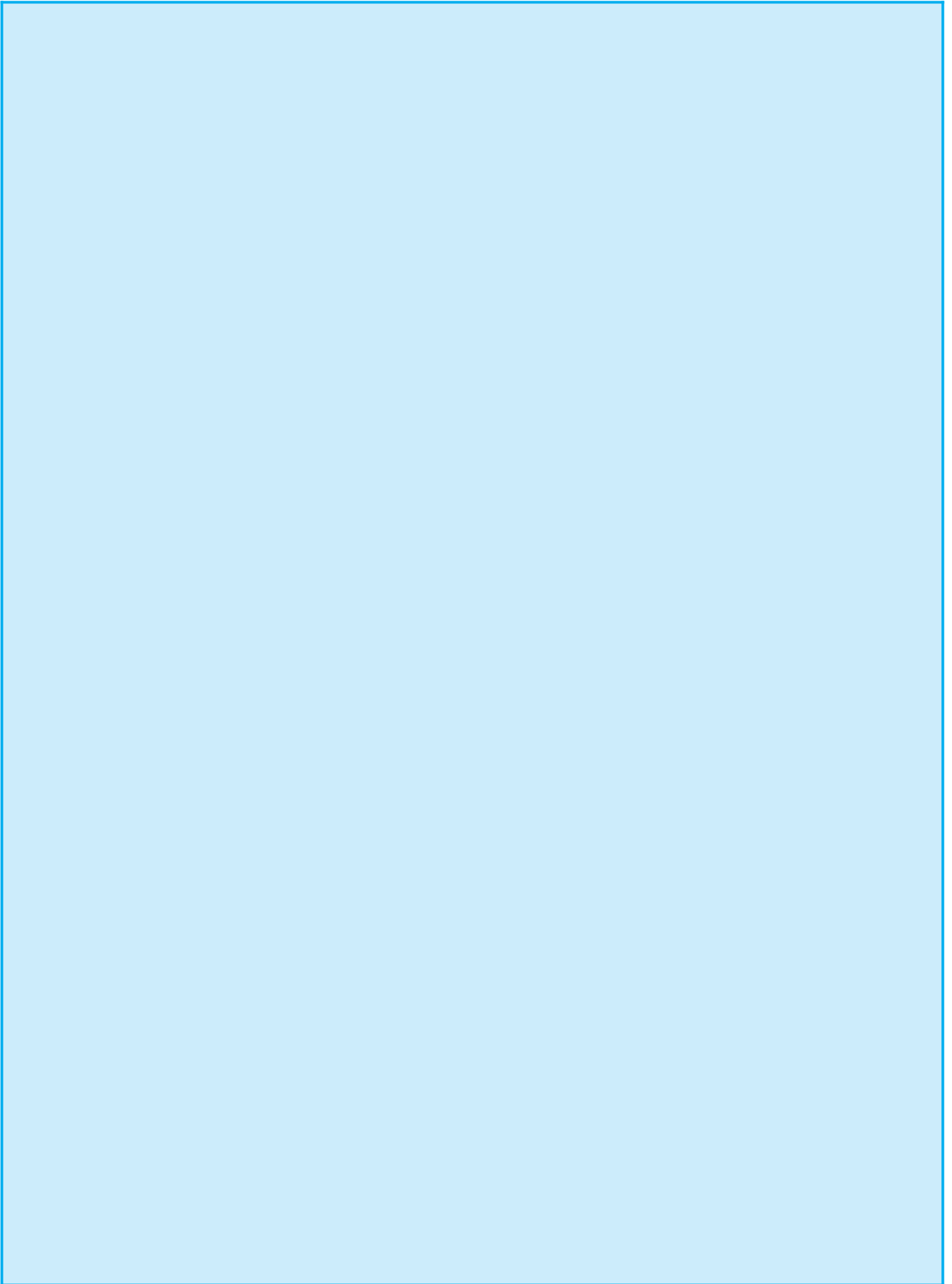
Minutes

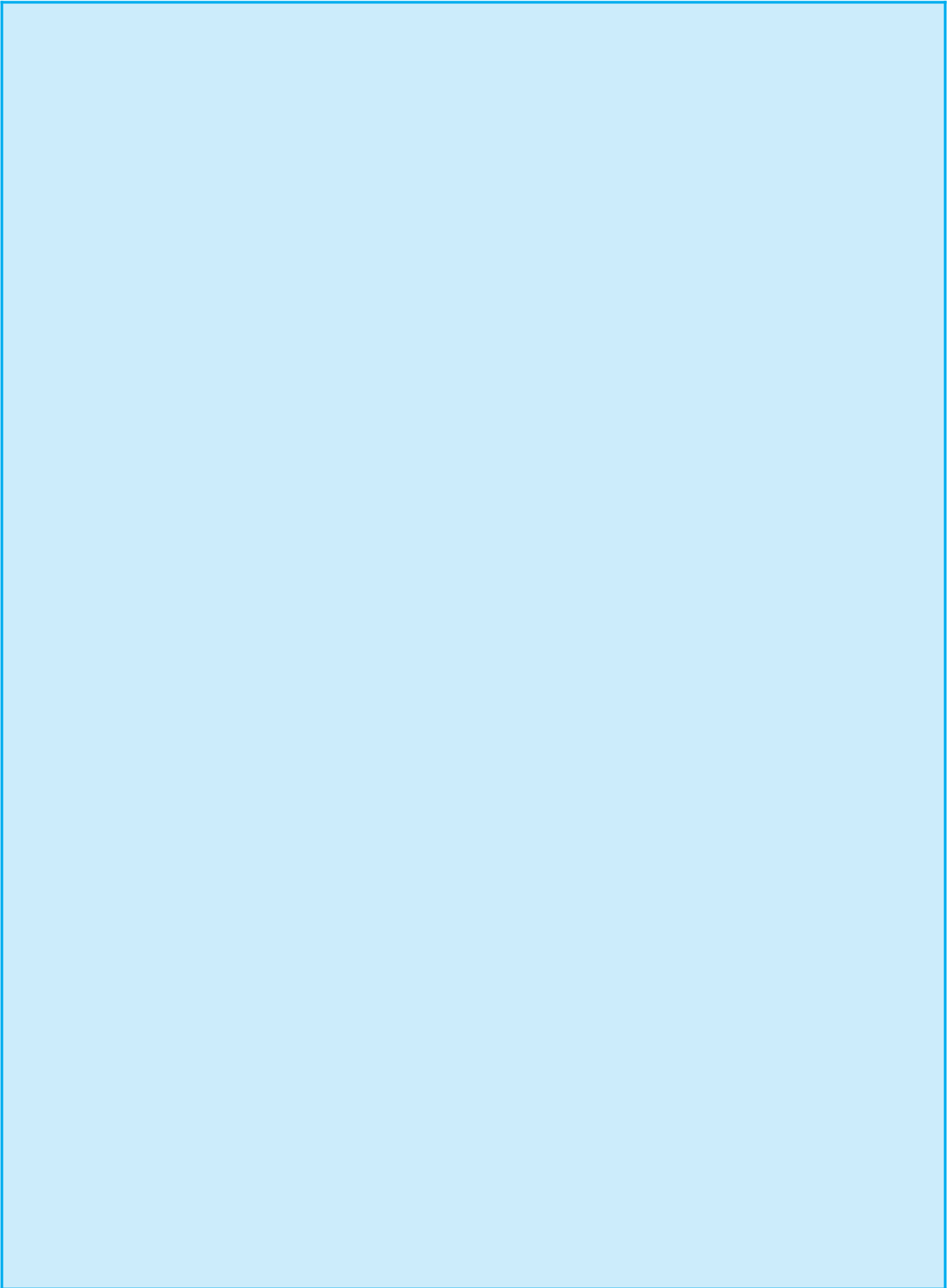
**Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.**

**Please return your completed questionnaire
in the enclosed pre-addressed, postage-paid
envelope or mail it to:**

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**







To learn more about this survey and to access reports from earlier collections, see the National Teacher and Principal Survey (NTPS) website at: <http://nces.ed.gov/surveys/ntps>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <http://fedstats.sites.usa.gov>



Appendix F-3ae: 2017-2018 NTPS School Questionnaire

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598: Approval Expires xx/xx/xxxx

Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2017-18 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

NOTICE:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



- **What is the average student-teacher ratio in the United States?**
- **What is the average salary of a beginning principal?**
- **Have teachers' views of their autonomy in the classroom changed over time?**
- **Have the characteristics of the principal and teacher workforces in the United States changed over time?**

The answers to these questions help school districts and policy makers at the state, federal, and local levels set education policy and improve teacher and principal working conditions.

Since 1988, the National Teacher and Principal Survey and its precursor, the Schools and Staffing Survey, have provided the answers to these and other important education questions from the perspective of Principals and Teachers.

By selecting a statistically representative sample of schools, and teachers in those schools, we are able to provide representative data for the United States without going to every school.

Your school has been selected to participate in the 2017-18 National Teacher and Principal Survey. You will represent thousands of other schools, so it is important that you respond to this survey.

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).

More information can be found on our website: <http://nces.ed.gov/surveys/ntps>

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 1850-0598. The time required to complete this information collection is estimated to average 13 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4014, Washington, DC 20202.



INSTRUCTIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a **blue or black ballpoint pen**.

CORRECT marking example – (Use care to keep characters in their designated spaces.)	INCORRECT marking example –
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <input type="checkbox"/> 3 <input type="checkbox"/> 5 </div> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <input type="checkbox"/> 35 </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <input type="checkbox"/> 3 <input type="checkbox"/> 5 </div> </div> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No OR <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

- a. This questionnaire may be completed by any staff member who has access to the school's records.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-888-595-1338. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: ntps@census.gov.

1. GENERAL INFORMATION ABOUT THIS SCHOOL

Please report for the school listed on the cover.

1-1. Does this school offer the following grades?

🍏 Please mark (X) Yes or No for each grade level.

Prekindergarten	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Kindergarten	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
1st	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
2nd	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
3rd	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
4th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
5th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
6th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
7th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
8th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
9th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
10th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
11th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
12th	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Ungraded	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

1-2. Excluding prekindergarten, postsecondary, and adult education students, around the first of October, how many students were enrolled in this school?

Students

1-3. For this school year (2017-18), what is the Average Daily Attendance (ADA) percentage at this school?

🍏 Round to the nearest whole **PERCENT**.

%



1-8. Is this school a public CHARTER school?

(A *charter school* is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)


 Yes

 No → GO TO item 1-10 below
1-9. Which of the following best describes the governance structure of this public charter school?

🍏 Mark (X) only one box.

- An independent or stand-alone charter school
- Part of a non-profit charter management organization or network of schools that are managed by a central agency
- Part of a for-profit charter management organization or network of schools that are managed by a central agency
- Part of a traditional public school district
- Other – Please describe →

1-10. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school?

🍏 INCLUDE these types of teachers:

- Regular classroom teachers
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

🍏 INCLUDE as part-time teachers:

- Itinerant teachers who teach part-time at this school or teachers who are shared with other schools
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

🍏 DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY prekindergarten or adult education

🍏 If none, please mark (X) the box.

a. Full-time

None or Full-time teachers

b. Part-time

None or Part-time teachers

c. TOTAL number of full- and part-time teachers

Total teachers



1-11a. Does this school currently have any students enrolled in kindergarten?

🍏 Please include regular kindergarten as well as transitional (or readiness) kindergarten and transitional first (or pre-first) grade students, if enrolled.

 Yes

 No → GO TO item 1-12 below.
b. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?

🍏 Mark (X) only one box.

 Full day (4 hours or more per day)

 Half day (less than 4 hours per day)

 Both full-day and half-day programs are offered
c. How many days are in a TYPICAL SCHOOL WEEK for kindergarten, transitional kindergarten, or transitional first grade students in this school?

🍏 If the number of days per week varies, record the most days that a student would attend in a week.

 Days per **SCHOOL WEEK**
1-12. Does this school have a library media center?

(A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name.)

 Yes

 No

1-13a. Does this school offer any courses that are taught entirely online?

- Yes
- No → GO TO item 1-14a below.

b. Among all the courses you offer at this school, about how many of the courses are entirely online?

🍏 *Mark (X) only one box.*

- One or a few courses
- Some courses but less than half
- About half
- A majority
- All courses

1-14a. Does this school have a magnet program?

(A magnet program offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)

- Yes
- No → GO TO item 1-15 on page 9.

b. Is this a school-wide magnet program in which all students in this school participate in the program?

- Yes
- No

c. Is the magnet program focused on...?

🍏 *Mark (X) for all that apply.*

- Science, Technology, Engineering, or Math
- Performing Arts
- Education for gifted or talented students
- Foreign language immersion
- Other



1-15. Does this school offer the following?

- a. Different instructional approaches** (e.g., mixed-ability grouping, self-paced instruction, ungraded classrooms, etc.)

Yes

No

- b. A dual-language or foreign language immersion program** (A program in which the goal of instruction is that students are proficient in two languages)

🍏 *Do not include English as a Second Language (ESL) programs or classes.*

Yes

No

- c. Distance learning course(s)** (Taught primarily via Internet, e-mail, satellite, or television)

Yes

No

1-16. Are the following before-school or after-school programs or services currently available for students in any of grades K-12, or comparable ungraded levels, regardless of funding source at this school?

- a. A program or service providing instruction beyond the normal school day for students who NEED academic ASSISTANCE**

Yes

No

- b. A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT**

Yes

No

- c. Extended-day care**

Yes

No

- d. School-related activities and clubs** (e.g., yearbook club, school dance committee, etc.)

Yes

No



2-3. *Continued* – During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most THIRD GRADE students spend on the following activities at this school?

🍏 If your school has 2 or more third grade classes, calculate the average minutes per day for all third grade classes.

🍏 If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.

e. Foreign language (Not English as a Second Language [ESL])

None or Minutes per day for Days per week

f. Physical education

None or Minutes per day for Days per week

g. Music

None or Minutes per day for Days per week

h. Art

None or Minutes per day for Days per week

i. Recess

🍏 Do NOT include time allocated for lunch.

None or Minutes per day for Days per week

3. STUDENTS AND CLASSROOM ORGANIZATION

3-1. During THIS school year (2017-18), does this school use the following methods to organize classes or students?

a. Traditional grades (e.g., 1st grade, 2nd grade) or academic discipline-based departments (e.g., math, science)

Yes

No

b. Students are assigned based on their ability (i.e., tracking)

Yes

No

c. Grades subdivided into small groups such as "teams," "houses," or "families"

Yes

No

d. Student groups assigned to stay in classes together for two or more years with the SAME teacher (i.e., looping)

Yes

No

e. Student groups assigned to stay in classes together for two or more years with DIFFERENT teachers

Yes

No

f. Multi-age grouping or composite classes (Most students normally in different grades placed together)

Yes

No

g. Block scheduling (Extended class periods scheduled to create blocks of instruction time)

Yes

No

3-2a. Do students attend this school across 12 months (i.e., year-round)?

- Yes
- No → GO TO item 3-3 below.

b. Do all students attend on the same cycle?

- Yes
- No

3-3. Does this school have students enrolled in any grades 9-12?

- Yes → GO TO item 3-4 below.
- No → GO TO Section 4 on page 15.

3-4. Are the following opportunities available for students in any grades 9-12 attending this school?**a. Dual or concurrent enrollment that offers both high school and college credit**

- Yes →
- No

How is this funded?

🍏 Mark (X) all that apply.

- By the school, district, or state
- By the family or the student
- By some other entity

→ GO TO item 3-4b below.

b. Specialized career academy

(A specialized career academy is a program that offers a set of specialized curriculum organized around a specific career area, such as automotive, business, carpentry, communications, construction, cosmetology, culinary arts, education, electricity, engineering, health, hospitality, IT, manufacturing, plumbing, protective and legal services, repair, transportation, etc.)

- Yes
- No

c. Career and technical education courses

🍏 If courses are available to students but not part of a specialized career academy in 3-4b, select "Yes".

- Yes
- No

d. Work-based learning or internships outside of school, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments

- Yes
- No



4. COMMUNITY SERVICE REQUIREMENTS

The questions in this section are about the DISTRICT that this school is a part of, not this specific school. You may wish to contact the district to obtain the information requested if it is not immediately known.

4-1. Does this DISTRICT grant high school diplomas?

🍏 Do NOT include vocational certificates, certificates of attendance, or certificates of completion.

Yes

No → GO TO Section 5 on page 16.

4-2. For high school graduates of the class of 2018, does this school or district have a community service requirement for a standard diploma?

Yes

No → GO TO Section 5 on page 16.

4-3. What is the minimum number of community service hours required of the high school graduates in the class of 2018?

Hours



5. SPECIAL PROGRAMS AND SERVICES

5-1a. Of the students enrolled in this school, do any have an Individual Education Plan (IEP) because they have special needs?

🍏 Do NOT include prekindergarten, postsecondary, or adult education students.

Yes

No → GO TO item 5-3a on page 17.



b. How many students have an Individual Education Plan (IEP) because they have special needs?

🍏 Do NOT include prekindergarten, postsecondary, or adult education students.

Students

5-2a. Does this school primarily serve students with disabilities?

🍏 If you marked "SPECIAL EDUCATION school - primarily serves students with disabilities" for item 1-6, please mark "Yes" for this item.

Yes → GO TO item 5-3a on page 17.

No



b. How many students with disabilities are in each of the following instructional settings?

🍏 The sum of entries in item 5-2b should equal the entry in item 5-1b above.

🍏 If none, please mark (X) the box.

(1) All day in a regular classroom (100 percent of the school day)

None or Students

(2) Most of the day in a regular classroom (80-99 percent of the school day)

None or Students

(3) Some of the day in a regular classroom (40-79 percent of the school day)

None or Students

(4) Little or none of the day in a regular classroom (0-39 percent of the school day)

None or Students

- 5-3a. Of the students enrolled in this school as of the first of October, have any been identified as limited-English proficient, also known as English-language learners (ELLs)?**
(Limited-English proficient (LEP) or ELLs refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

🍏 Do NOT include prekindergarten, postsecondary, or adult education students.

- Yes
- No → GO TO item 5-6a on page 18.

- b. How many limited-English proficient students or English-language learners are enrolled in this school?**

Students

- 5-4. Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)?**

- Yes
- No → GO TO item 5-6a on page 18.

- 5-5. How are English-language learners taught English?**

Are any of them taught –

- a. Using ESL, bilingual, or immersion techniques?**

- Yes
- No

- b. In regular English-speaking classrooms?**

- Yes
- No

5-6a. Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?

Yes

No → GO TO item 5-7a on page 19.

b. Around the first of October, how many PREKINDERGARTEN students were enrolled in this school?

None or Prekindergarten students

(1) What was the percentage of PREKINDERGARTEN students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?

% of prekindergarten students approved

c. Around the first of October, what was the percentage of GRADES K-12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?

% of K-12 students approved

d. What is the count of students whose National School Lunch Program eligibility was determined through direct certification?

(Direct certification deems students eligible for free meals under the National School Lunch Program (NSLP) by their families' participation in certain Federal assistance programs such as Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Food Distribution Program on Indian Reservations (FDPIR).)

None or students

e. Does this school provide a free lunch for ALL students as part of the National School Lunch Program's Community Eligibility Option?

(The Community Eligibility Program (CEP) eliminates the requirement for eligibility information once a school has determined a baseline percentage of FRPL-eligible students. Under CEP, schools must serve all students free lunch and breakfast. All students in a school are therefore eligible for free lunches and there is no count of reduced-price lunch students.)

Yes

No

5-7. Around the first of October, did any students enrolled in this school receive Title I services at this school or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

Yes

No → GO TO Section 6 on page 20.

5-8a. How many PREKINDERGARTEN students at this school participate in the Title I program?

None or | | | | Prekindergarten students

b. How many students at this school in GRADES K-12 participate in the Title I program?

None or | | | | K-12 students

5-9. Are students receiving Title I services in –

a. Reading or language arts?

Yes

No

b. Mathematics?

Yes

No

c. English as a Second Language (ESL)?

Yes

No

5-10. How many designated Title I teachers were teaching AT THIS SCHOOL around the first of October?

None or | | | Title I teachers

6. CONTACT INFORMATION

6-1. What is the name of the person who completed most of this questionnaire?

6-2. What is his or her job title?

6-3. What is his or her phone number?

Area code	Number
<input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	

6-4. What is his or her work e-mail address?

6-5. Please enter the date you completed this questionnaire.

🍏 Report month as a number, that is, 01 for January, 02 for February, etc.

Month	Day	Year
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
		2 0 1

6-6. Please indicate how much time it took you to complete this form, not counting interruptions.

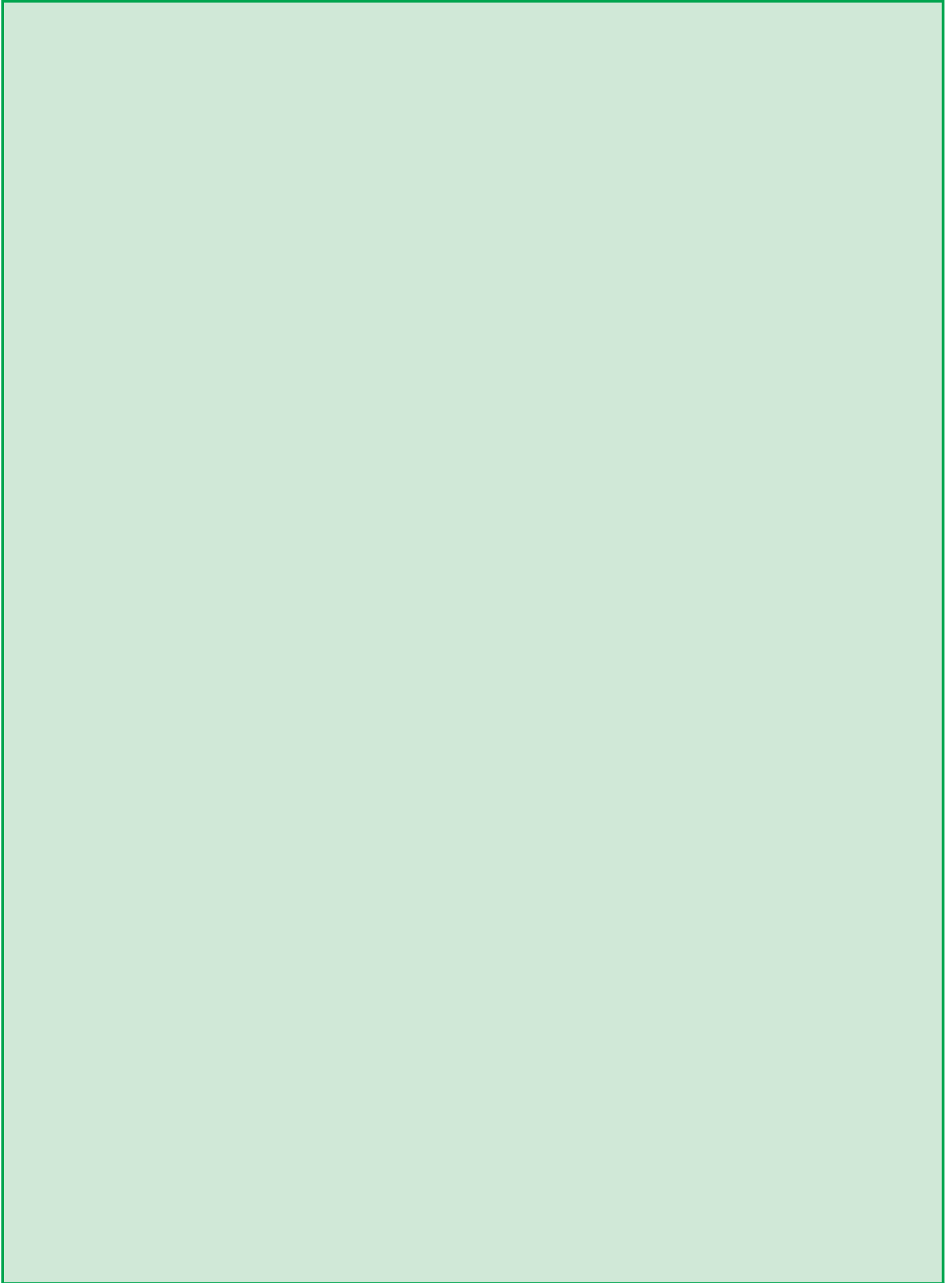
<input type="text"/> <input type="text"/> <input type="text"/>	Minutes
--	---------

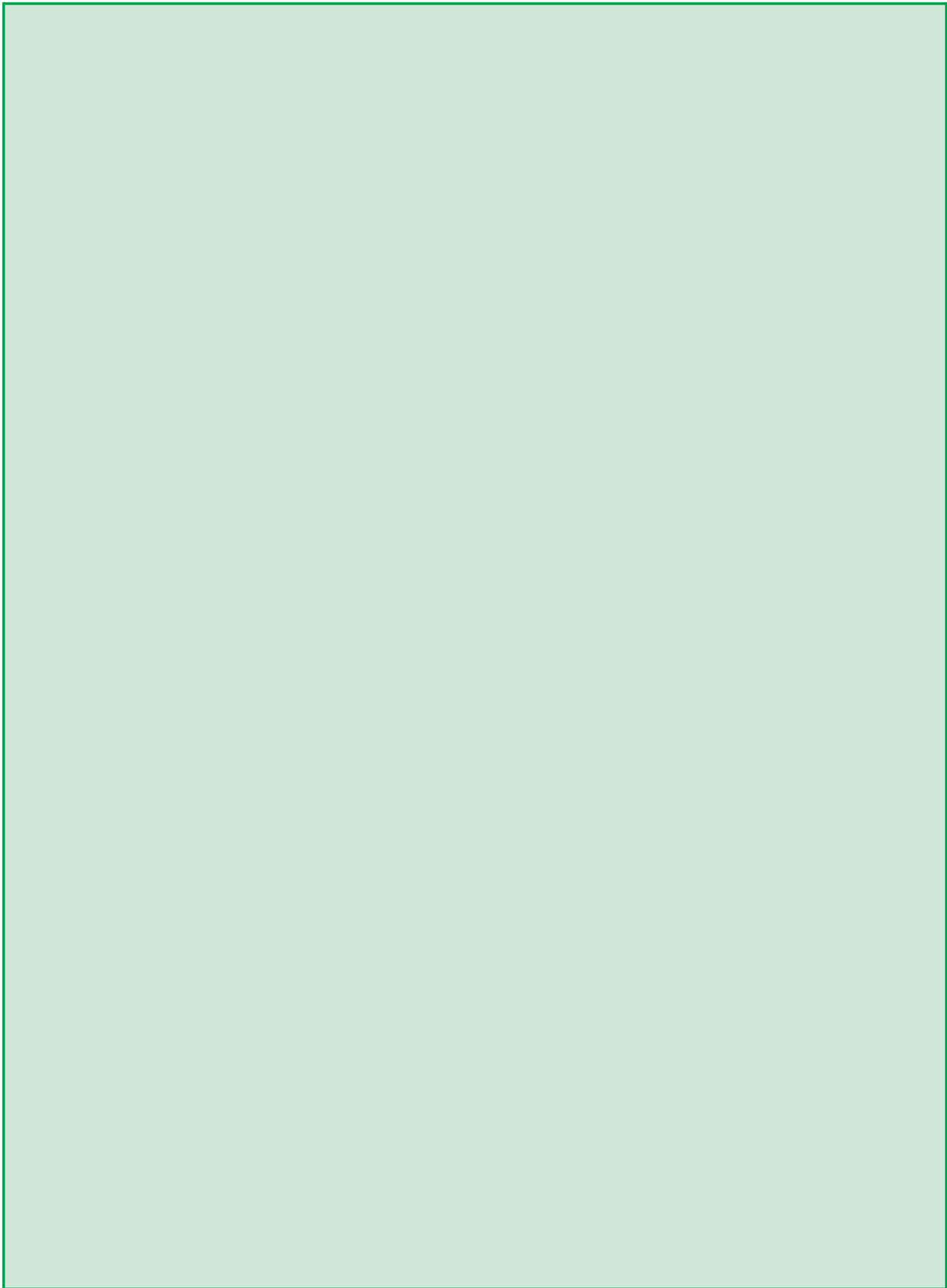
Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.

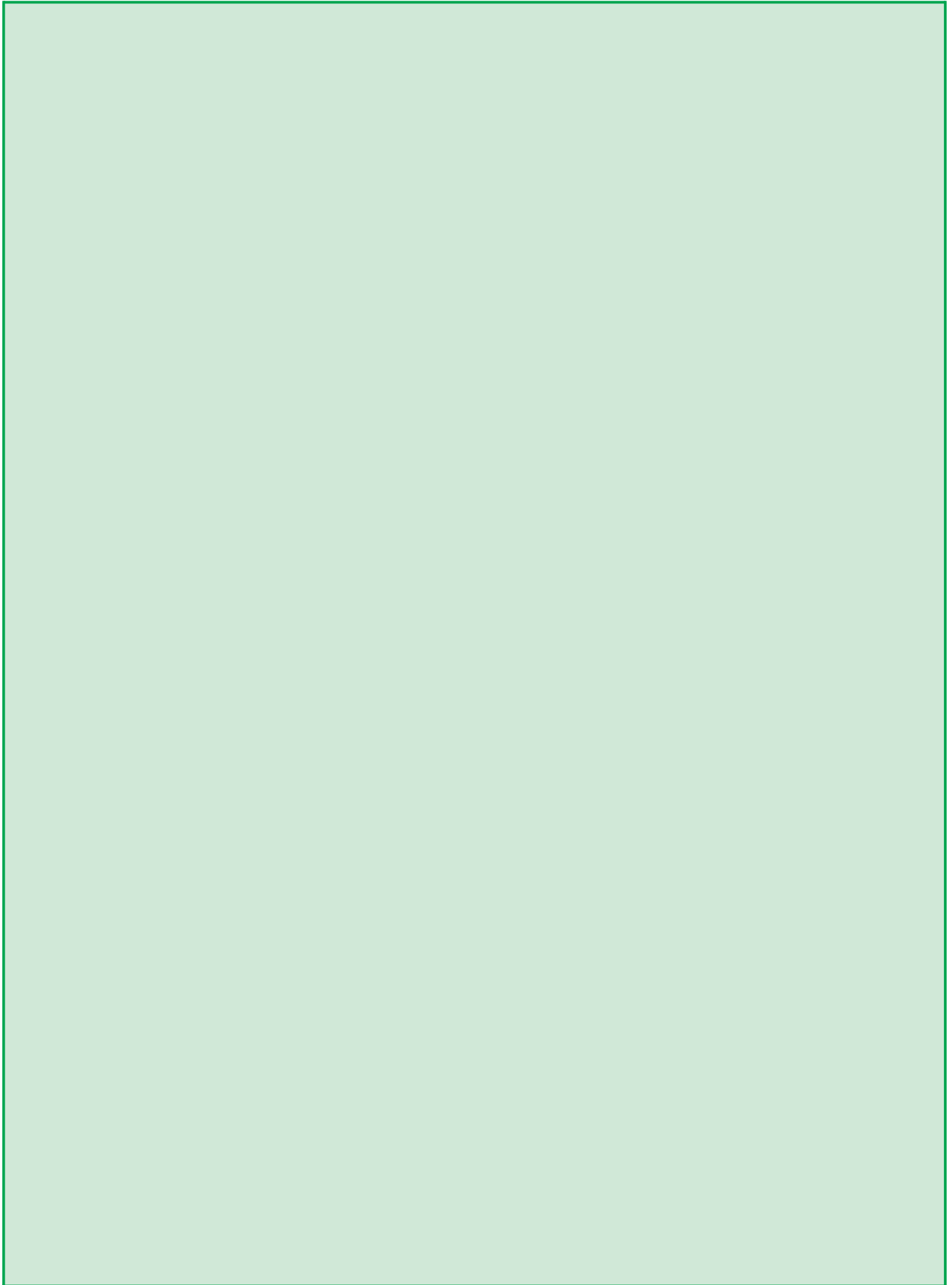
Please return your completed questionnaire
in the enclosed pre-addressed, postage-paid
envelope or mail it to:

U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001









To learn more about this survey and to access reports from earlier collections, see the National Teacher and Principal Survey (NTPS) website at: <http://nces.ed.gov/surveys/ntps>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <http://fedstats.sites.usa.gov>

