

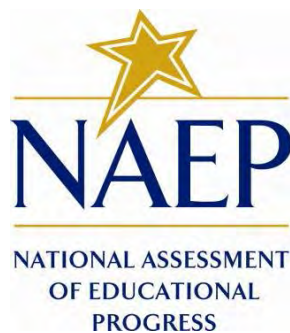
*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

National Assessment of Educational Progress (NAEP) 2018

Appendix I

NAEP 2018 Survey Questionnaires

OMB# 1850-0928 v.7



August 2017

Appendix F provides the library of possible items to be used in the NAEP 2018 and 2019 questionnaires. This appendix (Appendix I) provides the final versions of the NAEP 2018 questionnaires, along with a summary of the minor, non-substantive, wording changes that have been made to these items as a result of pilot and cognitive testing and final reviews. In addition, please note that some of the questionnaires will utilize spiraling in order to minimize respondent burden while maximizing the amount of items that can be piloted. The spiral maps for these questionnaires are also included.

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

The items presented in this appendix are those to be used in the digitally based assessments. Some of the questionnaires will also be administered in paper based assessments. Adaptations to the item-level directions may be made, as appropriate (for example, “select one answer choice on each row” in DBA would become “fill in one oval on each line” in PBA).

The following text will appear on all NAEP questionnaires and student assessments:

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 1850-0928. The time required to complete this information collection is estimated to average [xx] minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

Authorization and Confidentiality Assurance

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students’ education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35).

The information [you/your child/each student - as applicable] provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, [your/your child’s/each student’s - as applicable] responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about [you/your child/each student - as applicable]. Electronic submission of [your/your child’s/each student’s - as applicable] information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Appendix I-1: Student Questionnaires

Appendix I-1a: 2018 Operational and Pilot Grade 4, 8, and 12 Core Debrief Items

The 2018 Operational and Pilot Grade 4, 8, and 12 Core Debrief items are the same as what was submitted as items 1-5 in Appendix F-1a and F-1b.

VH240003

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

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

VH260313

2. How easy or difficult was this test?

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

VH333658

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

Appendix I-1b: Summary of Revisions Grade 4, 8, and 12 Core

Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																																
<p>1. Are you Hispanic or Latino? Select one or more answer choices.</p> <ul style="list-style-type: none"> <input type="radio"/> No, I am not Hispanic or Latino. <input type="radio"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="radio"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="radio"/> Yes, I am Cuban or Cuban American. <input type="radio"/> Yes, I am from some other Hispanic or Latino background. <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>1. Are you Hispanic or Latino? Select one or more answer choices.</p> <ul style="list-style-type: none"> <input type="radio"/> No, I am not Hispanic or Latino. <input type="radio"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="radio"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="radio"/> Yes, I am Cuban or Cuban American. <input type="radio"/> Yes, I am from some other Hispanic or Latino background. <p>Issue: Race/Ethnicity</p>	NC																																																	
<p>2. Which of the following best describes you? Select one or more answer choices.</p> <ul style="list-style-type: none"> <input type="radio"/> White <input type="radio"/> Black or African American <input type="radio"/> Asian <input type="radio"/> American Indian or Alaska Native <input type="radio"/> Native Hawaiian or other Pacific Islander <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>2. Which of the following best describes you? Select one or more answer choices.</p> <ul style="list-style-type: none"> <input type="radio"/> White <input type="radio"/> Black or African American <input type="radio"/> Asian <input type="radio"/> American Indian or Alaska Native <input type="radio"/> Native Hawaiian or other Pacific Islander <p>Issue: Race/Ethnicity</p>	NC																																																	
<p>3. About how many books are there in your home?</p> <ul style="list-style-type: none"> <input type="radio"/> Few (0–10) <input type="radio"/> Enough to fill one shelf (11–25) <input type="radio"/> Enough to fill one bookcase (26–100) <input type="radio"/> Enough to fill several bookcases (more than 100) <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>3. About how many books are there in your home?</p> <ul style="list-style-type: none"> <input type="radio"/> Few (0–10) <input type="radio"/> Enough to fill one shelf (11–25) <input type="radio"/> Enough to fill one bookcase (26–100) <input type="radio"/> Enough to fill several bookcases (more than 100) <p>Issue: Socioeconomic Status</p>	NC																																																	
<p>4. Do you have any of the following in your home? 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: 65%;"></th> <th style="width: 17.5%;">Yes</th> <th style="width: 17.5%;">No</th> </tr> </thead> <tbody> <tr> <td>a. Access to the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Clothes dryer just for your family</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Dishwasher</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Your own bedroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. A desktop or laptop computer (including Chromebooks) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p>(2017 Operational Grades 4 and 8)</p>		Yes	No	a. Access to the Internet	<input type="radio"/>	<input type="radio"/>	b. Clothes dryer just for your family	<input type="radio"/>	<input type="radio"/>	c. Dishwasher	<input type="radio"/>	<input type="radio"/>	d. Your own bedroom	<input type="radio"/>	<input type="radio"/>	e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/>	<input type="radio"/>	f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/>	<input type="radio"/>	g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/>	<input type="radio"/>	<p>4. Do you have any of the following in your home? 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: 65%;"></th> <th style="width: 17.5%;">Yes</th> <th style="width: 17.5%;">No</th> </tr> </thead> <tbody> <tr> <td>a. Access to the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Clothes dryer just for your family</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Dishwasher</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Your own bedroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. A desktop or laptop computer (including Chromebooks) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p>Issue: Socioeconomic Status</p>		Yes	No	a. Access to the Internet	<input type="radio"/>	<input type="radio"/>	b. Clothes dryer just for your family	<input type="radio"/>	<input type="radio"/>	c. Dishwasher	<input type="radio"/>	<input type="radio"/>	d. Your own bedroom	<input type="radio"/>	<input type="radio"/>	e. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/>	<input type="radio"/>	f. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/>	<input type="radio"/>	g. A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use	<input type="radio"/>	<input type="radio"/>	NC	
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>5. How often do you use the Internet for homework at home?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ Never <input type="radio"/> Ⓑ About once or twice a month <input type="radio"/> Ⓒ About once or twice a week <input type="radio"/> Ⓓ Almost every day <input type="radio"/> Ⓔ Every day <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>5. How often do you use the Internet for homework at home?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ Never <input type="radio"/> Ⓑ About once or twice a month <input type="radio"/> Ⓒ About once or twice a week <input type="radio"/> Ⓓ Almost every day <input type="radio"/> Ⓔ Every day <p>Issue: Technology Use</p>	NC	
<p>6. How many days were you absent from school in the last month?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ None <input type="radio"/> Ⓑ 1 or 2 days <input type="radio"/> Ⓒ 3 or 4 days <input type="radio"/> Ⓓ 5 to 10 days <input type="radio"/> Ⓔ More than 10 days <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>6. How many days were you absent from school in the last month?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ None <input type="radio"/> Ⓑ 1 or 2 days <input type="radio"/> Ⓒ 3 or 4 days <input type="radio"/> Ⓓ 5 to 10 days <input type="radio"/> Ⓔ More than 10 days <p>Issue: School Climate</p>	NC	
<p>7. How often do you talk about things you have studied in school with someone in your family?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ Never or hardly ever <input type="radio"/> Ⓑ Once every few weeks <input type="radio"/> Ⓒ About once a week <input type="radio"/> Ⓓ Two or three times a week <input type="radio"/> Ⓔ Every day <p>(2017 Operational Grades 4 and 8)</p>	<p>7. How often do you talk about things you have studied in school with someone in your family?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ Never or hardly ever <input type="radio"/> Ⓑ Once every few weeks <input type="radio"/> Ⓒ About once a week <input type="radio"/> Ⓓ Two or three times a week <input type="radio"/> Ⓔ Every day <p>Issue: Socioeconomic Status</p>	NC	
<p>8. How far in school did your mother go?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ She did not finish high school. <input type="radio"/> Ⓑ She graduated from high school. <input type="radio"/> Ⓒ She had some education after high school. <input type="radio"/> Ⓓ She graduated from college. <input type="radio"/> Ⓔ I don't know. <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>8. How far in school did your mother go?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ She did not finish high school. <input type="radio"/> Ⓑ She graduated from high school. <input type="radio"/> Ⓒ She had some education after high school. <input type="radio"/> Ⓓ She graduated from college. <input type="radio"/> Ⓔ I don't know. <p>Issue: Socioeconomic Status</p>	NC	<p>This item will only be used at grades 8 and 12.</p>

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

Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>9. How far in school did your father go?</p> <ul style="list-style-type: none"> <input type="radio"/> He did not finish high school. <input type="radio"/> He graduated from high school. <input type="radio"/> He had some education after high school. <input type="radio"/> He graduated from college. <input type="radio"/> I don't know. <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>9. How far in school did your father go?</p> <ul style="list-style-type: none"> <input type="radio"/> He did not finish high school. <input type="radio"/> He graduated from high school. <input type="radio"/> He had some education after high school. <input type="radio"/> He graduated from college. <input type="radio"/> I don't know. <p>Issue: Socioeconomic Status</p>	NC	This item will only be used at grades 8 and 12.
<p>10. Does your mother work?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know. <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>10. Does your mother work?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know. <p>Issue: Socioeconomic Status</p>	NC	This item will only be used at grades 8 and 12.

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

Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale																																																																																																																														
<p>11. What does your mother do for work? Select the choice that most closely describes what she does at work.</p> <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Accountant</td> <td><input type="radio"/> Farmer</td> <td><input type="radio"/> Religious worker</td> </tr> <tr> <td><input type="radio"/> Artist</td> <td><input type="radio"/> Firefighter</td> <td><input type="radio"/> Repair technician</td> </tr> <tr> <td><input type="radio"/> Athlete</td> <td><input type="radio"/> Grounds worker</td> <td><input type="radio"/> Salesperson</td> </tr> <tr> <td><input type="radio"/> Carpenter</td> <td><input type="radio"/> Health aide</td> <td><input type="radio"/> Scientist</td> </tr> <tr> <td><input type="radio"/> Cashier</td> <td><input type="radio"/> Helper</td> <td><input type="radio"/> Secretary</td> </tr> <tr> <td><input type="radio"/> Cleaner</td> <td><input type="radio"/> Housekeeper</td> <td><input type="radio"/> Security guard</td> </tr> <tr> <td><input type="radio"/> Clerk</td> <td><input type="radio"/> Janitor</td> <td><input type="radio"/> Server</td> </tr> <tr> <td><input type="radio"/> College professor</td> <td><input type="radio"/> Lawyer</td> <td><input type="radio"/> Social worker</td> </tr> <tr> <td><input type="radio"/> Construction worker</td> <td><input type="radio"/> Librarian</td> <td><input type="radio"/> Software developer</td> </tr> <tr> <td><input type="radio"/> Cook</td> <td><input type="radio"/> Manager</td> <td><input type="radio"/> Stocker</td> </tr> <tr> <td><input type="radio"/> Customer service</td> <td><input type="radio"/> Marketing</td> <td><input type="radio"/> Supervisor</td> </tr> <tr> <td><input type="radio"/> Day care worker</td> <td><input type="radio"/> Mechanic</td> <td><input type="radio"/> Surgeon</td> </tr> <tr> <td><input type="radio"/> Dental hygienist</td> <td><input type="radio"/> Medical technician</td> <td><input type="radio"/> Surveyor</td> </tr> <tr> <td><input type="radio"/> Dentist</td> <td><input type="radio"/> Military</td> <td><input type="radio"/> Taxi driver</td> </tr> <tr> <td><input type="radio"/> Designer</td> <td><input type="radio"/> Miner</td> <td><input type="radio"/> Teacher</td> </tr> <tr> <td><input type="radio"/> Doctor</td> <td><input type="radio"/> Nurse</td> <td><input type="radio"/> Therapist</td> </tr> <tr> <td><input type="radio"/> Education administrator</td> <td><input type="radio"/> Office support</td> <td><input type="radio"/> Transportation</td> </tr> <tr> <td><input type="radio"/> Electrician</td> <td><input type="radio"/> Painter</td> <td><input type="radio"/> Truck driver</td> </tr> <tr> <td><input type="radio"/> Engineer</td> <td><input type="radio"/> Pharmacist</td> <td><input type="radio"/> Veterinarian</td> </tr> <tr> <td><input type="radio"/> Executive</td> <td><input type="radio"/> Police</td> <td><input type="radio"/> Writer</td> </tr> <tr> <td><input type="radio"/> Factory worker</td> <td><input type="radio"/> Receptionist</td> <td><input type="radio"/> Other (Please specify): _____</td> </tr> </table> <p>(2016 Pilot Grade 12)</p>	<input type="radio"/> Accountant	<input type="radio"/> Farmer	<input type="radio"/> Religious worker	<input type="radio"/> Artist	<input type="radio"/> Firefighter	<input type="radio"/> Repair technician	<input type="radio"/> Athlete	<input type="radio"/> Grounds worker	<input type="radio"/> Salesperson	<input type="radio"/> Carpenter	<input type="radio"/> Health aide	<input type="radio"/> Scientist	<input type="radio"/> Cashier	<input type="radio"/> Helper	<input type="radio"/> Secretary	<input type="radio"/> Cleaner	<input type="radio"/> Housekeeper	<input type="radio"/> Security guard	<input type="radio"/> Clerk	<input type="radio"/> Janitor	<input type="radio"/> Server	<input type="radio"/> College professor	<input type="radio"/> Lawyer	<input type="radio"/> Social worker	<input type="radio"/> Construction worker	<input type="radio"/> Librarian	<input type="radio"/> Software developer	<input type="radio"/> Cook	<input type="radio"/> Manager	<input type="radio"/> Stocker	<input type="radio"/> Customer service	<input type="radio"/> Marketing	<input type="radio"/> Supervisor	<input type="radio"/> Day care worker	<input type="radio"/> Mechanic	<input type="radio"/> Surgeon	<input type="radio"/> Dental hygienist	<input type="radio"/> Medical technician	<input type="radio"/> Surveyor	<input type="radio"/> Dentist	<input type="radio"/> Military	<input type="radio"/> Taxi driver	<input type="radio"/> Designer	<input type="radio"/> Miner	<input type="radio"/> Teacher	<input type="radio"/> Doctor	<input type="radio"/> Nurse	<input type="radio"/> Therapist	<input type="radio"/> Education administrator	<input type="radio"/> Office support	<input type="radio"/> Transportation	<input type="radio"/> Electrician	<input type="radio"/> Painter	<input type="radio"/> Truck driver	<input type="radio"/> Engineer	<input type="radio"/> Pharmacist	<input type="radio"/> Veterinarian	<input 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale																																																																																																																														
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<input type="radio"/> Factory worker	<input type="radio"/> Receptionist	<input type="radio"/> Other (Please specify): _____																																																																																																																															
<input type="radio"/> Accountant	<input type="radio"/> Farmer	<input type="radio"/> Religious worker																																																																																																																															
<input type="radio"/> Artist	<input type="radio"/> Firefighter	<input type="radio"/> Repair technician																																																																																																																															
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<input type="radio"/> Carpenter	<input type="radio"/> Health aide	<input type="radio"/> Scientist																																																																																																																															
<input type="radio"/> Cashier	<input type="radio"/> Helper	<input type="radio"/> Secretary																																																																																																																															
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<input type="radio"/> College professor	<input type="radio"/> Lawyer	<input type="radio"/> Social worker																																																																																																																															
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Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p>14. Do any of the following people live in your home? 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: 60%;"></th> <th style="width: 20%; text-align: center;">Yes</th> <th style="width: 20%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a. Mother</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>b. Stepmother</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>c. Foster mother or other female legal guardian</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>d. Father</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>e. Stepfather</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>f. Foster father or other male legal guardian</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>		Yes	No	a. Mother	<input type="radio"/>	<input type="radio"/>	b. Stepmother	<input type="radio"/>	<input type="radio"/>	c. Foster mother or other female legal guardian	<input type="radio"/>	<input type="radio"/>	d. Father	<input type="radio"/>	<input type="radio"/>	e. Stepfather	<input type="radio"/>	<input type="radio"/>	f. Foster father or other male legal guardian	<input type="radio"/>	<input type="radio"/>	<p>14. Do any of the following people live in your home? 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: 60%;"></th> <th style="width: 20%; text-align: center;">Yes</th> <th style="width: 20%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a. Mother</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>b. Stepmother</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>c. Foster mother or other female legal guardian</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>d. Father</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>e. Stepfather</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>f. Foster father or other male legal guardian</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> <p>Issue: Socioeconomic Status</p>		Yes	No	a. Mother	<input type="radio"/>	<input type="radio"/>	b. Stepmother	<input type="radio"/>	<input type="radio"/>	c. Foster mother or other female legal guardian	<input type="radio"/>	<input type="radio"/>	d. Father	<input type="radio"/>	<input type="radio"/>	e. Stepfather	<input type="radio"/>	<input type="radio"/>	f. Foster father or other male legal guardian	<input type="radio"/>	<input type="radio"/>	NC	
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<p>15. In this school year, how often did you use a laptop or desktop computer (including Chromebooks) during your classes at school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> In some classes <input type="radio"/> In about half of the classes <input type="radio"/> In more than half of the classes <input type="radio"/> In all or almost all classes <p>(2017 Operational Grades 4 and 8)</p>	<p>15. In this school year, how often did you use a laptop or desktop computer (including Chromebooks) during your classes at school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> In some classes <input type="radio"/> In about half of the classes <input type="radio"/> In more than half of the classes <input type="radio"/> In all or almost all classes <p>Issue: Technology Use</p>	NC																																											
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Grade 4, 8, and 12 Core Student

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Grade 4, 8, and 12 Core Student

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c. I stayed on task without reminders from my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																										
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Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																																
N/A	<p>21. How much does each of the following statements describe you? Select one answer choice on each row.</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>Very much like me</th> </tr> </thead> <tbody> <tr> <td>a. I like complex problems more than easy problems.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>b. I like activities that challenge my thinking abilities.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>c. I enjoy situations where I will have to think about something.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>d. I enjoy thinking about new solutions to problems.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> </tbody> </table> <p>Issue: Enjoyment of Difficult Problems</p>		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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	b. I like activities that challenge my thinking abilities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	c. I enjoy situations where I will have to think about something.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	d. I enjoy thinking about new solutions to problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	A	<p>This item was added to the Grade 4, 8, and 12 pilot to compare the language “describe a person like you” and “describe you”. Student Grade 4, 8, and 12 will be spiraled, therefore students will only receive one version of this item.</p>																		
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<p>22. In this school year, how often have you felt any of the following ways about your school? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> </tr> </thead> <tbody> <tr> <td>a. I felt awkward and out of place at school.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>b. I felt happy at school.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>c. I felt that I learned something that I can use in my daily life.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> </tbody> </table> <p>(2017 Operational Grades 4 and 8)</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. I felt awkward and out of place at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	b. I felt happy at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	c. I felt that I learned something that I can use in my daily life.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	<p>22. In this school year, how often have you felt any of the following ways about your school? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> </tr> </thead> <tbody> <tr> <td>a. I felt awkward and out of place at school.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>b. I felt happy at school.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>c. I felt that I learned something that I can use in my daily life.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> </tbody> </table> <p>Issue: School Climate</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. I felt awkward and out of place at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	b. I felt happy at school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	c. I felt that I learned something that I can use in my daily life.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	NC	
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Grade 4, 8, and 12 Core Student

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale																																							
<p>11. During this school year, which of the following have you done? Select all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Taken the SAT or ACT College Entrance Exams <input type="checkbox"/> Submitted the Free Application for Federal Student Aid (FAFSA) <input type="checkbox"/> Applied to a 2-year college <input type="checkbox"/> Been accepted to a 2-year college <input type="checkbox"/> Applied to a 4-year college <input type="checkbox"/> Been accepted to a 4-year college <input type="checkbox"/> Applied to a certificate or diploma program at a school that provides occupational training (such as electrician, beautician, mechanic, computer programmer, etc.) <input type="checkbox"/> Been accepted to a technical training program <input type="checkbox"/> Talked with a military recruiter <input type="checkbox"/> Enlisted in the military <input type="checkbox"/> Applied for a full-time job <input type="checkbox"/> Been interviewed for a full-time job <input type="checkbox"/> None of the above <p>(2016 Pilot Grade 12)</p>	<p>23. During this school year, which of the following have you done? Select one answer on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a. Taken the SAT or ACT College Entrance Exams</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b. Submitted the Free Application for Federal Student Aid (FAFSA)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c. Applied to a 2-year college</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d. 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Taken the SAT or ACT College Entrance Exams	<input type="checkbox"/>	<input type="checkbox"/>	b. Submitted the Free Application for Federal Student Aid (FAFSA)	<input type="checkbox"/>	<input type="checkbox"/>	c. Applied to a 2-year college	<input type="checkbox"/>	<input type="checkbox"/>	d. Been accepted to a 2-year college	<input type="checkbox"/>	<input type="checkbox"/>	e. Applied to a 4-year college	<input type="checkbox"/>	<input type="checkbox"/>	f. Been accepted to a 4-year college	<input type="checkbox"/>	<input type="checkbox"/>	g. Applied to a certificate or diploma program at a school that provides occupational training (such as electrician, beautician, mechanic, computer programmer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	h. Been accepted to a technical training program	<input type="checkbox"/>	<input type="checkbox"/>	i. Talked with a military recruiter	<input type="checkbox"/>	<input type="checkbox"/>	j. Enlisted in the military	<input type="checkbox"/>	<input type="checkbox"/>	k. Applied for a full-time job	<input type="checkbox"/>	<input type="checkbox"/>	l. Been interviewed for a full-time job	<input type="checkbox"/>	<input type="checkbox"/>	R	<p>This item was revised from a multiple selection multiple choice item to a matrix item to improve the data collection. This item will only be used at grade 12.</p>
	Yes	No																																								
a. Taken the SAT or ACT College Entrance Exams	<input type="checkbox"/>	<input type="checkbox"/>																																								
b. Submitted the Free Application for Federal Student Aid (FAFSA)	<input type="checkbox"/>	<input type="checkbox"/>																																								
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<p>24. Which of the following best describes your high school program?</p> <ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> Academic or college preparatory <input type="checkbox"/> Vocational or technical <p>(2016 Pilot Grade 12)</p>	<p>24. Which of the following best describes your high school program?</p> <ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> Academic or college preparatory <input type="checkbox"/> Vocational or technical <p>Issue: Post High School Preparation</p>	NC	<p>This item will only be used at grade 12.</p>																																							
<p>25. Write the ZIP code of your home address in the box.</p> <p style="font-size: 1.2em; letter-spacing: 0.5em;">□□□□□</p> <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>25. Write the ZIP code of your home address in the box.</p> <p style="font-size: 1.2em; letter-spacing: 0.5em;">□□□□□</p> <p>Issue: Socioeconomic Status</p>	NC	<p>This item will no longer be administered at grade 4 due to feedback received from the field as part of the 2017 administration.</p>																																							

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Appendix I-1c: Pilot Grade 4 Core

In the pilot assessments, not all questions presented in the questionnaire will be administered to an individual student. Rather, students will receive a subset of the questions, as indicated in the spiral map presented after the questionnaire.

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

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. 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

5. 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

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 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

8. 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

9. 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

10. 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

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	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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	(A)	(B)	(C)	(D)	(E)	VH733142
b. I try very hard even after making mistakes.	(A)	(B)	(C)	(D)	(E)	VH733143
c. I keep working hard even when I feel like quitting.	(A)	(B)	(C)	(D)	(E)	VH733145
d. I keep trying to improve myself, even when it takes a long time to get there.	(A)	(B)	(C)	(D)	(E)	VH733144

13. 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

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	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH733150
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH733151
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH733155
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH733154

16. 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

Spiral Map Grade 4 Core

Accnum	Grade	Grade 4 OMB PDF Sequence Number	Number of Grade 4 booklets item appears in	Grade 4 booklets item appears in
VH240387	4, 8, 12	01_00	6	1, 2, 3, 4, 5, 6
VH240388	4, 8, 12	02_00	6	1, 2, 3, 4, 5, 6
VH240186	4, 8, 12	03_00	6	1, 2, 3, 4, 5, 6
VH271104	4, 8, 12	04_00	6	1, 2, 3, 4, 5, 6
VH271105	4, 8, 12	04_01	6	1, 2, 3, 4, 5, 6
VH336756	4, 8, 12	04_02	6	1, 2, 3, 4, 5, 6
VH336759	4, 8, 12	04_03	6	1, 2, 3, 4, 5, 6
VH336762	4, 8, 12	04_04	6	1, 2, 3, 4, 5, 6
VH591976	4, 8, 12	04_05	6	1, 2, 3, 4, 5, 6
VH271110	4, 8, 12	04_06	6	1, 2, 3, 4, 5, 6
VH271112	4, 8, 12	04_07	6	1, 2, 3, 4, 5, 6
VH240190	4, 8, 12	06_00	6	1, 2, 3, 4, 5, 6
VH271144	4, 8, 12	08_00	6	1, 2, 3, 4, 5, 6
VH271145	4, 8, 12	08_01	6	1, 2, 3, 4, 5, 6
VH271146	4, 8, 12	08_02	6	1, 2, 3, 4, 5, 6
VH271147	4, 8, 12	08_03	6	1, 2, 3, 4, 5, 6
VH271148	4, 8, 12	08_04	6	1, 2, 3, 4, 5, 6
VH271149	4, 8, 12	08_05	6	1, 2, 3, 4, 5, 6
VH271150	4, 8, 12	08_06	6	1, 2, 3, 4, 5, 6
VH591969	4, 8, 12	09_00	6	1, 2, 3, 4, 5, 6
VH271276	4, 8, 12	10_00	6	1, 2, 3, 4, 5, 6
VH354591	4, 8, 12	05_00	6	1, 2, 3, 4, 5, 6
VH271337	4, 8, 12	11_00	3	1, 2, 6
VH271338	4, 8, 12	11_01	3	1, 2, 6
VH271339	4, 8, 12	11_02	3	1, 2, 6
VH271342	4, 8, 12	11_03	3	1, 2, 6
VH271345	4, 8, 12	11_04	3	1, 2, 6
VH271367	4, 8, 12	13_00	6	1, 2, 3, 4, 5, 6
VH271370	4, 8, 12	13_01	6	1, 2, 3, 4, 5, 6

Spiral Map Grade 4 Core

Accnum	Grade	Grade 4 OMB PDFSequence Number	Number of Grade 4 booklets item appears in	Grade 4 booklets item appears in
VH271372	4, 8, 12	13_02	6	1, 2, 3, 4, 5, 6
VH271374	4, 8, 12	13_03	6	1, 2, 3, 4, 5, 6
VH271375	4, 8, 12	13_04	6	1, 2, 3, 4, 5, 6
VH271749	4, 8, 12	14_00	3	1, 2, 6
VH271750	4, 8, 12	14_01	3	1, 2, 6
VH271752	4, 8, 12	14_02	3	1, 2, 6
VH271753	4, 8, 12	14_03	3	1, 2, 6
VH271756	4, 8, 12	14_04	3	1, 2, 6
VH271934	4, 8, 12	16_00	6	1, 2, 3, 4, 5, 6
VH271942	4, 8, 12	16_01	6	1, 2, 3, 4, 5, 6
VH271944	4, 8, 12	16_02	6	1, 2, 3, 4, 5, 6
VH336903	4, 8, 12	16_03	6	1, 2, 3, 4, 5, 6
VH240189	4, 8, 12	07_00	6	1, 2, 3, 4, 5, 6
VH733141	4, 8, 12	12_00	3	3, 4, 5
VH733142	4, 8, 12	12_01	3	3, 4, 5
VH733143	4, 8, 12	12_02	3	3, 4, 5
VH733145	4, 8, 12	12_03	3	3, 4, 5
VH733144	4, 8, 12	12_04	3	3, 4, 5
VH733149	4, 8, 12	15_00	3	3, 4, 5
VH733150	4, 8, 12	15_01	3	3, 4, 5
VH733151	4, 8, 12	15_02	3	3, 4, 5
VH733155	4, 8, 12	15_03	3	3, 4, 5
VH733154	4, 8, 12	15_04	3	3, 4, 5

Appendix I-1d: 2018 Operational and Pilot Grade 8 Core

In the operational assessments, all questions will be administered to all students.

In the pilot assessments, not all questions presented in the questionnaire will be administered to an individual student. Rather, students will receive a subset of the questions, as indicated in the spiral map presented after the questionnaire.

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. 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

5. 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

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 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

8. 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.

9. 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.

VH336776

10. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

VH336779

11. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

12. 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

13. 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

14. 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

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	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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	(A)	(B)	(C)	(D)	(E)	VH733142
b. I try very hard even after making mistakes.	(A)	(B)	(C)	(D)	(E)	VH733143
c. I keep working hard even when I feel like quitting.	(A)	(B)	(C)	(D)	(E)	VH733145
d. I keep trying to improve myself, even when it takes a long time to get there.	(A)	(B)	(C)	(D)	(E)	VH733144

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.	(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

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.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756

VH733149

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH733150
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH733151
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH733155
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH733154

VH271934

20. 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.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

VH254028

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

□ □ □ □ □

Spiral Map Grade 8 Core

Accnum	Grade	Grade 8 OMB PDF Sequence Number	Number of Grade 8 booklets item appears in	Grade 8 booklets item appears in
VH240387	4, 8, 12	01_00	6	1, 2, 3, 4, 5, 6
VH240388	4, 8, 12	02_00	6	1, 2, 3, 4, 5, 6
VH240186	4, 8, 12	03_00	6	1, 2, 3, 4, 5, 6
VH271104	4, 8, 12	04_00	6	1, 2, 3, 4, 5, 6
VH271105	4, 8, 12	04_01	6	1, 2, 3, 4, 5, 6
VH336756	4, 8, 12	04_02	6	1, 2, 3, 4, 5, 6
VH336759	4, 8, 12	04_03	6	1, 2, 3, 4, 5, 6
VH336762	4, 8, 12	04_04	6	1, 2, 3, 4, 5, 6
VH591976	4, 8, 12	04_05	6	1, 2, 3, 4, 5, 6
VH271110	4, 8, 12	04_06	6	1, 2, 3, 4, 5, 6
VH271112	4, 8, 12	04_07	6	1, 2, 3, 4, 5, 6
VH240190	4, 8, 12	06_00	6	1, 2, 3, 4, 5, 6
VH240192	8, 12	08_00	6	1, 2, 3, 4, 5, 6
VH240193	8, 12	09_00	6	1, 2, 3, 4, 5, 6
VH271144	4, 8, 12	12_00	6	1, 2, 3, 4, 5, 6
VH271145	4, 8, 12	12_01	6	1, 2, 3, 4, 5, 6
VH271146	4, 8, 12	12_02	6	1, 2, 3, 4, 5, 6
VH271147	4, 8, 12	12_03	6	1, 2, 3, 4, 5, 6
VH271148	4, 8, 12	12_04	6	1, 2, 3, 4, 5, 6
VH271149	4, 8, 12	12_05	6	1, 2, 3, 4, 5, 6
VH271150	4, 8, 12	12_06	6	1, 2, 3, 4, 5, 6
VH254028	8, 12	21_00	6	1, 2, 3, 4, 5, 6
VH336776	8, 12	10_00	6	1, 2, 3, 4, 5, 6
VH336779	8, 12	11_00	6	1, 2, 3, 4, 5, 6
VH591969	4, 8, 12	13_00	6	1, 2, 3, 4, 5, 6
VH271276	4, 8, 12	14_00	6	1, 2, 3, 4, 5, 6
VH354591	4, 8, 12	05_00	6	1, 2, 3, 4, 5, 6
VH271337	4, 8, 12	15_00	3	1, 2, 6
VH271338	4, 8, 12	15_01	3	1, 2, 6

Spiral Map Grade 8 Core

Accnum	Grade	Grade 8 OMB PDFSequence Number	Number of Grade 8 booklets item appears in	Grade 8 booklets item appears in
VH271339	4, 8, 12	15_02	3	1, 2, 6
VH271342	4, 8, 12	15_03	3	1, 2, 6
VH271345	4, 8, 12	15_04	3	1, 2, 6
VH271367	4, 8, 12	17_00	6	1, 2, 3, 4, 5, 6
VH271370	4, 8, 12	17_01	6	1, 2, 3, 4, 5, 6
VH271372	4, 8, 12	17_02	6	1, 2, 3, 4, 5, 6
VH271374	4, 8, 12	17_03	6	1, 2, 3, 4, 5, 6
VH271375	4, 8, 12	17_04	6	1, 2, 3, 4, 5, 6
VH271749	4, 8, 12	18_00	3	1, 2, 6
VH271750	4, 8, 12	18_01	3	1, 2, 6
VH271752	4, 8, 12	18_02	3	1, 2, 6
VH271753	4, 8, 12	18_03	3	1, 2, 6
VH271756	4, 8, 12	18_04	3	1, 2, 6
VH271934	4, 8, 12	20_00	6	1, 2, 3, 4, 5, 6
VH271942	4, 8, 12	20_01	6	1, 2, 3, 4, 5, 6
VH271944	4, 8, 12	20_02	6	1, 2, 3, 4, 5, 6
VH336903	4, 8, 12	20_03	6	1, 2, 3, 4, 5, 6
VH240189	4, 8, 12	07_00	6	1, 2, 3, 4, 5, 6
VH733141	4, 8, 12	16_00	3	3, 4, 5
VH733142	4, 8, 12	16_01	3	3, 4, 5
VH733143	4, 8, 12	16_02	3	3, 4, 5
VH733145	4, 8, 12	16_03	3	3, 4, 5
VH733144	4, 8, 12	16_04	3	3, 4, 5
VH733149	4, 8, 12	19_00	3	3, 4, 5
VH733150	4, 8, 12	19_01	3	3, 4, 5
VH733151	4, 8, 12	19_02	3	3, 4, 5
VH733155	4, 8, 12	19_03	3	3, 4, 5
VH733154	4, 8, 12	19_04	3	3, 4, 5

Appendix I-1e: Pilot Grade 12 Core

In the pilot assessments, not all questions presented in the questionnaire will be administered to an individual student. Rather, students will receive a subset of the questions, as indicated in the spiral map presented after the questionnaire.

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

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. 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

5. 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

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 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

8. 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.

9. 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.

10. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

11. 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):
_____ |

12. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

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

- | | | |
|---------------------------|----------------------|------------------------------------|
| ① Accountant | ② Farmer | ③ Religious worker |
| ② Artist | ③ Firefighter | ④ Repair technician |
| ③ Athlete | ④ Grounds worker | ⑤ Salesperson |
| ④ Carpenter | ⑤ Health aide | ⑥ Scientist |
| ⑤ Cashier | ⑥ Helper | ⑦ Secretary |
| ⑥ Cleaner | ⑦ Housekeeper | ⑧ Security guard |
| ⑦ Clerk | ⑧ Janitor | ⑨ Server |
| ⑧ College professor | ⑨ Lawyer | ⑩ Social worker |
| ⑨ Construction worker | ⑩ Librarian | ⑪ Software developer |
| ⑩ Cook | ⑪ Manager | ⑫ Stocker |
| ⑪ Customer service | ⑫ Marketing | ⑬ Supervisor |
| ⑫ Day care worker | ⑬ Mechanic | ⑭ Surgeon |
| ⑬ Dental hygienist | ⑭ Medical technician | ⑮ Surveyor |
| ⑭ Dentist | ⑮ Military | ⑯ Taxi driver |
| ⑮ Designer | ⑯ Miner | ⑰ Teacher |
| ⑯ Doctor | ⑰ Nurse | ⑱ Therapist |
| ⑰ Education administrator | ⑱ Office support | ⑲ Transportation |
| ⑱ Electrician | ⑲ Painter | ⑳ Truck driver |
| ⑲ Engineer | ⑳ Pharmacist | ㉑ Veterinarian |
| ⑳ Executive | ㉑ Police | ㉒ Writer |
| ㉑ Factory worker | ㉒ Receptionist | ㉓ Other (Please specify):
_____ |

14. 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

15. 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

16. 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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I finish whatever I begin.	(A)	(B)	(C)	(D)	(E)	VH733142
b. I try very hard even after making mistakes.	(A)	(B)	(C)	(D)	(E)	VH733143
c. I keep working hard even when I feel like quitting.	(A)	(B)	(C)	(D)	(E)	VH733145
d. I keep trying to improve myself, even when it takes a long time to get there.	(A)	(B)	(C)	(D)	(E)	VH733144

19. 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

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 like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH271756

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	(A)	(B)	(C)	(D)	(E)	VH733150
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH733151
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH733155
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	VH733154

22. 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

VH740697

23. During this school year, which of the following have you done? Select **one** answer on each row.

	Yes	No	
a. Taken the SAT or ACT College Entrance Exams	<input type="radio"/> A	<input type="radio"/> B	VH740702
b. Submitted the Free Application for Federal Student Aid (FAFSA)	<input type="radio"/> A	<input type="radio"/> B	VH740703
c. Applied to a 2-year college	<input type="radio"/> A	<input type="radio"/> B	VH740704
d. Been accepted to a 2-year college	<input type="radio"/> A	<input type="radio"/> B	VH740705
e. Applied to a 4-year college	<input type="radio"/> A	<input type="radio"/> B	VH740706
f. Been accepted to a 4-year college	<input type="radio"/> A	<input type="radio"/> B	VH740708
g. Applied to a certificate or diploma program at a school that provides occupational training (such as electrician, beautician, mechanic, computer programmer, etc.)	<input type="radio"/> A	<input type="radio"/> B	VH740709
h. Been accepted to a technical training program	<input type="radio"/> A	<input type="radio"/> B	VH740710
i. Talked with a military recruiter	<input type="radio"/> A	<input type="radio"/> B	VH740711
j. Enlisted in the military	<input type="radio"/> A	<input type="radio"/> B	VH740712
k. Applied for a full-time job	<input type="radio"/> A	<input type="radio"/> B	VH740713
l. Been interviewed for a full-time job	<input type="radio"/> A	<input type="radio"/> B	VH740714

VH240194

24. Which of the following best describes your high school program?

- A General
- B Academic or college preparatory
- C Vocational or technical

VH254028

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

Spiral Map Grade 12 Core

Accnum	Grade	Grade 12 OMB PDF Sequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH240387	4, 8, 12	01_00	6	1, 2, 3, 4, 5, 6
VH240388	4, 8, 12	02_00	6	1, 2, 3, 4, 5, 6
VH240186	4, 8, 12	03_00	6	1, 2, 3, 4, 5, 6
VH271104	4, 8, 12	04_00	6	1, 2, 3, 4, 5, 6
VH271105	4, 8, 12	04_01	6	1, 2, 3, 4, 5, 6
VH336756	4, 8, 12	04_02	6	1, 2, 3, 4, 5, 6
VH336759	4, 8, 12	04_03	6	1, 2, 3, 4, 5, 6
VH336762	4, 8, 12	04_04	6	1, 2, 3, 4, 5, 6
VH591976	4, 8, 12	04_05	6	1, 2, 3, 4, 5, 6
VH271110	4, 8, 12	04_06	6	1, 2, 3, 4, 5, 6
VH271112	4, 8, 12	04_07	6	1, 2, 3, 4, 5, 6
VH240190	4, 8, 12	06_00	6	1, 2, 3, 4, 5, 6
VH240192	8, 12	08_00	6	1, 2, 3, 4, 5, 6
VH240193	8, 12	09_00	6	1, 2, 3, 4, 5, 6
VH271144	4, 8, 12	14_00	6	1, 2, 3, 4, 5, 6
VH271145	4, 8, 12	14_01	6	1, 2, 3, 4, 5, 6
VH271146	4, 8, 12	14_02	6	1, 2, 3, 4, 5, 6
VH271147	4, 8, 12	14_03	6	1, 2, 3, 4, 5, 6
VH271148	4, 8, 12	14_04	6	1, 2, 3, 4, 5, 6
VH271149	4, 8, 12	14_05	6	1, 2, 3, 4, 5, 6
VH271150	4, 8, 12	14_06	6	1, 2, 3, 4, 5, 6
VH254028	8, 12	25_00	6	1, 2, 3, 4, 5, 6
VH740697	12	23_00	6	1, 2, 3, 4, 5, 6
VH740702	12	23_01	6	1, 2, 3, 4, 5, 6
VH740703	12	23_02	6	1, 2, 3, 4, 5, 6
VH740704	12	23_03	6	1, 2, 3, 4, 5, 6
VH740705	12	23_04	6	1, 2, 3, 4, 5, 6
VH740706	12	23_05	6	1, 2, 3, 4, 5, 6
VH740708	12	23_06	6	1, 2, 3, 4, 5, 6

Spiral Map Grade 12 Core

Accnum	Grade	Grade 12 OMB PDFSequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH740709	12	23_07	6	1, 2, 3, 4, 5, 6
VH740710	12	23_08	6	1, 2, 3, 4, 5, 6
VH740711	12	23_09	6	1, 2, 3, 4, 5, 6
VH740712	12	23_10	6	1, 2, 3, 4, 5, 6
VH740713	12	23_11	6	1, 2, 3, 4, 5, 6
VH740714	12	23_12	6	1, 2, 3, 4, 5, 6
VH240194	12	24_00	6	1, 2, 3, 4, 5, 6
VH336776	8, 12	10_00	6	1, 2, 3, 4, 5, 6
VH336779	8, 12	12_00	6	1, 2, 3, 4, 5, 6
VH336878	12	11_00	6	1, 2, 3, 4, 5, 6
VH336885	12	13_00	6	1, 2, 3, 4, 5, 6
VH591969	4, 8, 12	15_00	6	1, 2, 3, 4, 5, 6
VH271276	4, 8, 12	16_00	6	1, 2, 3, 4, 5, 6
VH354591	4, 8, 12	05_00	6	1, 2, 3, 4, 5, 6
VH271337	4, 8, 12	17_00	3	1, 2, 6
VH271338	4, 8, 12	17_01	3	1, 2, 6
VH271339	4, 8, 12	17_02	3	1, 2, 6
VH271342	4, 8, 12	17_03	3	1, 2, 6
VH271345	4, 8, 12	17_04	3	1, 2, 6
VH271367	4, 8, 12	19_00	6	1, 2, 3, 4, 5, 6
VH271370	4, 8, 12	19_01	6	1, 2, 3, 4, 5, 6
VH271372	4, 8, 12	19_02	6	1, 2, 3, 4, 5, 6
VH271374	4, 8, 12	19_03	6	1, 2, 3, 4, 5, 6
VH271375	4, 8, 12	19_04	6	1, 2, 3, 4, 5, 6
VH271749	4, 8, 12	20_00	3	1, 2, 6
VH271750	4, 8, 12	20_01	3	1, 2, 6
VH271752	4, 8, 12	20_02	3	1, 2, 6
VH271753	4, 8, 12	20_03	3	1, 2, 6
VH271756	4, 8, 12	20_04	3	1, 2, 6

Spiral Map Grade 12 Core

Accnum	Grade	Grade 12 OMB PDFSequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH271934	4, 8, 12	22_00	6	1, 2, 3, 4, 5, 6
VH271942	4, 8, 12	22_01	6	1, 2, 3, 4, 5, 6
VH271944	4, 8, 12	22_02	6	1, 2, 3, 4, 5, 6
VH336903	4, 8, 12	22_03	6	1, 2, 3, 4, 5, 6
VH240189	4, 8, 12	07_00	6	1, 2, 3, 4, 5, 6
VH733141	4, 8, 12	18_00	3	3, 4, 5
VH733142	4, 8, 12	18_01	3	3, 4, 5
VH733143	4, 8, 12	18_02	3	3, 4, 5
VH733145	4, 8, 12	18_03	3	3, 4, 5
VH733144	4, 8, 12	18_04	3	3, 4, 5
VH733149	4, 8, 12	21_00	3	3, 4, 5
VH733150	4, 8, 12	21_01	3	3, 4, 5
VH733151	4, 8, 12	21_02	3	3, 4, 5
VH733155	4, 8, 12	22_03	3	3, 4, 5
VH733154	4, 8, 12	22_04	3	3, 4, 5

Appendix I-1f: Pilot Grade 12 Reading

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

2019 Pilot Grade 12 Reading Student Items

VH731527

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

	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731530
b. Done a project about something that you have read (for example, written a play, created a website)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731529

VH332887

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.

	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH332888
b. Work in pairs or small groups to talk about something that we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH652035
c. Discuss different interpretations of what we have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH652037

2019 Pilot Grade 12 Reading Student Items

VH260254

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. Evaluate the main evidence in a persuasive/argument passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260256
b. Analyze the author's organization of information in a passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333142
c. Critique the author's craft or technique	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333144

VH333074

4. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333075
b. Interpret the meaning of the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333076
c. Question the motives or feelings of the characters	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333079
d. Identify the main ideas of the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333078
e. Identify the themes of the passage	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333094
f. Analyze two or more texts on the same topic	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333077

2019 Pilot Grade 12 Reading Student Items

VH588774

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

VH598636

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

VH460301

7. 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

2019 Pilot Grade 12 Reading Student Items

VH260847

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

2019 Pilot Grade 12 Reading Student Items

VH611300

9. 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

2019 Pilot Grade 12 Reading Student Items

VH260926

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. I want other students to think I am good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260928
b. I want to show others that my English/language arts schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260929
c. I want to look smart in comparison to the other students in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260930
d. I want to learn as much as possible in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260931
e. I want to become a better reader this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260934
f. I want to understand as much as I can in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260938

2019 Pilot Grade 12 Reading Student Items

VH589132

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. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260271
b. I like talking about books with other people.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260272
c. I think reading is important.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260275
d. I enjoy going to a bookstore or a library.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260277

VH598686

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

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

VH332820

13. How often do you receive help from a tutor, family member, or friend with English/language arts **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

2019 Pilot Grade 12 Reading Student Items

VH261065

14. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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

VH260906

15. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260907
b. Go to my local library to borrow books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260911
c. Read blogs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260913
d. Use social media (for example, Facebook, Twitter, Instagram)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH333261
e. Help friends with reading homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260917

2019 Pilot Grade 12 Reading Student Items

VH240398

16. 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.

VH240006

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

VH240007

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

Appendix I-1g: Pilot Grade 12 Mathematics

In the pilot assessments, not all questions presented in the questionnaire will be administered to an individual student. Rather, students will receive a subset of the questions, as indicated in the spiral map presented after the questionnaire.

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

2019 Pilot Grade 12 Mathematics Student 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240820
b. Tech-prep mathematics, business mathematics, consumer mathematics, or other applied mathematics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240844
c. Introduction to algebra or pre-algebra course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240822
d. Algebra I course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240823
e. Geometry course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240824
f. Algebra II course, with or without trigonometry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240825
g. Trigonometry (as a separate course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240826
h. Pre-calculus course (also called introductory analysis)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240833
i. Integrated mathematics 1 (first year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240841
j. Integrated mathematics 2 (second year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240842
k. Integrated mathematics 3 (third year of a multi-year course)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240843

2019 Pilot Grade 12 Mathematics Student Items

	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240821
m. Probability or statistics course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240836
n. Calculus course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240829
o. Computer programming course (such as C++, Visual Basic, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240835
p. Other mathematics course (specify): <hr style="width: 100px; margin-left: 0;"/>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240834

VH250444

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

- Ⓐ Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus AB.
- Ⓑ Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus BC.
- Ⓒ Yes, I am enrolled in or have taken Advanced Placement (AP) Statistics.
- Ⓓ 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?

- Ⓐ Yes
- Ⓑ No

2019 Pilot Grade 12 Mathematics Student Items

VH240049

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

- A Yes
- B No

VH240050

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.

VH240763

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240768
b. I take mathematics because it will help me in the future.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240770
c. I take mathematics to meet my high school graduation requirements.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240767

2019 Pilot Grade 12 Mathematics Student Items

VH267478

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267479
b. I look forward to my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267481
c. I am interested in the things I learn in math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617324
d. I think making an effort in math is worthwhile.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267485
e. I think math will help me even when I am not in school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267486
f. I think it is important to do well in math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267487
g. I take mathematics because it will help me in the future.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH651872
h. I take mathematics to meet my high school graduation requirements.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH651874

2019 Pilot Grade 12 Mathematics Student Items

VH731852

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731853
b. I look forward to my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731854
c. I am interested in the things I learn in math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731858
d. I think making an effort in math is worthwhile.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731855
e. I think math will help me even when I am not in school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731860
f. I think it is important to do well in math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731857
g. I take mathematics because it will help me in the future.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731859
h. I take mathematics to meet my high school graduation requirements.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731856

VH240051

9. Are you currently taking a mathematics course?

- Ⓐ Yes
- Ⓑ No

10. 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

11. 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

12. 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

13. 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

14. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH266809
b. Graphing calculator	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH266810

2019 Pilot Grade 12 Mathematics Student Items

VH589166

15. 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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267416
b. I used the Internet for my math work.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267417
c. My teacher used computers or other digital devices when teaching math to my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH588077
d. My teacher required us to use computers or other digital devices to complete math assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267419

16. 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

17. 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

18. 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

19. 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

20. 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

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

Ⓐ Yes

Ⓑ No

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

23. 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

2019 Pilot Grade 12 Mathematics Student Items

VH269048

24. 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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269049
b. I want to show others that my math schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269050
c. I want to look smart in comparison to the other students in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269053
d. I want to learn as much as possible in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269059
e. I want to become better in math this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269056
f. I want to understand as much as I can in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269060

2019 Pilot Grade 12 Mathematics Student Items

VH731865

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731866
b. I want to show others that my math schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731867
c. I want to look smart in comparison to the other students in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731868
d. I want to learn as much as possible in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731872
e. I want to become better in math this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731870
f. I want to understand as much as I can in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH731873

2019 Pilot Grade 12 Mathematics Student Items

VH267498

26. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267499
b. Finding areas of shapes and figures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267501
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267502
d. Solving equations or simplifying expressions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267503
e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267504
f. Working with geometric figures like rectangles and squares	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267505

VH460329

27. 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

28. 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

29. 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

2019 Pilot Grade 12 Mathematics Student Items

VH613511

30. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460383
b. Create an expression to show how old you will be in n years if you are 8 years old today	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460386
c. Create an expression that shows the number of wheels on n wagons if each wagon has 4 wheels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460391

2019 Pilot Grade 12 Mathematics Student Items

VH613523

31. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460398
b. Give an example to show that a math statement is false	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460399
c. Explain to your classmate how you solved a math problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460910
d. Use correct mathematical words and symbols to communicate ideas about math	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460900
e. Use correct mathematical words and symbols when showing your work	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460902
f. Use definitions of geometric shapes to support an argument	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460912

VH460923

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

A Yes

B No

VH460925

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

VH460401

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

A Yes

B No

VH460877

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

Spiral Map Grade 12 Mathematics

Accnum	Grade	Grade 12 OMB PDF Sequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH240819	12	01_00	4	2,3,5,6
VH240820	12	01_01	4	2,3,5,6
VH240844	12	01_02	4	2,3,5,6
VH240822	12	01_03	4	2,3,5,6
VH240823	12	01_04	4	2,3,5,6
VH240824	12	01_05	4	2,3,5,6
VH240825	12	01_06	4	2,3,5,6
VH240826	12	01_07	4	2,3,5,6
VH240833	12	01_08	4	2,3,5,6
VH240841	12	01_09	4	2,3,5,6
VH240842	12	01_10	4	2,3,5,6
VH240843	12	01_11	4	2,3,5,6
VH240821	12	01_12	4	2,3,5,6
VH240836	12	01_13	4	2,3,5,6
VH240829	12	01_14	4	2,3,5,6
VH240835	12	01_15	4	2,3,5,6
VH240834	12	01_16	4	2,3,5,6
VH250444	12	02_00	4	2,3,5,6
VH240048	12	03_00	4	2,3,5,6
VH240049	12	04_00	4	2,3,5,6
VH240050	12	05_00	4	2,3,5,6
VH240763	12	06_00	2	3,4
VH240768	12	06_01	2	3,4
VH240770	12	06_02	2	3,4
VH240767	12	06_03	2	3,4
VH267478	12	07_00	2	1, 2
VH267479	12	07_01	2	1, 2
VH267481	12	07_02	2	1, 2
VH617324	12	07_03	2	1, 2

Spiral Map Grade 12 Mathematics

Accnum	Grade	Grade 12 OMB PDFSequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH267485	12	07_04	2	1,2
VH267486	12	07_05	2	1,2
VH267487	12	07_06	2	1,2
VH651872	12	07_07	2	1,2
VH651874	12	07_08	2	1,2
VH731852	12	08_00	2	5,6
VH731853	12	08_01	2	5,6
VH731854	12	08_02	2	5,6
VH731858	12	08_03	2	5,6
VH731855	12	08_04	2	5,6
VH731860	12	08_05	2	5,6
VH731857	12	08_06	2	5,6
VH731859	12	08_07	2	5,6
VH731856	12	08_08	2	5,6
VH240051	12	09_00	4	1,3,4,6
VH350115	12	10_00	4	1,3,4,6
VH350116	12	11_00	4	1,3,4,6
VH266754	12	12_00	4	1,3,4,6
VH336233	12	13_00	4	1,2,4,5
VH266808	12	14_00	4	1,3,4,6
VH266809	12	14_01	4	1,3,4,6
VH266810	12	14_02	4	1,3,4,6
VH589166	12	15_00	4	1,3,4,6
VH267416	12	15_01	4	1,3,4,6
VH267417	12	15_02	4	1,3,4,6
VH588077	12	15_03	4	1,3,4,6
VH267419	12	15_04	4	1,3,4,6
VH336036	12	16_00	4	1,3,4,6
VH336037	12	17_00	4	1,3,4,6
VH617207	12	18_00	4	1,3,4,6

Spiral Map Grade 12 Mathematics

Accnum	Grade	Grade 12 OMB PDF Sequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH268936	12	19_00	4	2,3,5,6
VH589204	12	20_00	4	1,2,4,5
VH268946	12	20_01	4	1,2,4,5
VH268949	12	20_02	4	1,2,4,5
VH268961	12	20_03	4	1,2,4,5
VH268962	12	20_04	4	1,2,4,5
VH336085	12	21_00	4	1,2,4,5
VH269037	12	22_00	4	1,2,4,5
VH589192	12	23_00	4	1,2,4,5
VH267674	12	23_01	4	1,2,4,5
VH617317	12	23_02	4	1,2,4,5
VH267679	12	23_03	4	1,2,4,5
VH267681	12	23_04	4	1,2,4,5
VH267682	12	23_05	4	1,2,4,5
VH267683	12	23_06	4	1,2,4,5
VH269048	12	24_00	2	1,2
VH269049	12	24_01	2	1,2
VH269050	12	24_02	2	1,2
VH269053	12	24_03	2	1,2
VH269059	12	24_04	2	1,2
VH269056	12	24_05	2	1,2
VH269060	12	24_06	2	1,2
VH731865	12	25_00	4	3,4,5,6
VH731866	12	25_01	4	3,4,5,6
VH731867	12	25_02	4	3,4,5,6
VH731868	12	25_03	4	3,4,5,6
VH731872	12	25_04	4	3,4,5,6
VH731870	12	25_05	4	3,4,5,6
VH731873	12	25_06	4	3,4,5,6
VH267498	12	26_00	4	1,2,4,5

Spiral Map Grade 12 Mathematics

Accnum	Grade	Grade 12 OMB PDF Sequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH267499	12	26_01	4	1,2,4,5
VH267501	12	26_02	4	1,2,4,5
VH267502	12	26_03	4	1,2,4,5
VH267503	12	26_04	4	1,2,4,5
VH267504	12	26_05	4	1,2,4,5
VH267505	12	26_06	4	1,2,4,5
VH460329	12	27_00	4	2,3,5,6
VH460337	12	28_00	4	2,3,5,6
VH460341	12	29_00	4	2,3,5,6
VH613511	12	30_00	4	1,3,4,6
VH460383	12	30_01	4	1,3,4,6
VH460386	12	30_02	4	1,3,4,6
VH460389	12	30_03	4	1,3,4,6
VH460391	12	30_04	4	1,3,4,6
VH613523	12	31_00	4	1,3,4,6
VH460398	12	31_01	4	1,3,4,6
VH460399	12	31_02	4	1,3,4,6
VH460910	12	31_03	4	1,3,4,6
VH460900	12	31_04	4	1,3,4,6
VH460902	12	31_05	4	1,3,4,6
VH460912	12	31_06	4	1,3,4,6
VH460923	12	32_00	4	1,2,4,5
VH460925	12	33_00	4	1,2,4,5
VH460401	12	34_00	4	1,2,4,5
VH460877	12	35_00	4	1,2,4,5

Appendix I-1h: Summary of Revisions Grade 4, 8, and 12 Science

Grade 4 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p style="text-align: right; margin-bottom: 0;"><small>VC315287</small></p> <p>1. In this school year, how often have you done activities or projects in science?</p> <p><input type="radio"/> Ⓐ Never or hardly ever</p> <p><input type="radio"/> Ⓑ Once every few weeks</p> <p><input type="radio"/> Ⓒ About once a week</p> <p><input type="radio"/> Ⓓ Two or three times a week</p> <p><input type="radio"/> Ⓔ Every day or almost every day</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; margin-bottom: 0;"><small>VC315239</small></p> <p>8. In this school year, how often have you read a book or magazine about science?</p> <p><input type="radio"/> Ⓐ Never or hardly ever</p> <p><input type="radio"/> Ⓑ Once every few weeks</p> <p><input type="radio"/> Ⓒ About once a week</p> <p><input type="radio"/> Ⓓ Two or three times a week</p> <p><input type="radio"/> Ⓔ Every day or almost every day</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; margin-bottom: 0;"><small>VC315249</small></p> <p>11. In this school year, how often have you discussed news stories about science?</p> <p><input type="radio"/> Ⓐ Never or hardly ever</p> <p><input type="radio"/> Ⓑ Once every few weeks</p> <p><input type="radio"/> Ⓒ About once a week</p> <p><input type="radio"/> Ⓓ Two or three times a week</p> <p><input type="radio"/> Ⓔ Every day or almost every day</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
(2015 Grade 4)			
<p style="text-align: right; margin-right: 20px;"><small>VC315270</small></p> <p>12. In this school year, how often have you worked with other students on a science activity or project?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Once every few weeks</p> <p>Ⓒ About once a week</p> <p>Ⓓ Two or three times a week</p> <p>Ⓔ Every day or almost every day</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
(2015 Grade 4)			
<p style="text-align: right; margin-right: 20px;"><small>VC315259</small></p> <p>13. In this school year, how often have you presented what you learned about science to your class?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Once every few weeks</p> <p>Ⓒ About once a week</p> <p>Ⓓ Two or three times a week</p> <p>Ⓔ Every day or almost every day</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
(2015 Grade 4)			
<p style="text-align: right; margin-right: 20px;"><small>VC315256</small></p> <p>14. In this school year, how often have you taken a science test or quiz?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Once every few weeks</p> <p>Ⓒ About once a week</p> <p>Ⓓ Two or three times a week</p> <p>Ⓔ Every day or almost every day</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
(2015 Grade 4)			
<p style="text-align: right; margin-right: 20px;"><small>VC315288</small></p> <p>15. In this school year, how often have you talked about measurements or results from your science activities or projects?</p> <p><input type="radio"/> A Never or hardly ever</p> <p><input type="radio"/> B Once every few weeks</p> <p><input type="radio"/> C About once a week</p> <p><input type="radio"/> D Two or three times a week</p> <p><input type="radio"/> E Every day or almost every day</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
(2015 Grade 4)			
<p style="text-align: right; margin-right: 20px;"><small>VH142438</small></p> <p>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?</p> <p><input type="radio"/> A Never or hardly ever</p> <p><input type="radio"/> B Once every few weeks</p> <p><input type="radio"/> C About once a week</p> <p><input type="radio"/> D Two or three times a week</p> <p><input type="radio"/> E Every day or almost every day</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
(2015 Grade 4)			

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; margin-right: 10px;"><small>VH157884</small></p> <p>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)?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Once every few weeks</p> <p>Ⓒ About once a week</p> <p>Ⓓ Two or three times a week</p> <p>Ⓔ Every day or almost every day</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; margin-right: 10px;"><small>VC546463</small></p> <p>20. In this school year, how often have you used computers for science?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Once every few weeks</p> <p>Ⓒ About once a week</p> <p>Ⓓ Two or three times a week</p> <p>Ⓔ Every day or almost every day</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; margin-right: 20px;"><small>VC315410</small></p> <p>21. How often do you do science activities that are not for schoolwork?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Sometimes</p> <p>Ⓒ Often</p> <p>Ⓓ Always or almost always</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; margin-right: 20px;"><small>VC315299</small></p> <p>25. How much do you like studying science?</p> <p>Ⓐ Very little</p> <p>Ⓑ Some</p> <p>Ⓒ Quite a bit</p> <p>Ⓓ Very much</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; margin-right: 20px;"><small>VC315302</small></p> <p>26. How often do you feel science is one of your favorite subjects?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Sometimes</p> <p>Ⓒ Often</p> <p>Ⓓ Always or almost always</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.

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

Grade 4 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p style="text-align: right; margin-right: 20px;">VF640468</p> <p>27. In this school year, have you participated in a science club, a science fair, or a science competition?</p> <p><input type="radio"/> A Yes</p> <p><input type="radio"/> B No</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; margin-right: 20px;">VF633304</p> <p>28. In this school year, have you visited a museum, zoo, or aquarium to learn about science on a school trip?</p> <p><input type="radio"/> A Yes</p> <p><input type="radio"/> B No</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; margin-right: 20px;">VF633276</p> <p>29. In this school year, have you visited a museum, zoo, or aquarium to learn about science that was not on a school trip?</p> <p><input type="radio"/> A Yes</p> <p><input type="radio"/> B No</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VB595182</p> <p>30. How hard was this test compared to most other tests you have taken this year in school?</p> <p>Ⓐ Easier than other tests</p> <p>Ⓑ About as hard as other tests</p> <p>Ⓒ Harder than other tests</p> <p>Ⓓ Much harder than other tests</p> <p>(2015 Grade 4)</p>	<p>N/A</p>	<p>NC</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>
<p style="text-align: right; font-size: small;">VC034559</p> <p>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?</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 4)</p>	<p>N/A</p>	<p>NC</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p align="right">VB595184</p> <p>32. How important was it to you to do well on this test?</p> <p><input type="radio"/> A Not very important</p> <p><input type="radio"/> B Somewhat important</p> <p><input type="radio"/> C Important</p> <p><input type="radio"/> D Very important</p> <p>(2015 Grade 4)</p>	<p align="right">VB540003</p> <p>1. How important was it to you to do well on this test?</p> <p><input type="radio"/> A Not very important</p> <p><input type="radio"/> B Somewhat important</p> <p><input type="radio"/> C Important</p> <p><input type="radio"/> D Very important</p> <p>Issue: N/A</p>	<p align="center">NC</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped from the Science 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>

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1809012</p> <p>1. In this school year, how often have you learned about living things (for example, plants, animals, bacteria)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1809012</p> <p>1. In your science class this year, how often have you learned about living things (for example, plants, animals, or bacteria)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>Issue: Organization of Instruction</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items and (2) “or” was added to the examples per editorial review.</p>
<p style="text-align: right; font-size: small;">V1809027</p> <p>2. In this school year, how often have you learned about electricity (for example, circuits, batteries, and light bulbs)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1809027</p> <p>2. In your science class this year, how often have you learned about electricity (for example, circuits, batteries, or light bulbs)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>Issue: Organization of Instruction</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items and (2) “and” was replaced with “or” in the examples per editorial review.</p>

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1839033</p> <p>3. In this school year, how often have you learned about chemicals (for example, mixing sugar or salt in water)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1839033</p> <p>3. In your science class this year, how often have you learned about chemicals (for example, vinegar, baking soda, or hydrogen peroxide)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>Issue: Organization of Instruction</p>	<p style="font-size: small;">V18</p> <p>R</p>	<p>The following revisions were made: (1) In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items, and (2) the example content was revised based on cognitive interview results.</p>
<p style="text-align: right; font-size: small;">V1839037</p> <p>4. In this school year, how often have you learned about rocks or minerals (for example, looking at different rocks)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1839037</p> <p>4. In your science class this year, how often have you learned about rocks or minerals (for example, diamond, iron, or lava rock)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>Issue: Organization of Instruction</p>	<p>R</p>	<p>The following revisions were made: (1) In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items, and (2) the example content was revised based on cognitive interview results and stakeholder feedback.</p>

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

Grade 4 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p style="text-align: right;"><small>Y1639943</small></p> <p>5. In this school year, how often have you done science activities using scientific tools (for example, microscopes, thermometers, or weighing scales)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 4)</p>	<p style="text-align: right;"><small>Y1639943</small></p> <p>5. In your science class this year, how often have you done science activities using scientific tools (for example, microscopes, thermometers, beakers, or weighing scales)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Organization of Instruction</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items, and (2) the example content was revised based on cognitive interview results.</p>
<p style="text-align: right;"><small>Y1639947</small></p> <p>6. In this school year, how often have you read from a science textbook?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 4)</p>	<p style="text-align: right;"><small>Y1639947</small></p> <p>6. In your science class this year, how often have you read from a science textbook (print or digital)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Organization of Instruction</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items, and (2) “(print or digital)” was added based on stakeholder feedback.</p>

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

Grade 4 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p>7. In this school year, how often have you learned about science topics on the Internet?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 4)</p>	<p>7. In your science class this year, how often have you learned about science topics on the Internet?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Organization of Instruction</p>	R	The following revision was made: In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items.
<p>8. In this school year, how often have you watched a short video clip, movie, or video about science topics?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 4)</p>	<p>8. In your science class this year, how often have you watched a short video clip, movie, or video about science topics?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Organization of Instruction</p>	R	The following revision was made: In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items.
<p>9. In this school year, how often have you been asked to write about science topics?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 4)</p>	<p>9. In your science class this year, how often have you been asked to write about science topics (for example, a science journal, lab report, or essay)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Organization of Instruction</p>	R	The following revisions were made: (1) In the set leader “In this school year” was changed to “In your science class this year” to create consistency across items, and (2) example content was added based on stakeholder feedback.

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Grade 4 Science Student

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<p>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.</p> <p style="text-align: right; font-size: small;">V1638866</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. Describe the different procedures for heating or cooling a sample of water</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: right; font-size: x-small;">V1638868</td> </tr> <tr> <td>b. Design a model showing how the length of a vibrating string affects the motion of the waves that are produced</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: right; font-size: x-small;">V1638870</td> </tr> <tr> <td>c. Design an experiment to show how sunlight affects the growth of a type of plant</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: right; font-size: x-small;">V1638872</td> </tr> <tr> <td>d. 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<p>11. How much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VB639079</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 want other students to think I am good at science.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639080</td> </tr> <tr> <td>b. I want to show others that science schoolwork is easy for me.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639082</td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my science class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639084</td> </tr> <tr> <td>d. I want to learn as much as possible in my science class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639086</td> </tr> <tr> <td>e. I want to become better in science this year.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639087</td> </tr> <tr> <td>f. I want to understand as much as I can in my science class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639089</td> </tr> </tbody> </table> <p>(2017 Grade 4)</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 science.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639080	b. I want to show others that science schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639082	c. I want to look smart in comparison to the other students in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639084	d. I want to learn as much as possible in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639086	e. I want to become better in science this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639087	f. I want to understand as much as I can in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639089	<p>14. How much does each of the following statements describe you? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VH639077</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 want other students to think I am good at science.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639080</td> </tr> <tr> <td>b. I want to show others that science schoolwork is easy for me.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639082</td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my science class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639084</td> </tr> <tr> <td>d. I want to get better science grades than most other students in my class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH732329</td> </tr> <tr> <td>e. I want to learn as much as possible in my science class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639086</td> </tr> <tr> <td>f. I want to become better in science this year.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639087</td> </tr> <tr> <td>g. I want to understand as much as I can in my science class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH639089</td> </tr> <tr> <td>h. I want to master a lot of new science skills in my class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>VH732330</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 science.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639080	b. I want to show others that science schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639082	c. I want to look smart in comparison to the other students in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639084	d. I want to get better science grades than most other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH732329	e. I want to learn as much as possible in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639086	f. I want to become better in science this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639087	g. I want to understand as much as I can in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639089	h. I want to master a lot of new science skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH732330	<p>R</p>	<p>The following revisions were made: (1) In the set leader “describe a person like you” was changed to “describe you” based on expert committee and stakeholder feedback, and (2) subitems “d” and “h” were added to ensure consistency across subjects (2018 social studies).</p>
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<p>12. How often do you participate in each of the following activities outside of school? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">Y1638951</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Carry out advanced science-related projects with friends (for example, designing a model of a bridge, building simple rockets, or designing bird feeders)</td> <td style="text-align: center;"><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: right; font-size: x-small;">Y1638973</td> </tr> <tr> <td>c. 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Carry out advanced science-related projects with friends (for example, designing a model of a bridge, building simple rockets, or designing bird feeders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1638973	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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1638977	d. Write or blog about science topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1638983	e. Use scientific instruments (for example, telescopes, microscopes, scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1638985	f. 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Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">Y1638951</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Work on science-related projects (for example, making a volcano, growing plants from seeds, or building simple rockets)</td> <td style="text-align: center;"><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: right; font-size: x-small;">Y1638970</td> </tr> <tr> <td>b. 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Grade 4 Science Student

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N/A	<p>18. How often do you talk about things you have learned in science class with someone in your family?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Very often</p> <p>Issue: Student Factors</p>	A	<p>added to align Science with previous development for Core.</p>																																																																																																									

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Grade 4 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p style="text-align: right;"><small>V1638997</small></p> <p>14. How often do you understand what the teacher talks about in science class?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 4)</p>	<p style="text-align: right;"><small>V1638997</small></p> <p>10. In this school year, how often have you understood what the teacher talks about in science class?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, and (2) “do you understand” was changed to “have you understood” to create tense consistency across items.</p>
<p style="text-align: right;"><small>V1638999</small></p> <p>15. How often do you do a good job on your science tests?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 4)</p>	<p style="text-align: right;"><small>V1638999</small></p> <p>11. In this school year, how often have you done well on your science tests?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, and (2) “do you do a good job” was changed to “have you done well” to create tense consistency across items and based on editorial review.</p>

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

Grade 4 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">Y163003</p> <p>16. How often do you do a good job on your science assignments?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always 	<p style="text-align: right; font-size: small;">Y163003</p> <p>12. In this school year, how often have you done well on your science assignments (for example, projects, homework, or worksheets)?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, (2) “do you do a good job” was changed to “have you done well” to create tense consistency across items and based on editorial review, and (3) example content was added based on cognitive interview feedback.</p>

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Grade 4 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																	
N/A	<p>16. How much does each of the following statements describe you? Select one answer choice on each row. V1639115</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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 science activities.</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: right;">V1639117</td> </tr> <tr> <td>b. I look forward to my science class.</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: right;">V1639120</td> </tr> <tr> <td>c. I am interested in the things I learn in science class.</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: right;">V1639122</td> </tr> <tr> <td>d. I think making an effort in science class is worthwhile.</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: right;">V1639123</td> </tr> <tr> <td>e. I think science will help me even when I am not in school.</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: right;">V1639127</td> </tr> <tr> <td>f. I think it is important to do well on science assignments.</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: right;">V1639128</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 science activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V1639117	b. I look forward to my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V1639120	c. I am interested in the things I learn in science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V1639122	d. I think making an effort in science class is worthwhile.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V1639123	e. I think science will help me even when I am not in school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V1639127	f. I think it is important to do well on science assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V1639128	A	This item was added to align Science with previous development for other subjects (2017 Math, Reading, Writing).
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me																																															
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Grade 8 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale																																			
<p style="text-align: right; font-size: small;">VC304978</p> <p>1. In your science class this year, which of the following topics have been covered? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></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. Life science (for example, biology, the human body, or ecology)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC304982</td> </tr> <tr> <td>b. Physical science (for example, energy, physics, or chemistry)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC304983</td> </tr> <tr> <td>c. Earth and space science (for example, geology or astronomy)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC304984</td> </tr> <tr> <td>d. Engineering and technology (for example, designing solutions to problems)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VC304985</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Yes	No		a. Life science (for example, biology, the human body, or ecology)	<input type="radio"/>	<input type="radio"/>	VC304982	b. Physical science (for example, energy, physics, or chemistry)	<input type="radio"/>	<input type="radio"/>	VC304983	c. Earth and space science (for example, geology or astronomy)	<input type="radio"/>	<input type="radio"/>	VC304984	d. Engineering and technology (for example, designing solutions to problems)	<input type="radio"/>	<input type="radio"/>	VC304985	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.															
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a. Life science (for example, biology, the human body, or ecology)	<input type="radio"/>	<input type="radio"/>	VC304982																																			
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d. Engineering and technology (for example, designing solutions to problems)	<input type="radio"/>	<input type="radio"/>	VC304985																																			
<p style="text-align: right; font-size: small;">VC304769</p> <p>4. In your science class this year, how often do you 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;">Never or hardly ever</th> <th style="width: 10%; text-align: center;">Once every few weeks</th> <th style="width: 10%; text-align: center;">About once a week</th> <th style="width: 10%; text-align: center;">Two or three times a week</th> <th style="width: 10%; text-align: center;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Discuss events in the news that are related to what you are learning in science 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: small;">VC304771</td> </tr> <tr> <td>b. Work with other students on a science project or activity</td> <td style="text-align: center;"><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;">VC304772</td> </tr> <tr> <td>c. Present what you learned about science to 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: small;">VC304778</td> </tr> <tr> <td>d. Take a science test or quiz</td> <td style="text-align: center;"><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;">VC720564</td> </tr> </tbody> </table> <p>(2015 Grade 8)</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. Discuss events in the news that are related to what you are learning in science class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304771	b. Work with other students on a science project or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304772	c. Present what you learned about science to your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304778	d. Take a science test or quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC720564	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), 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																																	
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Grade 8 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale																																																								
<p style="text-align: right; font-size: small;">VH142438</p> <p>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?</p> <p><input type="radio"/> A Never or hardly ever</p> <p><input type="radio"/> B Once every few weeks</p> <p><input type="radio"/> C About once a week</p> <p><input type="radio"/> D Two or three times a week</p> <p><input type="radio"/> E Every day or almost every day</p> <p>(2015 Grade 8)</p>	<p>N/A</p>	<p style="text-align: center;">D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																																																								
<p style="text-align: right; font-size: small;">VC720622</p> <p>5. In your science class this year, how often do you 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 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. Identify questions that can be addressed through science experiments</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;">VC720623</td> </tr> <tr> <td>b. Design a science experiment</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;">VC720634</td> </tr> <tr> <td>c. Talk about measurements you took for your science project or activity</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;">VC720635</td> </tr> <tr> <td>d. Talk about the results of your science project or activity</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;">VC720636</td> </tr> <tr> <td>e. Watch your teacher do a science experiment or activity</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;">VC720638</td> </tr> <tr> <td>f. Make graphs or charts of the results from your science project or activity</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;">VC720639</td> </tr> <tr> <td>g. Write about your science activities or projects (such as reports, science journals, or lab write-ups)</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;">VF633111</td> </tr> </tbody> </table> <p>(2015 Grade 8)</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. Identify questions that can be addressed through science experiments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC720623	b. Design a science experiment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC720634	c. Talk about measurements you took for your science project or activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC720635	d. Talk about the results of your science project or activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC720636	e. Watch your teacher do a science experiment or activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC720638	f. Make graphs or charts of the results from your science project or activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC720639	g. Write about your science activities or projects (such as reports, science journals, or lab write-ups)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VF633111	<p>N/A</p>	<p style="text-align: center;">D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>
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Grade 8 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale																																										
<p style="text-align: right; font-size: small;">VH157884</p> <p>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)?</p> <p><input type="radio"/> A Never or hardly ever</p> <p><input type="radio"/> B Once every few weeks</p> <p><input type="radio"/> C About once a week</p> <p><input type="radio"/> D Two or three times a week</p> <p><input type="radio"/> E Every day or almost every day</p> <p>(2015 Grade 8)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.																																										
<p style="text-align: right; font-size: small;">VC546463</p> <p>9. In this school year, how often have you used computers for science?</p> <p><input type="radio"/> A Never or hardly ever</p> <p><input type="radio"/> B Once every few weeks</p> <p><input type="radio"/> C About once a week</p> <p><input type="radio"/> D Two or three times a week</p> <p><input type="radio"/> E Every day or almost every day</p> <p>(2015 Grade 8)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.																																										
<p style="text-align: right; font-size: small;">VC305330</p> <p>13. Please indicate how much you DISAGREE or AGREE with the following statements about science. 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;">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. I do science-related activities that are not for schoolwork.</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;">VC305348</td> </tr> <tr> <td>b. I like science.</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;">VC305350</td> </tr> <tr> <td>c. Science is one of my favorite subjects.</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;">VC305351</td> </tr> <tr> <td>d. I take science only because I have to.</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;">VC305352</td> </tr> <tr> <td>e. I need to do well in science to get the job I want.</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;">VH142495</td> </tr> <tr> <td>f. I would like a job that involves using science.</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;">VH142499</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		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	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
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Grade 8 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale																
<p style="text-align: right; margin-right: 20px;"><small>VF633128</small></p> <p>14. In this school year, have you participated in any of the following activities? Fill in one oval on each line.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="text-align: center; width: 10%;">Yes</td> <td style="text-align: center; width: 10%;">No</td> <td style="width: 20%;"></td> </tr> <tr> <td>a. Science fair</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: right; vertical-align: bottom;"><small>VF633132</small></td> </tr> <tr> <td>b. Science club</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: right; vertical-align: bottom;"><small>VF633184</small></td> </tr> <tr> <td>c. Science competition</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: right; vertical-align: bottom;"><small>VF633185</small></td> </tr> </table> <p>(2015 Grade 8)</p>		Yes	No		a. Science fair	<input type="radio"/> A	<input type="radio"/> B	<small>VF633132</small>	b. Science club	<input type="radio"/> A	<input type="radio"/> B	<small>VF633184</small>	c. Science competition	<input type="radio"/> A	<input type="radio"/> B	<small>VF633185</small>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
	Yes	No																	
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c. Science competition	<input type="radio"/> A	<input type="radio"/> B	<small>VF633185</small>																
<p style="text-align: right; margin-right: 20px;"><small>VF633304</small></p> <p>15. In this school year, have you visited a museum, zoo, or aquarium to learn about science on a school trip?</p> <p><input type="radio"/> A Yes</p> <p><input type="radio"/> B No</p> <p>(2015 Grade 8)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.																
<p style="text-align: right; margin-right: 20px;"><small>VF633276</small></p> <p>16. In this school year, have you visited a museum, zoo, or aquarium to learn about science that was not on a school trip?</p> <p><input type="radio"/> A Yes</p> <p><input type="radio"/> B No</p> <p>(2015 Grade 8)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.																

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Grade 8 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VB595184</p> <p>19. How important was it to you to do well on this test?</p> <p><input type="radio"/> Not very important</p> <p><input type="radio"/> Somewhat important</p> <p><input type="radio"/> Important</p> <p><input type="radio"/> Very important</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIE20001</p> <p>1. How important was it to you to do well on this test?</p> <p><input type="radio"/> Not very important</p> <p><input type="radio"/> Somewhat important</p> <p><input type="radio"/> Important</p> <p><input type="radio"/> Very important</p> <p>Issue: N/A</p>	<p>NC</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped from the Science 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>

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Grade 8 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VC034559</p> <p>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?</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 8)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; font-size: small;">VB595182</p> <p>17. How hard was this test compared to most other tests you have taken this year in school?</p> <p>Ⓐ Easier than other tests</p> <p>Ⓑ About as hard as other tests</p> <p>Ⓒ Harder than other tests</p> <p>Ⓓ Much harder than other tests</p> <p>(2015 Grade 8)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.

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Grade 8 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																		
<p>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.</p> <p style="text-align: right; font-size: small;">VH639071</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Very often</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Living things (for example, plants, animals, bacteria)</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;">VH639072</td> </tr> <tr> <td>b. 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Thermometer or barometer (for making measurements)</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;">VH639078</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Very often		a. Living things (for example, plants, animals, bacteria)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639072	b. Electricity (for example, circuits, batteries, and light bulbs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639074	c. Chemicals (for example, mixing or dissolving sugar or salt in water)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639073	d. Rocks or minerals (for example, identifying types)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639077	e. Technology and engineering (for example, pulleys and levers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639076	f. Magnifying glass or microscope (for looking at small things)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639075	g. Thermometer or barometer (for making measurements)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639078	<p>4. In your science class this year, how often have you done hands-on activities or projects on any of the following topics? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VH639071</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Very often</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Living things (for example, plants, animals, or bacteria)</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;">VH639072</td> </tr> <tr> <td>b. 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Technology and engineering (for example, robots, pulley systems, or ramps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639076	<p>R</p>	<p>The following revisions were made: (1) “or” was added to subitem “a” based on editorial review (2) “and” was replaced with “or” in subitem “b”, (3) example content in subitems “c”, “d”, and “e” was revised based on cognitive interview study results, and (4) subitems “f” and “g” were moved to VH639311 based on stakeholder feedback.</p>
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<p>2. In your science class this year, how often do you do each of the following? Select one answer choice on each row. VH639311</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Read from a science textbook</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>VH639313</td> </tr> <tr> <td>b. Read a book or magazine about science topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639315</td> </tr> <tr> <td>c. Use the Internet to learn about science topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639314</td> </tr> <tr> <td>d. Watch a short video clip, movie, or video about science topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639312</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Read from a science textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639313	b. Read a book or magazine about science topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639315	c. 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Grade 8 Science Student

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Grade 8 Science Student

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<p>6. This school year, how often did you do the following things in your science class? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">V1639743</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Came up with research questions that could help explain how something works</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639744</td> </tr> <tr> <td>b. Made labeled drawings or models that explain why or how something happens</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639749</td> </tr> <tr> <td>c. Evaluated the quality of a set of tests that you use to answer a research question</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639751</td> </tr> <tr> <td>d. Used tables, graphs, or statistics to identify relationships between variables</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639760</td> </tr> <tr> <td>e. Used mathematical representations to explain or support scientific conclusions</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639763</td> </tr> <tr> <td>f. Used evidence from experiments and measurements of variables to explain why something happens</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639765</td> </tr> <tr> <td>g. Responded to disagreement about a scientific idea by using information you learned in 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="text-align: right; font-size: x-small;">V1639770</td> </tr> <tr> <td>h. Combined information about science from multiple sources for an assignment</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639777</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639744	b. Made labeled drawings or models that explain why or how something happens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639749	c. Evaluated the quality of a set of tests that you use to answer a research question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639751	d. Used tables, graphs, or statistics to identify relationships between variables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639760	e. Used mathematical representations to explain or support scientific conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639763	f. Used evidence from experiments and measurements of variables to explain why something happens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639765	g. Responded to disagreement about a scientific idea by using information you learned in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639770	h. Combined information about science from multiple sources for an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639777	<p>10. In this school year, how often have you done the following activities in your science class? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">V1639733</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Came up with research questions to explore how something works</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639744</td> </tr> <tr> <td>b. Made drawings that explain why or how something happens</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639749</td> </tr> <tr> <td>c. 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Used math equations to explain or support scientific conclusions</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639763</td> </tr> <tr> <td>f. Used evidence from experiments to explain why something happens</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639765</td> </tr> <tr> <td>g. Used information to disagree with someone about a scientific idea</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1639770</td> </tr> <tr> <td>h. 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Came up with experiments that you could use to answer a research question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639751	d. Used tables or graphs to identify relationships between variables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639760	e. Used math equations to explain or support scientific conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639763	f. Used evidence from experiments to explain why something happens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639765	g. Used information to disagree with someone about a scientific idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639770	h. 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<p>7. In this school year, how often did you approach your teacher to talk about how you are doing in science?</p> <p style="text-align: right; font-size: small;">V1638979</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>(2017 Grade 8)</p>	N/A	D	<p>This item was dropped based on stakeholder feedback.</p>																																																																																																																														

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

Grade 8 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p style="text-align: right;"><small>V1638997</small></p> <p>8. How often do you understand what the teacher talks about in science class?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>V1638997</small></p> <p>1. In this school year, how often have you understood what the teacher talks about in science class?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, and (2) “do you understand” was changed to “have you understood” to create tense consistency across items.</p>
<p style="text-align: right;"><small>V1638999</small></p> <p>9. How often do you do a good job on your science tests?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>V1638999</small></p> <p>2. In this school year, how often have you done well on your science tests?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always or almost always <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, and (2) “do you do a good job” was changed to “have you done well” to create tense consistency across items and based on editorial review.</p>

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

Grade 8 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																	
<p>10. How often do you do a good job on your science assignments?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>(2017 Grade 8)</p>	<p>3. In this school year, how often have you done well on your science assignments (for example, projects, homework, or worksheets)?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, (2) “do you do a good job” was changed to “have you done well” to create tense consistency across items and based on editorial review, and (3) example content was added based on cognitive interview feedback.</p>																																																	
N/A	<p>9. How much does each of the following statements describe you? Select one answer choice on each row.</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 science 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>Y1639117</td> </tr> <tr> <td>b. I look forward to my science 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>Y1639120</td> </tr> <tr> <td>c. I am interested in the things I learn in science 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>Y1639122</td> </tr> <tr> <td>d. I think making an effort in science class 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>Y1639125</td> </tr> <tr> <td>e. I think science 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>Y1639127</td> </tr> <tr> <td>f. I think it is important to do well on science 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>Y1639128</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 science activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1639117	b. I look forward to my science class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1639120	c. I am interested in the things I learn in science class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1639122	d. I think making an effort in science class is worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1639125	e. I think science 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"/>	Y1639127	f. I think it is important to do well on science assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1639128	A	<p>This item was added to align Science with previous development for other subjects (2017 Math, Reading, Writing).</p>
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Grade 8 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
N/A	<p style="text-align: right; font-size: small;">Y11743438</p> <p>11. How often do you talk about things you have learned in science class with someone in your family?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Very often <p>Issue: Student Factors</p>	A	This item was added to align Science with previous development for Core based on stakeholder feedback.

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

Grade 12 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																																																																																																
<p>1. Which courses have you taken from eighth grade to the present?</p> <p style="text-align: right; font-size: small;">VC305768</p> <p>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.</p> <table style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 5%;">Course not taken</th> <th style="width: 5%;">I took this course in 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 am taking or have taken this course in Grade 12</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Earth and space science</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="text-align: right; font-size: x-x-small;">VC305813</td> </tr> <tr> <td>b. Life science (other than biology)</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="text-align: right; font-size: x-x-small;">VC305814</td> </tr> <tr> <td>c. Physical science (other than chemistry or physics)</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="text-align: right; font-size: x-x-small;">VC305815</td> </tr> <tr> <td>d. General science</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="text-align: right; font-size: x-x-small;">VC305817</td> </tr> <tr> <td>e. 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Life science (other than biology)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305814	c. Physical science (other than chemistry or physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305815	d. General science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305817	e. First-year biology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305819	f. Second-year biology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305820	g. First-year chemistry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305821	h. Second-year chemistry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305822	i. First-year physics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305823	j. Second-year physics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305825	k. Engineering and technology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305826	l. Other science course	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VC305829	<p>6. 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. Select one answer choice on each row. INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course.</p> <p style="text-align: right; font-size: small;">VH241146</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 did not take this course.</th> <th style="width: 5%;">I took this course in 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 am taking or have taken this course in Grade 12.</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale																																										
<p style="text-align: right; font-size: small;">ID110076</p> <p>2. Are you currently enrolled in or have you taken International Baccalaureate® courses in science?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.																																										
<p style="text-align: right; font-size: small;">VC30530</p> <p>5. Please indicate how much you DISAGREE or AGREE with the following statements about science. 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;">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: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. I do science-related activities that are not for schoolwork.</td> <td style="text-align: center;"><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;">VC305348</td> </tr> <tr> <td>b. I like science.</td> <td style="text-align: center;"><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;">VC305350</td> </tr> <tr> <td>c. Science 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;">VC305351</td> </tr> <tr> <td>d. I take science only because I have to.</td> <td style="text-align: center;"><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;">VC305352</td> </tr> <tr> <td>e. I need to do well in science to get the job I want.</td> <td style="text-align: center;"><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;">VH142495</td> </tr> <tr> <td>f. I would like a job that involves using science.</td> <td style="text-align: center;"><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;">VH142499</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Strongly disagree	Disagree	Agree	Strongly agree		a. I do science-related activities that are not for schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC305348	b. I like science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC305350	c. Science is one of my favorite subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC305351	d. I take science only because I have to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC305352	e. I need to do well in science to get the job I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142495	f. I would like a job that involves using science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142499	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
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d. I take science only because I have to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC305352																																								
e. I need to do well in science to get the job I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142495																																								
f. I would like a job that involves using science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142499																																								
<p style="text-align: right; font-size: small;">VC304769</p> <p>9. In your science class this year, how often do you 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;">Never or hardly ever</th> <th style="width: 10%; text-align: center;">Once every few weeks</th> <th style="width: 10%; text-align: center;">About once a week</th> <th style="width: 10%; text-align: center;">Two or three times a week</th> <th style="width: 10%; text-align: center;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Discuss events in the news that are related to what you are learning in science 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;">VC304771</td> </tr> <tr> <td>b. Work with other students on a science project or activity</td> <td style="text-align: center;"><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;">VC304772</td> </tr> <tr> <td>c. Present what you learned about science to 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;">VC304775</td> </tr> <tr> <td>d. Take a science test or quiz</td> <td style="text-align: center;"><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;">VC720564</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. Discuss events in the news that are related to what you are learning in science class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304771	b. Work with other students on a science project or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304772	c. Present what you learned about science to your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304775	d. Take a science test or quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC720564	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.							
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Grade 12 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale																																																								
<p style="text-align: right; margin-right: 20px;"><small>VC720622</small></p> <p>10. In your science class this year, how often do you 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;">Never or hardly ever</th> <th style="width: 10%; text-align: center;">Once every few weeks</th> <th style="width: 10%; text-align: center;">About once a week</th> <th style="width: 10%; text-align: center;">Two or three times a week</th> <th style="width: 10%; text-align: center;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. 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Talk about measurements you took for your science project or activity</td> <td style="text-align: center;"><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: right; vertical-align: top;"><small>VC720625</small></td> </tr> <tr> <td>d. Talk about the results of your science project or activity</td> <td style="text-align: center;"><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: right; vertical-align: top;"><small>VC720626</small></td> </tr> <tr> <td>e. Watch your teacher do a science experiment or activity</td> <td style="text-align: center;"><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: right; vertical-align: top;"><small>VC720628</small></td> </tr> <tr> <td>f. Make graphs or charts of the results from your science project or activity</td> <td style="text-align: center;"><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: right; vertical-align: top;"><small>VC720629</small></td> </tr> <tr> <td>g. Write about your science activities or projects (such as reports, science journals, or lab write-ups)</td> <td style="text-align: center;"><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: right; vertical-align: top;"><small>VF63111</small></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. Identify questions that can be addressed through science experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>VC720623</small>	b. Design a science experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>VC720624</small>	c. Talk about measurements you took for your science project or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>VC720625</small>	d. Talk about the results of your science project or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>VC720626</small>	e. Watch your teacher do a science experiment or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>VC720628</small>	f. Make graphs or charts of the results from your science project or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>VC720629</small>	g. 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<p style="text-align: right; margin-right: 20px;"><small>VH142438</small></p> <p>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?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once every few weeks</p> <p><input type="radio"/> About once a week</p> <p><input type="radio"/> Two or three times 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 prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.																																																								

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Grade 12 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale																
<p style="text-align: right; font-size: small;">VH157884</p> <p>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)?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Once every few weeks</p> <p>Ⓒ About once a week</p> <p>Ⓓ Two or three times a week</p> <p>Ⓔ Every day or almost every day</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 prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																
<p style="text-align: right; font-size: small;">VC546463</p> <p>14. In this school year, how often have you used computers for science?</p> <p>Ⓐ Never or hardly ever</p> <p>Ⓑ Once every few weeks</p> <p>Ⓒ About once a week</p> <p>Ⓓ Two or three times a week</p> <p>Ⓔ Every day or almost every day</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 prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																
<p style="text-align: right; font-size: small;">VF633128</p> <p>18. In this school year, have you participated in any of the following activities? Fill in one oval on each line.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%; text-align: center; font-size: small;">Yes</th> <th style="width: 10%; text-align: center; font-size: small;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Science fair</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VF633132</td> </tr> <tr> <td>b. Science club</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VF633134</td> </tr> <tr> <td>c. Science competition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VF633135</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Yes	No		a. Science fair	<input type="radio"/>	<input type="radio"/>	VF633132	b. Science club	<input type="radio"/>	<input type="radio"/>	VF633134	c. Science competition	<input type="radio"/>	<input type="radio"/>	VF633135	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>
	Yes	No																	
a. Science fair	<input type="radio"/>	<input type="radio"/>	VF633132																
b. Science club	<input type="radio"/>	<input type="radio"/>	VF633134																
c. Science competition	<input type="radio"/>	<input type="radio"/>	VF633135																

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Grade 12 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VF633304</p> <p>19. In this school year, have you visited a museum, zoo, or aquarium to learn about science on a school trip?</p> <p><input type="radio"/> A Yes</p> <p><input type="radio"/> B No</p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; font-size: small;">VF633276</p> <p>20. In this school year, have you visited a museum, zoo, or aquarium to learn about science that was not on a school trip?</p> <p><input type="radio"/> A Yes</p> <p><input type="radio"/> B No</p> <p>(2015 Grade 12)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.
<p style="text-align: right; font-size: small;">VB595182</p> <p>21. 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 prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.

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Grade 12 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1809184</p> <p>23. How important was it to you to do well on this test?</p> <p><input type="radio"/> Not very important</p> <p><input type="radio"/> Somewhat important</p> <p><input type="radio"/> Important</p> <p><input type="radio"/> Very important</p> <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">V1820001</p> <p>1. How important was it to you to do well on this test?</p> <p><input type="radio"/> Not very important</p> <p><input type="radio"/> Somewhat important</p> <p><input type="radio"/> Important</p> <p><input type="radio"/> Very important</p> <p>Issue: N/A</p>	<p>NC</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped from the Science 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>

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Grade 12 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																		
<p style="text-align: right; font-size: small;">VC104559</p> <p>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?</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 prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																																																																																																		
<p style="text-align: right; font-size: small;">V9859071</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Very often</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Living things (for example, plants, animals, bacteria)</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;">V11630072</td> </tr> <tr> <td>b. Electricity (for example, circuits, batteries, and light bulbs)</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;">V11630074</td> </tr> <tr> <td>c. Chemicals (for example, mixing or dissolving sugar or salt in water)</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;">V11630073</td> </tr> <tr> <td>d. Rocks or minerals (for example, identifying types)</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;">V11630077</td> </tr> <tr> <td>e. Technology and engineering (for example, pulleys and levers)</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;">V11630076</td> </tr> <tr> <td>f. Magnifying glass or microscope (for looking at small things)</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;">V11630075</td> </tr> <tr> <td>g. Thermometer or barometer (for making measurements)</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;">V11630078</td> </tr> </tbody> </table> <p>(2017 Grade 12)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Very often		a. Living things (for example, plants, animals, bacteria)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V11630072	b. Electricity (for example, circuits, batteries, and light bulbs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V11630074	c. Chemicals (for example, mixing or dissolving sugar or salt in water)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V11630073	d. Rocks or minerals (for example, identifying types)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V11630077	e. Technology and engineering (for example, pulleys and levers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V11630076	f. Magnifying glass or microscope (for looking at small things)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V11630075	g. Thermometer or barometer (for making measurements)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V11630078	<p style="text-align: right; font-size: small;">V11630071</p> <p>4. In your science class this year, how often have you done hands-on activities or projects on any of the following topics? 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>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Very often</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Living things (for example, plants, animals, or bacteria)</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;">V11630072</td> </tr> <tr> <td>b. 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Grade 12 Science Student

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Design an experiment to test how the growth of a plant is affected by light, water, and soil quality</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1638877</td> </tr> <tr> <td>i. Create a diagram that shows how bees and plants need each other for survival</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1638878</td> </tr> <tr> <td>j. Describe how the combination of parental genes can result in different traits in their offspring (for example, eye or hair color)</td> <td style="text-align: center;"><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: right; font-size: x-small;">V1638879</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. Describe different ways to heat or cool water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638858	b. Describe how the length of a vibrating string affects the sound it makes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638870	c. Design an experiment to show how sunlight affects the growth of a plant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638872	d. Use examples to show how one living thing has helped another to survive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638875	e. Describe what would happen to the number of frogs at a pond if all the insects were removed from the pond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638876	f. Decide which tool to use if you want to measure wind speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638883	g. Describe why the weather in the summer is different than in the winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638885	h. 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a. Describe the different procedures for heating or cooling a sample of water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638858																																																																																																																																																							
b. Design a model showing how the length of a vibrating string affects the motion of the waves that are produced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638870																																																																																																																																																							
c. Design an experiment to show how sunlight affects the growth of a type of plant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638873																																																																																																																																																							
d. Use evidence to show how one organism has helped the other to survive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638875																																																																																																																																																							
e. Use a food chain to show how the removal of one animal affects another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638876																																																																																																																																																							
f. Design an experiment that allows a fair test of how the growth of a plant is affected by light, water, and soil quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638877																																																																																																																																																							
g. Create a diagram that shows how bees and plants both depend on one another for survival through pollination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638878																																																																																																																																																							
h. Describe how the combination of parental genes can result in different combinations of traits in their offspring, such as eye or hair color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638879																																																																																																																																																							
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j. Predict the season based on a graph that shows the 30-day average temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1638885																																																																																																																																																							
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Grade 12 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																
<p>4. How much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">V1639079</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 want other students to think I am good at 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>V1639080</td> </tr> <tr> <td>b. I want to show others that science 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>V1639082</td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my science 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>V1639084</td> </tr> <tr> <td>d. I want to learn as much as possible in my science 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>V1639086</td> </tr> <tr> <td>e. I want to become better in science 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>V1639087</td> </tr> <tr> <td>f. 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Grade 12 Science Student

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<p>5. 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></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Carry out simple science-related projects with friends (for example, growing plants from beans or making sundials)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>V1638970</td> </tr> <tr> <td>b. Carry out advanced science-related projects with friends (for example, designing a model of a bridge, building simple rockets, or designing bird feeders)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>V1638973</td> </tr> <tr> <td>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)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>V1638977</td> </tr> <tr> <td>d. Write or blog about science topics</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>V1638983</td> </tr> <tr> <td>e. Use scientific instruments (for example, telescopes, microscopes, scales)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>V1638985</td> </tr> <tr> <td>f. Read about science topics in books, magazines, or on digital devices</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>V1638987</td> </tr> <tr> <td>g. Attend clubs or programs that include science activities</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>V1638988</td> </tr> <tr> <td>h. 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Grade 12 Science Student

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Evaluated the ethical concerns of a set of tests as part of a scientific investigation</td> <td>D</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td>V1639838</td> </tr> <tr> <td>e. Used multiple kinds of tables, graphs, or statistics to identify relationships between variables</td> <td>D</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td>V1639840</td> </tr> <tr> <td>f. Used sets of mathematical rules to explain or support scientific conclusions</td> <td>D</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td>V1639842</td> </tr> <tr> <td>g. Used evidence from experiments, measurements of variables, and known scientific theories to explain why something happens</td> <td>D</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td>V1639843</td> </tr> <tr> <td>h. Responded to disagreement about a scientific idea by pointing out facts and theories that support the idea</td> <td>D</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td>V1639845</td> </tr> <tr> <td>i. 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Grade 12 Science Student

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<p style="text-align: right; font-size: small;">V1640721</p> <p>7. How likely are you to pursue a career in science?</p> <p><input type="radio"/> Not at all likely</p> <p><input type="radio"/> Not likely</p> <p><input type="radio"/> Somewhat likely</p> <p><input type="radio"/> Quite likely</p> <p><input type="radio"/> Extremely likely</p> <p>(2017 Grade 12)</p>	<p style="text-align: right; font-size: small;">V1640721</p> <p>15. How likely are you to pursue a career in science?</p> <p><input type="radio"/> Not at all likely</p> <p><input type="radio"/> Not likely</p> <p><input type="radio"/> Somewhat likely</p> <p><input type="radio"/> Quite likely</p> <p><input type="radio"/> Extremely likely</p> <p>Issue: Student Factors</p>	<p>NC</p>																																																																																																					
<p style="text-align: right; font-size: small;">V1640721</p> <p>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.</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. Attended a career fair</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;">V1640739</td> </tr> <tr> <td>b. Answered questions on a career test (for example, the Vocational Interest Inventory, the Career Interest Test, or the Strong Interest Inventory)</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;">V1640746</td> </tr> <tr> <td>c. Taken a science course in addition to what you need to graduate</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;">V1640748</td> </tr> <tr> <td>d. Learned about science-related careers on your own</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;">V1640749</td> </tr> <tr> <td>e. Learned about science-related college programs on your own</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;">V1640750</td> </tr> <tr> <td>f. Spoken with a guidance counselor or teacher about science-related careers</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;">V1640754</td> </tr> <tr> <td>g. 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Shadowed a person who does science-related work at his/her job</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;">V1640771</td> </tr> <tr> <td>k. Worked as an intern or employee doing science-related work</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;">V1640773</td> </tr> <tr> <td>l. Other (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;">V1640776</td> </tr> </tbody> </table> <p>(2017 Grade 12)</p>		Yes	No		a. Attended a career fair	<input type="radio"/>	<input type="radio"/>	V1640739	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"/>	<input type="radio"/>	V1640746	c. Taken a science course in addition to what you need to graduate	<input type="radio"/>	<input type="radio"/>	V1640748	d. Learned about science-related careers on your own	<input type="radio"/>	<input type="radio"/>	V1640749	e. Learned about science-related college programs on your own	<input type="radio"/>	<input type="radio"/>	V1640750	f. Spoken with a guidance counselor or teacher about science-related careers	<input type="radio"/>	<input type="radio"/>	V1640754	g. Spoken with a guidance counselor or teacher about science-related college programs	<input type="radio"/>	<input type="radio"/>	V1640757	h. Spoken with a family member or family friend who works in a scientific field about his/her job	<input type="radio"/>	<input type="radio"/>	V1640758	i. Spoken with an adult at school who works in a scientific field about his/her job	<input type="radio"/>	<input type="radio"/>	V1640760	j. Shadowed a person who does science-related work at his/her job	<input type="radio"/>	<input type="radio"/>	V1640771	k. Worked as an intern or employee doing science-related work	<input type="radio"/>	<input type="radio"/>	V1640773	l. Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	V1640776	<p style="text-align: right; font-size: small;">V1640721</p> <p>16. In this school year, have you done any of the following activities to prepare for a career in science? Select one answer choice on 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. Attended a career fair</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;">V1640739</td> </tr> <tr> <td>b. Answered questions on a career interest survey (for example, the Vocational-Interest Inventory, the Career Interest Test, or the Strong Interest Inventory⁽⁶⁾)</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;">V1640746</td> </tr> <tr> <td>c. Taken a science course in addition to what you need to graduate</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;">V1640748</td> </tr> <tr> <td>d. Collected information about science-related careers on your own</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;">V1640749</td> </tr> <tr> <td>e. Collected information about science-related college programs on your own</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;">V1640750</td> </tr> <tr> <td>f. Spoken with a guidance counselor or teacher about science-related careers</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;">V1640754</td> </tr> <tr> <td>g. Spoken with a guidance counselor or teacher about science-related college programs</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;">V1640757</td> </tr> <tr> <td>h. Spoken with a family member or family friend who works in a scientific field about his or her job</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;">V1640758</td> </tr> <tr> <td>i. Shadowed a person who does science-related work at his or her job</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;">V1640771</td> </tr> <tr> <td>j. Worked as an intern or employee doing science-related work</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;">V1640773</td> </tr> <tr> <td>k. Other (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;">V1640776</td> </tr> </tbody> </table> <p>Issue: Student Factors</p>		Yes	No		a. Attended a career fair	<input type="radio"/>	<input type="radio"/>	V1640739	b. Answered questions on a career interest survey (for example, the Vocational-Interest Inventory, the Career Interest Test, or the Strong Interest Inventory ⁽⁶⁾)	<input type="radio"/>	<input type="radio"/>	V1640746	c. Taken a science course in addition to what you need to graduate	<input type="radio"/>	<input type="radio"/>	V1640748	d. 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Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	V1640776	<p>R</p>	<p>The following revisions were made: (1) The word “interest”, a hyphen, and a trademark logo were added to subitem “b” based on editorial and stakeholder feedback, (2) “Learned” was changed to “Collected information” in subitems “c” and “d” based on stakeholder feedback, and subitem “i” was dropped for redundancy based on cognitive interview study results.</p>
	Yes	No																																																																																																					
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Grade 12 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale																																																	
<p>9. In this school year, how often did you approach your teacher to talk about how you are doing in science?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>(2017 Grade 12)</p>	<p>N/A</p>	D	<p>This item was dropped based on stakeholder feedback.</p>																																																	
<p>10. How often do you understand what the teacher talks about in science class?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>(2017 Grade 12)</p>	<p>1. In this school year, how often have you understood what the teacher talks about in science class?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, and (2) “do you understand” was changed to “have you understood” to create tense consistency across items.</p>																																																	
<p>N/A</p>	<p>13. How much does each of the following statements describe you? Select one answer choice on each row.</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 science 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>V1639117</td> </tr> <tr> <td>b. I look forward to my science 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>V1639120</td> </tr> <tr> <td>c. I am interested in the things I learn in science 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>V1639123</td> </tr> <tr> <td>d. I think making an effort in science class 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>V1639125</td> </tr> <tr> <td>e. I think science 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>V1639127</td> </tr> <tr> <td>f. I think it is important to do well on science 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>V1639128</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 science activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639117	b. I look forward to my science class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639120	c. I am interested in the things I learn in science class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639123	d. I think making an effort in science class is worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639125	e. I think science 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"/>	V1639127	f. I think it is important to do well on science assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1639128	A	<p>This item was added to align Science with previous development for other subjects (2017 Math, Reading, Writing).</p>
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me																																															
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 12 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p>11. How often do you do a good job on your science tests?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>(2017 Grade 12)</p>	<p>2. In this school year, how often have you done well on your science tests?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, and (2) “do you do a good job” was changed to “have you done well” to create tense consistency across items and based on editorial review.</p>
N/A	<p>17. How often do you talk about things you have learned in science class with someone in your family?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Very often</p> <p>Issue: Student Factors</p>	A	<p>This item was added to align Science with previous development for Core.</p>
<p>3. Are you currently enrolled in or have you taken any online science 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>7. Are you currently enrolled in or have you taken any online science 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	

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

Grade 12 Science Student

Previous item	2018 item	D/A/R/NC+	Rationale
<p>12. How often do you do a good job on your science assignments?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>(2017 Grade 12)</p>	<p>3. In this school year, how often have you done well on your science assignments (for example, projects, homework, or worksheets)?</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once in a while</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> <p><input type="radio"/> Always or almost always</p> <p>Issue: Student Factors</p>	R	<p>The following revisions were made: (1) In the set leader “In this school year” was added to ensure consistency across items, (2) “do you do a good job” was changed to “have you done well” to create tense consistency across items and based on editorial review, and (3) example content was added based on cognitive interview feedback.</p>
<p>6. Are you currently taking a science course?</p> <p><input type="radio"/> Yes → <i>Go to Question 7.</i></p> <p><input type="radio"/> No → <i>Skip to Question 18.</i></p> <p>(2015 Grade 12)</p>	<p>9. Are you currently taking a science course?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Organization of Instruction</p>	NC	<p>Please note the skip pattern information is no longer present given the transition from PPT to DBA. This item is classified as NC given the minute nature of this revision.</p>

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

Grade 12 Science Student

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">ID110275</p> <p>4. Are you currently enrolled in or have you taken an Advanced Placement course in science? Fill in ovals for all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Biology. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Environmental Science. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Chemistry. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Physics B or C. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Computer Science A or AB. <input type="radio"/> No, I have never taken an Advanced Placement science course. <p>(2015 Grade 12)</p>	<p style="text-align: right; font-size: small;">Y1D40377</p> <p>8. Are you currently enrolled in or have you taken an Advanced Placement[®] course in science? Select all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Biology. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Environmental Science. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Chemistry. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Physics C. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Physics 1. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Physics 2. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Computer Science A. <input type="radio"/> Yes, I am enrolled in or have taken Advanced Placement Computer Science Principles. <input type="radio"/> No, I have never taken an Advanced Placement science course. <p>Issue: Organization of Instruction</p>	R	<p>The following revisions were made: (1) A trademark logo has been added to the item stem, (2), “Physics B” has been removed from response option D as it has been discontinued, (3) “Computer Science AB” has been removed from response option E as it has been discontinued, and 3 additional subitems have been added to account for new AP course offerings.</p>

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Appendix I-1i: Pilot Grade 4 Science

In the pilot assessments, not all questions presented in the questionnaire will be administered to an individual student. Rather, students will receive a subset of the questions, as indicated in the spiral map presented after the questionnaire.

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

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

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

2. In your science class this year, how often have you learned about electricity (for example, circuits, batteries, or light bulbs)?

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

3. In your science class this year, how often have you learned about chemicals (for example, vinegar, baking soda, or hydrogen peroxide)?

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

4. In your science class this year, how often have you learned about rocks or minerals (for example, diamond, iron, or lava rock)?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Very often

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

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

7. In your science class this 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 your science class this 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 your science class this year, how often have you been asked to write about science topics (for example, a science journal, lab report, or essay)?

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

10. In this school year, how often have you understood what the teacher talks about in science class?

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

11. In this school year, how often have you done well on your science tests?

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

12. In this school year, how often have you done well on your science assignments (for example, projects, homework, or worksheets)?

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

2019 Pilot Grade 4 Science Student Items

VH638866

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Describe different ways to heat or cool water	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638868
b. Describe how the length of a vibrating string affects the sound it makes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638870
c. Design an experiment to show how sunlight affects the growth of a plant	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638872
d. Use examples to show how one living thing has helped another to survive	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638875
e. Describe what would happen to the number of frogs at a pond if all the insects were removed from the pond	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638876
f. Decide which tool to use if you want to measure wind speed	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638883
g. Describe why the weather in the summer is different than in the winter	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638885

2019 Pilot Grade 4 Science Student Items

VH639079

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at science.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639080
b. I want to show others that science schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639082
c. I want to look smart in comparison to the other students in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639084
d. I want to get better science grades than most other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH732329
e. I want to learn as much as possible in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639086
f. I want to become better in science this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639087
g. I want to understand as much as I can in my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639089
h. I want to master a lot of new science skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH732330

2019 Pilot Grade 4 Science Student Items

VH638951

15. In this school year, how often have you done 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. Work on science-related projects (for example, making a volcano, growing plants from seeds, or building simple rockets)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638970
b. Write or blog about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638983
c. Use scientific tools (for example, microscopes, thermometers, beakers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638985
d. Read about science topics in books or magazines (print or digital)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638987
e. Attend clubs or programs that include science or engineering activities (for example, chemistry club, robotics club, or coding programs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638991

2019 Pilot Grade 4 Science Student Items

VH639115

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy science activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639117
b. I look forward to my science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639120
c. I am interested in the things I learn in science class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639122
d. I think making an effort in science class is worthwhile.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639125
e. I think science will help me even when I am not in school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639127
f. I think it is important to do well on science assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639128

2019 Pilot Grade 4 Science Student Items

VH639149

17. In this school year, how often have you done the following activities 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. Made a drawing that explains why or how something happens	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639156
b. Used a science experiment to answer a question	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639162
c. Put information you collected into a table or graph	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639164
d. Used evidence to explain why something happens	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639166
e. Found news articles about science on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639169

VH743438

18. How often do you talk about things you have learned in science class with someone in your family?

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

Spiral Map Grade 4 Science

Accnum	Grade	Grade 4 OMB PDF Sequence Number	Number of Grade 4 booklets item appears in	Grade 4 booklets item appears in
VH639012	4	01_00	2	1, 2
VH639027	4	02_00	2	1, 2
VH639033	4	03_00	2	1, 2
VH639037	4	04_00	2	1, 2
VH639043	4	05_00	2	1, 2
VH639047	4	06_00	2	1, 2
VH639055	4	07_00	2	1, 2
VH639057	4	08_00	2	1, 2
VH639060	4	09_00	2	1, 2
VH638997	4, 8, 12	10_00	2	1, 2
VH638999	4, 8, 12	11_00	2	1, 2
VH639003	4, 8, 12	12_00	2	1, 2
VH638866	4, 8	13_00	2	1, 2
VH638868	4, 8, 12	13_01	2	1, 2
VH638870	4, 8, 12	13_02	2	1, 2
VH638872	4, 8, 12	13_04	2	1, 2
VH638875	4, 8, 12	13_05	2	1, 2
VH638876	4, 8, 12	13_06	2	1, 2
VH638883	4, 8, 12	13_07	2	1, 2
VH638885	4, 8, 12	13_08	2	1, 2
VH639079	4, 8, 12	14_00	2	1, 2
VH639080	4, 8, 12	14_01	2	1, 2
VH639082	4, 8, 12	14_02	2	1, 2
VH639084	4, 8, 12	14_03	2	1, 2
VH732329	4, 8, 12	14_04	2	1, 2
VH639086	4, 8, 12	14_05	2	1, 2
VH639087	4, 8, 12	14_06	2	1, 2
VH639089	4, 8, 12	14_07	2	1, 2
VH732330	4, 8, 12	14_08	2	1, 2

Spiral Map Grade 4 Science

Accnum	Grade	Grade 4 OMB PDFSequence Number	Number of Grade 4 booklets item appears in	Grade 4 booklets item appears in
VH638951	4, 8, 12	15_00	2	1, 2
VH638970	4, 8, 12	15_01	2	1, 2
VH638983	4, 8, 12	15_02	2	1, 2
VH638985	4, 8, 12	15_03	2	1, 2
VH638987	4, 8, 12	15_04	2	1, 2
VH638991	4, 8, 12	15_05	2	1, 2
VH639115	4, 8, 12	16_00	2	1, 2
VH639117	4, 8, 12	16_01	2	1, 2
VH639120	4, 8, 12	16_02	2	1, 2
VH639122	4, 8, 12	16_03	2	1, 2
VH639125	4, 8, 12	16_04	2	1, 2
VH639127	4, 8, 12	16_05	2	1, 2
VH639128	4, 8, 12	16_06	2	1, 2
VH639149	4	17_00	2	1, 2
VH639156	4	17_01	2	1, 2
VH639162	4	17_02	2	1, 2
VH639164	4	17_03	2	1, 2
VH639166	4	17_04	2	1, 2
VH639169	4	17_05	2	1, 2
VH743438	4, 8, 12	18_00	2	1, 2

Appendix I-1j: Pilot Grade 8 Science

In the pilot assessments, not all questions presented in the questionnaire will be administered to an individual student. Rather, students will receive a subset of the questions, as indicated in the spiral map presented after the questionnaire.

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

1. In this school year, how often have you understood what the teacher talks about in science class?

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

2. In this school year, how often have you done well on your science tests?

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

3. In this school year, how often have you done well on your science assignments (for example, projects, homework, or worksheets)?

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

4. In your science class this year, how often have you done hands-on activities or projects on any of the following topics? 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, or bacteria)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639072
b. Electricity (for example, circuits, batteries, or light bulbs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639074
c. Chemicals (for example, vinegar, baking soda, or hydrogen peroxide)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639073
d. Rocks or minerals (for example, diamond, iron, or lava rock)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639077
e. Technology and engineering (for example, robots, pulley systems, or ramps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639076

5. In your science class this year, how often have you done each of the following activities? 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 (print or digital)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639313
b. Read a book or magazine (print or digital) about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639315
c. Used the Internet to learn about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639314
d. Watched a short video clip, movie, or video about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639312
e. Used a magnifying glass or microscope for looking at small things	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639075
f. Used a thermometer or weighing scale for making measurements	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639078

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Describe different ways to heat or cool water	(A)	(B)	(C)	(D)	(E)	VH638868
b. Describe how the length of a vibrating string affects the sound it makes	(A)	(B)	(C)	(D)	(E)	VH638870
c. Design an experiment to show how sunlight affects the growth of a plant	(A)	(B)	(C)	(D)	(E)	VH638872
d. Use examples to show how one living thing has helped another to survive	(A)	(B)	(C)	(D)	(E)	VH638875
e. Describe what would happen to the number of frogs at a pond if all the insects were removed from the pond	(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. Describe why the weather in the summer is different than in the winter	(A)	(B)	(C)	(D)	(E)	VH638885

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
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 get better science grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH732329
e. I want to learn as much as possible in my science class.	(A)	(B)	(C)	(D)	(E)	VH639086
f. I want to become better in science this year.	(A)	(B)	(C)	(D)	(E)	VH639087
g. I want to understand as much as I can in my science class.	(A)	(B)	(C)	(D)	(E)	VH639089
h. I want to master a lot of new science skills in my class.	(A)	(B)	(C)	(D)	(E)	VH732330

8. In this school year, how often have you done 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. Work on science-related projects (for example, making a volcano, growing plants from seeds, or building simple rockets)	(A)	(B)	(C)	(D)	(E)	VH638970
b. Write or blog about science topics	(A)	(B)	(C)	(D)	(E)	VH638983
c. Use scientific tools (for example, microscopes, thermometers, beakers, or weighing scales)	(A)	(B)	(C)	(D)	(E)	VH638985
d. Read about science topics in books or magazines (print or digital)	(A)	(B)	(C)	(D)	(E)	VH638987
e. Attend clubs or programs that include science or engineering activities (for example, chemistry club, robotics club, or coding programs)	(A)	(B)	(C)	(D)	(E)	VH638991

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy science activities.	(A)	(B)	(C)	(D)	(E)	VH639117
b. I look forward to my science class.	(A)	(B)	(C)	(D)	(E)	VH639120
c. I am interested in the things I learn in science class.	(A)	(B)	(C)	(D)	(E)	VH639122
d. I think making an effort in science class is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH639125
e. I think science will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH639127
f. I think it is important to do well on science assignments.	(A)	(B)	(C)	(D)	(E)	VH639128

10. In this school year, how often have you done the following activities 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 to explore how something works	(A)	(B)	(C)	(D)	(E)	VH639744
b. Made drawings that explain why or how something happens	(A)	(B)	(C)	(D)	(E)	VH639749
c. Came up with experiments that you could use to answer a research question	(A)	(B)	(C)	(D)	(E)	VH639753
d. Used tables or graphs to identify relationships between variables	(A)	(B)	(C)	(D)	(E)	VH639760
e. Used math equations to explain or support scientific conclusions	(A)	(B)	(C)	(D)	(E)	VH639763
f. Used evidence from experiments to explain why something happens	(A)	(B)	(C)	(D)	(E)	VH639765
g. Used information to disagree with someone about a scientific idea	(A)	(B)	(C)	(D)	(E)	VH639770
h. Combined information about science from multiple sources (for example, books, websites, or articles) for an assignment	(A)	(B)	(C)	(D)	(E)	VH639777

11. How often do you talk about things you have learned in science class with someone in your family?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Very often

Spiral Map Grade 8 Science

Accnum	Grade	Grade 8 OMB PDF Sequence Number	Number of Grade 8 booklets item appears in	Grade 8 booklets item appears in
VH638997	4, 8, 12	01_00	2	1, 2
VH638999	4, 8, 12	02_00	2	1, 2
VH639003	4, 8, 12	03_00	2	1, 2
VH639071	8, 12	04_00	2	1, 2
VH639072	8, 12	04_01	2	1, 2
VH639074	8, 12	04_02	2	1, 2
VH639073	8, 12	04_03	2	1, 2
VH639077	8, 12	04_04	2	1, 2
VH639076	8, 12	04_05	2	1, 2
VH639311	8, 12	05_00	2	1, 2
VH639313	8, 12	05_01	2	1, 2
VH639315	8, 12	05_02	2	1, 2
VH639314	8, 12	05_03	2	1, 2
VH639312	8, 12	05_04	2	1, 2
VH639075	8, 12	05_05	2	1, 2
VH639078	8, 12	05_06	2	1, 2
VH638866	4, 8	06_00	2	1, 2
VH638868	4, 8, 12	06_01	2	1, 2
VH638870	4, 8, 12	06_02	2	1, 2
VH638872	4, 8, 12	06_03	2	1, 2
VH638875	4, 8, 12	06_04	2	1, 2
VH638876	4, 8, 12	06_05	2	1, 2
VH638883	4, 8, 12	06_06	2	1, 2
VH638885	4, 8, 12	06_07	2	1, 2
VH639079	4, 8, 12	07_00	2	1, 2
VH639080	4, 8, 12	07_01	2	1, 2
VH639082	4, 8, 12	07_02	2	1, 2
VH639084	4, 8, 12	07_03	2	1, 2
VH732329	4, 8, 12	07_04	2	1, 2

Spiral Map Grade 8 Science

Accnum	Grade	Grade 8 OMB PDFSequence Number	Number of Grade 8 booklets item appears in	Grade 8 booklets item appears in
VH639086	4, 8, 12	07_05	2	1, 2
VH639087	4, 8, 12	07_06	2	1, 2
VH639089	4, 8, 12	07_07	2	1, 2
VH732330	4, 8, 12	07_08	2	1, 2
VH638951	4, 8, 12	08_00	2	1, 2
VH638970	4, 8, 12	08_01	2	1, 2
VH638983	4, 8, 12	08_02	2	1, 2
VH638985	4, 8, 12	08_03	2	1, 2
VH638987	4, 8, 12	08_04	2	1, 2
VH638991	4, 8, 12	08_05	2	1, 2
VH639115	4, 8, 12	09_00	2	1, 2
VH639117	4, 8, 12	09_01	2	1, 2
VH639120	4, 8, 12	09_02	2	1, 2
VH639122	4, 8, 12	09_03	2	1, 2
VH639125	4, 8, 12	09_04	2	1, 2
VH639127	4, 8, 12	09_05	2	1, 2
VH639128	4, 8, 12	09_06	2	1, 2
VH639733	8, 12	10_00	2	1, 2
VH639744	8, 12	10_01	2	1, 2
VH639749	8, 12	10_02	2	1, 2
VH639753	8, 12	10_03	2	1, 2
VH639760	8, 12	10_04	2	1, 2
VH639763	8, 12	10_05	2	1, 2
VH639765	8, 12	10_06	2	1, 2
VH639770	8, 12	10_07	2	1, 2
VH639777	8, 12	10_08	2	1, 2
VH743438	4, 8, 12	11_00	2	1, 2

Appendix I-1k: Pilot Grade 12 Science

In the pilot assessments, not all questions presented in the questionnaire will be administered to an individual student. Rather, students will receive a subset of the questions, as indicated in the spiral map presented after the questionnaire.

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

1. In this school year, how often have you understood what the teacher talks about in science class?

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

2. In this school year, how often have you done well on your science tests?

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

3. In this school year, how often have you done well on your science assignments (for example, projects, homework, or worksheets)?

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

4. In your science class this year, how often have you done hands-on activities or projects on any of the following topics? 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, or bacteria)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639072
b. Electricity (for example, circuits, batteries, or light bulbs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639074
c. Chemicals (for example, vinegar, baking soda, or hydrogen peroxide)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639073
d. Rocks or minerals (for example, diamond, iron, or lava rock)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639077
e. Technology and engineering (for example, robots, pulley systems, or ramps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639076

5. In your science class this year, how often have you done each of the following activities? 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 (print or digital)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639313
b. Read a book or magazine (print or digital) about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639315
c. Used the Internet to learn about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639314
d. Watched a short video clip, movie, or video about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639312
e. Used a magnifying glass or microscope for looking at small things	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639075
f. Used a thermometer or weighing scale for making measurements	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639078

6. 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. Select **one** answer choice on each row. INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course.

	I did not take this course.	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. General 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	VH241150
b. First-year biology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241151
c. Second-year biology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241159
d. Life science (other than biology)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241148
e. First-year chemistry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241154
f. Second-year chemistry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241155
g. First-year physics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241156
h. Second-year physics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241157
i. Physical science (other than chemistry or physics)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241149
j. Earth and space 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	VH241147
k. Engineering and technology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH241158
l. Other science 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	VH241153

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

- A Yes
 B No

8. Are you currently enrolled in or have you taken an Advanced Placement[®] course in science? Select **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 C.
 - Ⓔ Yes, I am enrolled in or have taken Advanced Placement Physics 1.
 - Ⓕ Yes, I am enrolled in or have taken Advanced Placement Physics 2.
 - Ⓖ Yes, I am enrolled in or have taken Advanced Placement Computer Science A.
 - Ⓗ Yes, I am enrolled in or have taken Advanced Placement Computer Science Principles.
 - Ⓘ No, I have never taken an Advanced Placement science course.

9. Are you currently taking a science course?
- Ⓐ Yes
 - Ⓑ No

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Describe different ways to heat or cool water	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638868
b. Describe how the length of a vibrating string affects the sound it makes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638870
c. Design an experiment to show how sunlight affects the growth of a plant	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638872
d. Use examples to show how one living thing has helped another to survive	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638875
e. Describe what would happen to the number of frogs at a pond if all the insects were removed from the pond	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638876
f. Decide which tool to use if you want to measure wind speed	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638883
g. Describe why the weather in the summer is different than in the winter	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638885
h. Design an experiment to test how the growth of a plant is affected by light, water, and soil quality	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638877
i. Create a diagram that shows how bees and plants need each other for survival	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638878
j. Describe how the combination of parental genes can result in different traits in their offspring (for example, eye or hair color)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH638879

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
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 get better science grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH732329
e. I want to learn as much as possible in my science class.	(A)	(B)	(C)	(D)	(E)	VH639086
f. I want to become better in science this year.	(A)	(B)	(C)	(D)	(E)	VH639087
g. I want to understand as much as I can in my science class.	(A)	(B)	(C)	(D)	(E)	VH639089
h. I want to master a lot of new science skills in my class.	(A)	(B)	(C)	(D)	(E)	VH732330

12. In this school year, how often have you done 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. Work on science-related projects (for example, making a volcano, growing plants from seeds, or building simple rockets)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638970
b. Write or blog about science topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638983
c. Use scientific tools (for example, microscopes, thermometers, beakers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638985
d. Read about science topics in books or magazines (print or digital)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638987
e. Attend clubs or programs that include science or engineering activities (for example, chemistry club, robotics club, or coding programs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH638991

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy science activities.	(A)	(B)	(C)	(D)	(E)	VH639117
b. I look forward to my science class.	(A)	(B)	(C)	(D)	(E)	VH639120
c. I am interested in the things I learn in science class.	(A)	(B)	(C)	(D)	(E)	VH639122
d. I think making an effort in science class is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH639125
e. I think science will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH639127
f. I think it is important to do well on science assignments.	(A)	(B)	(C)	(D)	(E)	VH639128

14. In this school year, how often have you done the following activities 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 to explore how something works	(A)	(B)	(C)	(D)	(E)	VH639744
b. Made drawings that explain why or how something happens	(A)	(B)	(C)	(D)	(E)	VH639749
c. Came up with experiments that you could use to answer a research question	(A)	(B)	(C)	(D)	(E)	VH639753
d. Used tables or graphs to identify relationships between variables	(A)	(B)	(C)	(D)	(E)	VH639760
e. Used math equations to explain or support scientific conclusions	(A)	(B)	(C)	(D)	(E)	VH639763
f. Used evidence from experiments to explain why something happens	(A)	(B)	(C)	(D)	(E)	VH639765
g. Used information to disagree with someone about a scientific idea	(A)	(B)	(C)	(D)	(E)	VH639770
h. Combined information about science from multiple sources (for example, books, websites, or articles) for an assignment	(A)	(B)	(C)	(D)	(E)	VH639777

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

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

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

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

17. How often do you talk about things you have learned in science class with someone in your family?
- Ⓐ Never or hardly ever
 - Ⓑ Once in a while
 - Ⓒ Sometimes
 - Ⓓ Often
 - Ⓔ Very often

Spiral Map Grade 12 Science

Accnum	Grade	Grade 12 OMB PDF Sequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH638997	4, 8, 12	01_00	3	1, 3, 4, 6
VH638999	4, 8, 12	02_00	3	1, 3, 4, 6
VH639003	4, 8, 12	03_00	3	1, 3, 4, 6
VH639071	8, 12	04_00	3	1, 3, 4, 6
VH639072	8, 12	04_01	3	1, 3, 4, 6
VH639074	8, 12	04_02	3	1, 3, 4, 6
VH639073	8, 12	04_03	3	1, 3, 4, 6
VH639077	8, 12	04_04	3	1, 3, 4, 6
VH639076	8, 12	04_05	3	1, 3, 4, 6
VH639311	8, 12	05_00	3	1, 3, 4, 6
VH639313	8, 12	05_01	3	1, 3, 4, 6
VH639315	8, 12	05_02	3	1, 3, 4, 6
VH639314	8, 12	05_03	3	1, 3, 4, 6
VH639312	8, 12	05_04	3	1, 3, 4, 6
VH639075	8, 12	05_05	3	1, 3, 4, 6
VH639078	8, 12	05_06	3	1, 3, 4, 6
VH241146	12	06_00	4	1, 2, 4, 5
VH241150	12	06_01	4	1, 2, 4, 5
VH241151	12	06_02	4	1, 2, 4, 5
VH241159	12	06_03	4	1, 2, 4, 5
VH241148	12	06_04	4	1, 2, 4, 5
VH241154	12	06_05	4	1, 2, 4, 5
VH241155	12	06_06	4	1, 2, 4, 5
VH241156	12	06_07	4	1, 2, 4, 5
VH241157	12	06_08	4	1, 2, 4, 5
VH241149	12	06_09	4	1, 2, 4, 5
VH241147	12	06_10	4	1, 2, 4, 5
VH241158	12	06_11	4	1, 2, 4, 5
VH241153	12	06_12	4	1, 2, 4, 5

Spiral Map Grade 12 Science

Accnum	Grade	Grade 12 OMB PDFSequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH240111	12	07_00	4	1, 2, 4, 5
VH240377	12	08_00	4	1, 2, 4, 5
VH240112	12	09_00	4	1, 3, 4, 6
VH638866	4, 8	10_00	4	1, 3, 4, 6
VH651609	12	10_00	4	1, 3, 4, 6
VH638868	4, 8, 12	10_01	4	1, 3, 4, 6
VH638870	4, 8, 12	10_02	4	1, 3, 4, 6
VH638872	4, 8, 12	10_03	4	1, 3, 4, 6
VH638875	4, 8, 12	10_04	4	1, 3, 4, 6
VH638876	4, 8, 12	10_05	4	1, 3, 4, 6
VH638883	4, 8, 12	10_06	4	1, 3, 4, 6
VH638885	4, 8, 12	10_07	4	1, 3, 4, 6
VH638877	12	10_08	4	1, 3, 4, 6
VH638878	12	10_09	4	1, 3, 4, 6
VH638879	12	10_10	4	1, 3, 4, 6
VH639079	4, 8, 12	11_00	4	1, 2, 4, 5
VH639080	4, 8, 12	11_01	4	1, 2, 4, 5
VH639082	4, 8, 12	11_02	4	1, 2, 4, 5
VH639084	4, 8, 12	11_03	4	1, 2, 4, 5
VH732329	4, 8, 12	11_04	4	1, 2, 4, 5
VH639086	4, 8, 12	11_05	4	1, 2, 4, 5
VH639087	4, 8, 12	11_06	4	1, 2, 4, 5
VH639089	4, 8, 12	11_07	4	1, 2, 4, 5
VH732330	4, 8, 12	11_08	4	1, 2, 4, 5
VH638951	4, 8, 12	12_00	4	1, 2, 4, 5
VH638970	4, 8, 12	12_01	4	1, 2, 4, 5
VH638983	4, 8, 12	12_02	4	1, 2, 4, 5
VH638985	4, 8, 12	12_03	4	1, 2, 4, 5
VH638987	4, 8, 12	12_04	4	1, 2, 4, 5

Spiral Map Grade 12 Science

Accnum	Grade	Grade 12 OMB PDFSequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH638991	4, 8, 12	12_05	4	1, 2, 4, 5
VH639115	4, 8, 12	13_00	4	2, 3, 5, 6
VH639117	4, 8, 12	13_01	4	2, 3, 5, 6
VH639120	4, 8, 12	13_02	4	2, 3, 5, 6
VH639122	4, 8, 12	13_03	4	2, 3, 5, 6
VH639125	4, 8, 12	13_04	4	2, 3, 5, 6
VH639127	4, 8, 12	13_05	4	2, 3, 5, 6
VH639128	4, 8, 12	13_06	4	2, 3, 5, 6
VH639733	8, 12	14_00	4	2, 3, 5, 6
VH639744	8, 12	14_01	4	2, 3, 5, 6
VH639749	8, 12	14_02	4	2, 3, 5, 6
VH639753	8, 12	14_03	4	2, 3, 5, 6
VH639760	8, 12	14_04	4	2, 3, 5, 6
VH639763	8, 12	14_05	4	2, 3, 5, 6
VH639765	8, 12	14_06	4	2, 3, 5, 6
VH639770	8, 12	14_07	4	2, 3, 5, 6
VH639777	8, 12	14_08	4	2, 3, 5, 6
VH639871	12	15_00	4	2, 3, 5, 6
VH640721	12	16_00	4	2, 3, 5, 6
VH640739	12	16_01	4	2, 3, 5, 6
VH640746	12	16_02	4	2, 3, 5, 6
VH640748	12	16_03	4	2, 3, 5, 6
VH640749	12	16_04	4	2, 3, 5, 6
VH640750	12	16_05	4	2, 3, 5, 6
VH640754	12	16_06	4	2, 3, 5, 6
VH640757	12	16_07	4	2, 3, 5, 6
VH640758	12	16_08	4	2, 3, 5, 6
VH640771	12	16_09	4	2, 3, 5, 6
VH640773	12	16_10	4	2, 3, 5, 6

Spiral Map Grade 12 Science

Accnum	Grade	Grade 12 OMB PDFSequence Number	Number of Grade 12 booklets item appears in	Grade 12 booklets item appears in
VH640776	12	16_11	4	2, 3, 5, 6
VH743438	4, 8, 12	17_00	4	1, 3, 4, 6

Appendix I-1: Summary of Revisions Grade 8 Civics

Grade 8 Civics Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																							
<p>1. In which of the following grades have you learned about civics and/or United States government? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on civics and/or United States government.</th> <th>Yes, I took a class or course that included some civics and/or United States government topics.</th> <th>No, I did not take a class or course that taught civics and/or United States government topics.</th> <th>I don't remember.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 5th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457353</td> </tr> <tr> <td>b. 6th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457354</td> </tr> <tr> <td>c. 7th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457355</td> </tr> <tr> <td>d. 8th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457357</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457353	b. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457354	c. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457355	d. 8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457357	<p>1. In which of the following grades have you learned about civics and/or United States government? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on civics and/or United States government.</th> <th>Yes, I took a class or course that included some civics and/or United States government topics.</th> <th>No, I did not take a class or course that taught civics and/or United States government topics.</th> <th>I don't remember.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 6th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457356</td> </tr> <tr> <td>b. 7th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457356</td> </tr> <tr> <td>c. 8th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457357</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		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. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457356	b. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457356	c. 8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457357	R	<p>Subitem “a” was dropped given the high frequency percentage for the response “I don’t know”.</p>																																																																	
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Civics Student

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Written about your opinion on a community problem or social issue (for example, in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16716392	d. Taken part in political debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16716394	e. Taken part in role-playing, mock trials, or dramas about civics and/or United States government topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16716395	<p>R</p>	<p>The item stem has been revised per Translatability Review to add "activities" after "the following".</p>
	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16457429																																																																																	
b. Given class presentations on civics and/or United States government topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16457431																																																																																	
c. Written about your opinion on a community problem or social issue (for example, in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16457436																																																																																	
d. Taken part in political debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16457437																																																																																	
e. Taken part in role-playing, mock trials, or dramas about civics and/or United States government topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16457439																																																																																	
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Grade 8 Civics Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																									
<p>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.</p> <p style="text-align: right; font-size: small;">VH457302</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Study the roles and functions of the three branches of the United States government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457303</td> </tr> <tr> <td>b. Study the rights and responsibilities of United States citizens</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>VH457304</td> </tr> <tr> <td>c. Examine how the United States influences and is influenced by events in other countries</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>VH457305</td> </tr> <tr> <td>d. Compare the roles and responsibilities of local, state, and national governments in the United States</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>VH457306</td> </tr> <tr> <td>e. Study why it is important to pay attention to the political process and government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457308</td> </tr> <tr> <td>f. Study why it is important for individuals to participate in the political process and government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457310</td> </tr> <tr> <td>g. Support an opinion about an issue or problem with reasons and examples</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457324</td> </tr> <tr> <td>h. Discuss the political process and government with others</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH457325</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457303	b. Study the rights and responsibilities of United States citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457304	c. Examine how the United States influences and is influenced by events in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457305	d. Compare the roles and responsibilities of local, state, and national governments in the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457306	e. Study why it is important to pay attention to the political process and government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457308	f. Study why it is important for individuals to participate in the political process and government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457310	g. Support an opinion about an issue or problem with reasons and examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457324	h. Discuss the political process and government with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH457325	<p>5. During this school year, how often do you do each of the following activities when you study civics and/or United States government? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VH716851</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Study the rights and responsibilities of United States citizens</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>VH716852</td> </tr> <tr> <td>b. Examine how the United States influences and is influenced by events in other countries</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>VH716854</td> </tr> <tr> <td>c. Compare the roles and responsibilities of local, state, and national governments in the United States</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>VH716857</td> </tr> <tr> <td>d. Study why it is important to pay attention to the political process and government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH716858</td> </tr> <tr> <td>e. Study why it is important for individuals to participate in the political process and government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH716859</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Study the rights and responsibilities of United States citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH716852	b. Examine how the United States influences and is influenced by events in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH716854	c. Compare the roles and responsibilities of local, state, and national governments in the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH716857	d. Study why it is important to pay attention to the political process and government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH716858	e. Study why it is important for individuals to participate in the political process and government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH716859	<p>R</p>	<p>The item stem has been revised per Translatability Review to add "activities" after "the following".</p> <p>Subitem "a" was dropped due to overlap with VH457359.</p> <p>Subitem "g" was dropped based on pilot response data, and given that the wording is more general compared to the rest of the subitems in the matrix.</p> <p>Subitem "h" was dropped given that talking about the political process and government is already being captured through other items including VH457356 (b-e) and VH716857 (b, d).</p>
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Grade 8 Civics Student

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Grade 8 Civics Student

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a. Explain the roles and functions of the three branches of the United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y10457870																																																																																															
b. Explain the rights and responsibilities of United States citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y10457874																																																																																															
c. Explain how the United States influences and is influenced by events in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y10457882																																																																																															
d. Compare the roles and responsibilities of local, state, and national governments in the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y10457882																																																																																															
e. Explain why it is important to pay attention to the political process and government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y10457884																																																																																															
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Civics Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																													
<p>14. 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></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 a good civics and/or United States government student.</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>Y1560719</td> </tr> <tr> <td>b. I want to show others that my civics and/or United States government 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>Y1560720</td> </tr> <tr> <td>c. 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Grade 8 Civics Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																											
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I enjoy discussing civics and/or United States government topics with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1774877	d. I think that civics and/or United States government schoolwork helps me understand what is happening in the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1774878	e. I think that learning about civics and/or United States government topics will be important for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1774879	R	<p>Revisions were made to the item stem per recommendation of the Questionnaire Standing Committee from science cog lab findings for a similarly worded item.</p> <p>Subitem “b” was dropped to maintain consistency across subjects for items in the Interest index.</p>
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a. Civics and/or United States government are my favorite topics to study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18457560																																																																																								
b. Schoolwork about civics and/or United States government is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18457561																																																																																								
c. I enjoy doing schoolwork about civics and/or United States government.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18457562																																																																																								
d. I enjoy discussing civics and/or United States government topics with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18457570																																																																																								
e. I think that civics and/or United States government schoolwork helps me understand what is happening in the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18457571																																																																																								
f. I think that learning about civics and/or United States government topics will be important for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18457572																																																																																								
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Grade 8 Civics Student

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	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																																																																						
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<p>16. How often do you receive help from a tutor, family member, or friend with social studies outside of school or after school?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> About once or twice a year</p> <p><input type="radio"/> About once or twice a month</p> <p><input type="radio"/> About once or twice a week</p> <p><input type="radio"/> Every day or almost every day</p> <p style="text-align: right; font-size: small;">VH457761</p>	<p>14. How often do you receive help from a tutor, family member, or friend with social studies outside of school or after school?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> About once or twice a year</p> <p><input type="radio"/> About once or twice a month</p> <p><input type="radio"/> About once or twice a week</p> <p><input type="radio"/> Every day or almost every day</p> <p style="text-align: right; font-size: small;">VH457761</p>	NC	N/A																																																																								
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(2017 Grade 8)

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Grade 8 Civics Student

Previous item	2018 item	D/A/R/NC+	Rationale																																			
<p>11. Do you think that you would be able to do each of the following? Select one answer choice on each row. VH457861</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></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. Support an opinion about an issue or problem with reasons and examples</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH457866</td> </tr> <tr> <td style="font-size: small;">b. Discuss the political process and government with others</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH457867</td> </tr> <tr> <td style="font-size: small;">c. Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, or environmental conservation)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH457904</td> </tr> <tr> <td style="font-size: small;">d. Form an effective plan for addressing social issues</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH457905</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457866	b. Discuss the political process and government with others	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457867	c. Understand other people's perspectives on social issues (for example, neighborhood safety, Internet privacy, or environmental conservation)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457904	d. Form an effective plan for addressing social issues	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457905	<p>N/A</p>	<p>D</p>	<p>This item was dropped in order to reduce burden. Similar items for self-efficacy from VH457877 were kept in its place given that the wording for this item is general and does not specify social studies specific content.</p>
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																	
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<p>12. When you study civics and/or United States government, how much does each of the following statements describe a person like you? Select one answer choice on each row. VH56809</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></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 style="font-size: small;">a. I want other students to think I am a good student.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH568610</td> </tr> <tr> <td style="font-size: small;">b. I want to show others that my schoolwork is easy for me.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH568611</td> </tr> <tr> <td style="font-size: small;">c. I want to look smart in comparison to the other students in my class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH568612</td> </tr> <tr> <td style="font-size: small;">d. I want to get better grades than most other students in my class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">VH568613</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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 a good student.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH568610	b. I want to show others that my schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH568611	c. I want to look smart in comparison to the other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH568612	d. I want to get better grades than most other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH568613	<p>N/A</p>	<p>D</p>	<p>This item was dropped and the version which includes specific subject reference in the subitems was retained. This will also create content consistency across subjects.</p>
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Grade 8 Civics Student

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<p>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.</p> <p style="text-align: right; font-size: small;">Y18S0907</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 to learn as much as possible in my class.</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;">Y18S0908</td> </tr> <tr> <td>b. I want to master a lot of new skills in my class.</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;">Y18S0909</td> </tr> <tr> <td>c. I want to become a better student this year.</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;">Y18S0911</td> </tr> <tr> <td>d. I want to get good grades in my schoolwork.</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;">Y18S0912</td> </tr> <tr> <td>e. I want to understand as much as I can in my class.</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;">Y18S0910</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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 to learn as much as possible in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S0908	b. I want to master a lot of new skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S0909	c. I want to become a better student this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S0911	d. I want to get good grades in my schoolwork.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S0912	e. I want to understand as much as I can in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S0910	<p>N/A</p>	<p>D</p>	<p>This item was dropped and the version which includes specific subject reference in the subitems was retained. This will also create content consistency across subjects.</p>
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e. I want to understand as much as I can in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S0910																																							
<p>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.</p> <p style="text-align: right; font-size: small;">Y18S7904</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I came to my social studies class prepared.</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;">Y18S7921</td> </tr> <tr> <td>b. I remembered and followed directions from my social studies teacher.</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;">Y18S7922</td> </tr> <tr> <td>c. I started working on social studies assignments right away rather than waiting until the last minute.</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;">Y18S7923</td> </tr> <tr> <td>d. I paid attention and resisted distractions during social studies class.</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;">Y18S7924</td> </tr> <tr> <td>e. I stayed on task without reminders from my social studies teacher.</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;">Y18S7925</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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. I came to my social studies class prepared.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S7921	b. I remembered and followed directions from my social studies teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S7922	c. I started working on social studies assignments right away rather than waiting until the last minute.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S7923	d. I paid attention and resisted distractions during social studies class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S7924	e. I stayed on task without reminders from my social studies teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y18S7925	<p>N/A</p>	<p>D</p>	<p>This item has been dropped given that Self-Control items are already included in Core.</p>
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix I-1m: 2018 Operational Grade 8 Civics

2018 Operational Grade 8 Civics Student Items

VH456753

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. 6th grade	(A)	(B)	(C)	(D)	VH457394
b. 7th grade	(A)	(B)	(C)	(D)	VH457396
c. 8th grade	(A)	(B)	(C)	(D)	VH457397

VH457356

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. Other countries' governments (for example, their structure, how they are run, or interactions with the United States)	(A)	(B)	(C)	(D)	(E)	VH457368
f. International organizations (for example, the United Nations, World Bank, or World Health Organization)	(A)	(B)	(C)	(D)	(E)	VH457369
g. Current political and social issues	(A)	(B)	(C)	(D)	(E)	VH457372

2018 Operational Grade 8 Civics Student Items

VH716851

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read material from a civics and/or United States government textbook (print or digital)	(A)	(B)	(C)	(D)	(E)	VH716852
b. Read extra material about civics and/or United States government not in the regular textbook (for example, newspapers, magazines, or online sources)	(A)	(B)	(C)	(D)	(E)	VH716853
c. Conduct research about civics and/or United States government topics (for example, online, in a library, or through interviews)	(A)	(B)	(C)	(D)	(E)	VH716855
d. Listen to or watch movies, videos, or online content about civics and/or United States government topics	(A)	(B)	(C)	(D)	(E)	VH716854

2018 Operational Grade 8 Civics Student Items

VH716857

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

	Never	Once	Two or three times	Four or five times	More than five times	
a. Gone on class field trips to learn about civics and/or United States government topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716858
b. Given class presentations on civics and/or United States government topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716859
c. Written about your opinion on a community problem or social issue (for example, in a letter, e-mail, or blog post)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716862
d. Taken part in political debates or panel discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716861
e. Taken part in role-playing, mock trials, or dramas about civics and/or United States government topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716860

2018 Operational Grade 8 Civics Student Items

VH716863

5. During this school year, how often do you do each of the following activities 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 rights and responsibilities of United States citizens	(A)	(B)	(C)	(D)	(E)	VH716865
b. Examine how the United States influences and is influenced by events in other countries	(A)	(B)	(C)	(D)	(E)	VH716866
c. Compare the roles and responsibilities of local, state, and national governments in the United States	(A)	(B)	(C)	(D)	(E)	VH716871
d. Study why it is important to pay attention to the political process and government	(A)	(B)	(C)	(D)	(E)	VH716868
e. Study why it is important for individuals to participate in the political process and government	(A)	(B)	(C)	(D)	(E)	VH727879

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	(A)	(B)	(C)	(D)	(E)	VH457532
b. Short written responses (for example, a paragraph or less)	(A)	(B)	(C)	(D)	(E)	VH457533
c. Assignments that use different forms of media (for example, photos, videos, or music)	(A)	(B)	(C)	(D)	(E)	VH457534
d. Long written responses (for example, several paragraphs)	(A)	(B)	(C)	(D)	(E)	VH457540
e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	(A)	(B)	(C)	(D)	(E)	VH457542

7. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457549
c. Participate in online discussions about civics and/or United States government on a website (for example, in forums or social media)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457550
d. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457551

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I think I can make a difference in my community.	(A)	(B)	(C)	(D)	(E)	VH716888
b. I think being actively involved in community issues is my responsibility.	(A)	(B)	(C)	(D)	(E)	VH716893
c. I think being concerned about state and local issues is an important responsibility for everybody.	(A)	(B)	(C)	(D)	(E)	VH716891
d. I have good ideas for programs and projects that would help solve problems in my community.	(A)	(B)	(C)	(D)	(E)	VH716892
e. I expect to be involved in improving my community three years from now.	(A)	(B)	(C)	(D)	(E)	VH716890

9. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457878
b. Explain the rights and responsibilities of United States citizens	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457879
c. Explain how the United States influences and is influenced by events in other countries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457880
d. Compare the roles and responsibilities of local, state, and national governments in the United States	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457882
e. Explain why it is important to pay attention to the political process and government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457884
f. Explain why it is important for individuals to participate in the political process and government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457885

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good civics and/or United States government student.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716895
b. I want to show others that my civics and/or United States government schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716898
c. I want to look smart in comparison to the other students in my social studies, civics, and/or United States government class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716897
d. I want to get better civics and/or United States government grades than most other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716896

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about civics and/or United States government in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716900
b. I want to master a lot of new civics and/or United States government skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716901
c. I want to become a better civics and/or United States government student this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716904
d. I want to understand as much as I can about civics and/or United States government in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716902

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Civics and/or United States government are my favorite topics to study.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716874
b. I enjoy doing schoolwork about civics and/or United States government.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716879
c. I enjoy discussing civics and/or United States government topics with others.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716877
d. I think that civics and/or United States government schoolwork helps me understand what is happening in the world around me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716878
e. I think that learning about civics and/or United States government topics will be important for my future.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716876

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read about current political events in the media	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716881
b. Watch movies, videos, and/or TV programs about current political events	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716882
c. Participate in volunteer activities within a community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716884
d. Discuss current political events or issues with others (for example, people in my home or friends)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716883

14. 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

15. 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 I-1n: Summary of Revisions Grade 8 Geography

Grade 8 Geography Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																						
<p>1. In which of the following grades have you learned about geography? Select one answer choice on each row. V14459042</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on geography.</th> <th>Yes, I took a class or course that included some geography topics.</th> <th>No, I did not take a class or course that taught geography topics.</th> <th>I don't remember.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 5th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459043</td> </tr> <tr> <td>b. 6th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459044</td> </tr> <tr> <td>c. 7th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459045</td> </tr> <tr> <td>d. 8th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459046</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459043	b. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459044	c. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459045	d. 8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459046	<p>25. In which of the following grades have you learned about geography? Select one answer choice on each row. V14459042</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on geography.</th> <th>Yes, I took a class or course that included some geography topics.</th> <th>No, I did not take a class or course that taught geography topics.</th> <th>I don't remember.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 6th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459044</td> </tr> <tr> <td>b. 7th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459045</td> </tr> <tr> <td>c. 8th grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459046</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		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. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459044	b. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459045	c. 8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459046	R	<p>Subitem “a” was dropped given the high frequency percentage for the response “I don’t know”.</p>																
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<p>2. In your social studies class this year, how much have you studied the following topics? Select one answer choice on each row. V14459048</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Using physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459049</td> </tr> <tr> <td>b. Natural resources (for example, oil, forests, or water)</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>V14459050</td> </tr> <tr> <td>c. Countries and cultures</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459051</td> </tr> <tr> <td>d. Environmental issues (for example, pollution, recycling, climate change, or genetically modified food)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459052</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459049	b. Natural resources (for example, oil, forests, or water)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459050	c. Countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459051	d. Environmental issues (for example, pollution, recycling, climate change, or genetically modified food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459052	<p>26. In your social studies class this year, how much have you studied the following topics? Select one answer choice on each row. V14459048</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459050</td> </tr> <tr> <td>b. Natural resources (for example, oil, forests, or water)</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>V14459051</td> </tr> <tr> <td>c. Countries and cultures</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459052</td> </tr> <tr> <td>d. Environmental issues (for example, pollution, recycling, climate change, or genetically modified food)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V14459053</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Very little	Some	Quite a bit	A lot		a. Use of physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459050	b. Natural resources (for example, oil, forests, or water)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459051	c. Countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459052	d. Environmental issues (for example, pollution, recycling, climate change, or genetically modified food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14459053	NC	N/A
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Grade 8 Geography Student

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Conduct research about geography topics (for example, online, in a library, or through interviews)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1717184	d. Listen to or watch movies, videos, or online content about geography topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1717183	<p>R</p>	<p>The item stem has been revised per Translatability Review to add "activities" after "the following".</p> <p>Revisions were made to subitem "a" to include print or digital books, and to maintain consistency with changes made to other survey questionnaires.</p> <p>Subitem "c" was dropped to reduce burden.</p> <p>Revisions were made to subitem "d" to clarify the examples given.</p>
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Grade 8 Geography Student

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<p>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. VH459162</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents</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>V1459163</td> </tr> <tr> <td>b. Examine how natural features of the Earth (for example, rivers or mountains) are formed</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>V1459165</td> </tr> <tr> <td>c. Measure distances and sizes of areas on maps</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>V1459168</td> </tr> <tr> <td>d. Examine what makes different regions in the United States unique</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>V1459169</td> </tr> <tr> <td>e. Examine why groups of people migrate to different parts of the world</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>V1459183</td> </tr> <tr> <td>f. Examine how humans affect the natural environment</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>V1459184</td> </tr> <tr> <td>g. Examine how humans adjust to the natural environment</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>V1602888</td> </tr> <tr> <td>h. 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VH717200</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents</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>VH717201</td> </tr> <tr> <td>b. Examine how natural features of Earth (for example, rivers or mountains) are formed</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>VH717202</td> </tr> <tr> <td>c. 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Grade 8 Geography Student

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Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V14457542	<p>30. In your social studies class this year, how often do you get the following assignments? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">V14457511</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the lessons</th> <th>About half of the lessons</th> <th>More than half of the lessons</th> <th>All or almost all of the lessons</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Assignments that you have to complete together with other students</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;">V14457532</td> </tr> <tr> <td>b. 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Grade 8 Geography Student

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<p>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.</p> <p style="text-align: right; font-size: small;">V1449261</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Use games or apps in which you play a role (for example, an explorer, geographer, or historian)</td> <td>A</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td style="font-size: small;">V1449265</td> </tr> <tr> <td style="font-size: small;">b. Organize information about geography topics by creating tables, charts, or graphs</td> <td>A</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td style="font-size: small;">V1449268</td> </tr> <tr> <td style="font-size: small;">c. Create reports or projects about geography using different forms of media (for example, a slide presentation that combines text and video clips)</td> <td>A</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td style="font-size: small;">V1449269</td> </tr> <tr> <td style="font-size: small;">d. Participate in online discussions about geography on a website (for example, in forums or social media)</td> <td>A</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td style="font-size: small;">V1449270</td> </tr> <tr> <td style="font-size: small;">e. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)</td> <td>A</td> <td>D</td> <td>C</td> <td>D</td> <td>D</td> <td style="font-size: small;">V1449271</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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. Use games or apps in which you play a role (for example, an explorer, geographer, or historian)	A	D	C	D	D	V1449265	b. Organize information about geography topics by creating tables, charts, or graphs	A	D	C	D	D	V1449268	c. Create reports or projects about geography using different forms of media (for example, a slide presentation that combines text and video clips)	A	D	C	D	D	V1449269	d. Participate in online discussions about geography on a website (for example, in forums or social media)	A	D	C	D	D	V1449270	e. 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Grade 8 Geography Student

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

Grade 8 Geography Student

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I want to learn as much as possible about geography in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548927	b. I want to master a lot of new geography skills in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548928	c. I want to become a better geography student this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548930	d. I want to get good grades in my geography schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548931	e. I want to understand as much as I can about geography in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548929	<p>34. How much does each of the following statements describe you? Select one answer choice on each row. V1717301</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 want to learn as much as possible about geography in 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>V1717302</td> </tr> <tr> <td>b. I want to master a lot of new geography skills in 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>V1717303</td> </tr> <tr> <td>c. 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Geography Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																											
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I enjoy doing schoolwork about geography.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YH49280</td> </tr> <tr> <td>d. I enjoy discussing geography topics with others.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YH49283</td> </tr> <tr> <td>e. I think that geography schoolwork helps me understand what is happening in the world around 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>YH49284</td> </tr> <tr> <td>f. 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Grade 8 Geography Student

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Give friends or family directions on how to get somewhere</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>VH459297</td> </tr> <tr> <td>d. Look up geographic information in books or on the web</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>VH459299</td> </tr> <tr> <td>e. Travel to places outside of your town</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>VH459299</td> </tr> <tr> <td>f. 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c. Travel to places outside of your town	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH737394																																																																																	
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<p>9. How often do you receive help from a tutor, family member, or friend with social studies outside of school or after school?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> About once or twice a year</p> <p><input type="radio"/> About once or twice a month</p> <p><input type="radio"/> About once or twice a week</p> <p><input type="radio"/> Every day or almost every day</p> <p>(2017 Grade 8)</p>	<p>37. How often do you receive help from a tutor, family member, or friend with social studies outside of school or after school?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> About once or twice a year</p> <p><input type="radio"/> About once or twice a month</p> <p><input type="radio"/> About once or twice a week</p> <p><input type="radio"/> Every day or almost every day</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																																				

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Grade 8 Geography Student

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p style="text-align: right; font-size: small;">V1845907</p> <p>17. Approximately how many hours a day do you spend on your social studies homework?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ Less than 30 minutes a day <input type="radio"/> Ⓑ 30 minutes up to 1 hour a day <input type="radio"/> Ⓒ 1 up to 2 hours a day <input type="radio"/> Ⓓ 2 up to 3 hours a day <input type="radio"/> Ⓔ 3 up to 4 hours a day <input type="radio"/> Ⓕ More than 4 hours a day <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1845907</p> <p>38. Approximately how many hours a day do you spend on your social studies homework?</p> <ul style="list-style-type: none"> <input type="radio"/> Ⓐ Less than 30 minutes a day <input type="radio"/> Ⓑ 30 minutes up to 1 hour a day <input type="radio"/> Ⓒ 1 up to 2 hours a day <input type="radio"/> Ⓓ 2 up to 3 hours a day <input type="radio"/> Ⓔ 3 up to 4 hours a day <input type="radio"/> Ⓕ More than 4 hours a day <p>Issue: Student Factors</p>	NC	N/A																																										
<p style="text-align: right; font-size: small;">V1845897</p> <p>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.</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 a good student.</td> <td style="text-align: center;"><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;">V11545898</td> </tr> <tr> <td>b. I want to show others that my 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-small;">V11545899</td> </tr> <tr> <td>c. I want to look smart in comparison to the other students in my 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;">V11545903</td> </tr> <tr> <td>d. I want to get better grades than most other students in my 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;">V11545904</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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 a good student.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	V11545898	b. I want to show others that my schoolwork is easy for me.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	V11545899	c. I want to look smart in comparison to the other students in my class.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	V11545903	d. I want to get better grades than most other students in my class.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	V11545904	N/A	D	<p>This item was dropped and the version which includes specific subject reference in the subitems was retained. This will also create content consistency across subjects.</p>							
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Grade 8 Geography Student

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p>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. Y1457919</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 12%;">Never or hardly ever</th> <th style="width: 12%;">Less than half of the time</th> <th style="width: 12%;">About half of the time</th> <th style="width: 12%;">More than half of the time</th> <th style="width: 12%;">All or almost all of the time</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>a. I came to my social studies class prepared.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>Y1457921</td> </tr> <tr> <td>b. I remembered and followed directions from my social studies teacher.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>Y1457922</td> </tr> <tr> <td>c. I started working on social studies assignments right away rather than waiting until the last minute.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>Y1457923</td> </tr> <tr> <td>d. I paid attention and resisted distractions during social studies class.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>Y1457924</td> </tr> <tr> <td>e. I stayed on task without reminders from my social studies teacher.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td>Y1457925</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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. I came to my social studies class prepared.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y1457921	b. I remembered and followed directions from my social studies teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y1457922	c. I started working on social studies assignments right away rather than waiting until the last minute.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y1457923	d. I paid attention and resisted distractions during social studies class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y1457924	e. I stayed on task without reminders from my social studies teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y1457925	N/A	D	This item has been dropped given that Self-Control items are already included in Core.
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Appendix I-1o: 2018 Operational Grade 8 Geography

2018 Operational Grade 8 Geography Student Items

VH459042

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. 6th grade	(A)	(B)	(C)	(D)	VH459044
b. 7th grade	(A)	(B)	(C)	(D)	VH459045
c. 8th grade	(A)	(B)	(C)	(D)	VH459046

VH459048

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. Use of physical or digital maps (for example, a road map, MapQuest, or Google Maps) and globes	(A)	(B)	(C)	(D)	(E)	VH717072
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 activities? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read material from a geography textbook (print or digital)	(A)	(B)	(C)	(D)	(E)	VH717181
b. Read extra material about geography not in the regular textbook (for example, newspapers, magazines, or online sources)	(A)	(B)	(C)	(D)	(E)	VH717182
c. Conduct research about geography topics (for example, online, in a library, or through interviews)	(A)	(B)	(C)	(D)	(E)	VH717184
d. Listen to or watch movies, videos, or online content about geography topics	(A)	(B)	(C)	(D)	(E)	VH717183

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

	Never	Once	Two or three times	Four or five times	More than five times	
a. Gone on class field trips to learn about geography topics	(A)	(B)	(C)	(D)	(E)	VH717246
b. Given class presentations on geography topics	(A)	(B)	(C)	(D)	(E)	VH717249
c. Written about your opinion on geographic problems or issues (for example, in a letter, e-mail, or blog post)	(A)	(B)	(C)	(D)	(E)	VH717248
d. Taken part in environmental debates or panel discussions	(A)	(B)	(C)	(D)	(E)	VH717247

5. During this school year, how often do you do each of the following activities when you study geography? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use a map (for example, a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH717201
b. Examine how natural features of Earth (for example, rivers or mountains) are formed	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH717202
c. Examine why groups of people migrate to different parts of the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH717209
d. Examine how humans affect the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH717206
e. Examine how humans adjust to the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH717205
f. Examine why different food and energy resources are traded globally	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH717207
g. Use geographic information (for example, maps, satellite images, or population data) to answer a question or solve a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH717208

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. 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. Play games or use apps in which you play a role (for example, an explorer, geographer, or historian)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH727929
b. Organize information about geography topics by creating tables, charts, or graphs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459268
c. Create reports or projects about geography using different forms of media (for example, a slide presentation that combines text and video clips)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459269
d. Participate in online discussions about geography on a website (for example, in forums or social media)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459270
e. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459271

8. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459342
b. Describe how natural features of Earth (for example, rivers or mountains) are formed	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH728006
c. Explain why groups of people migrate to different parts of the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459357
d. Explain how humans affect the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459358
e. Explain how humans adjust to the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH602980
f. Explain why different food and energy resources are traded globally	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459359
g. Use geographic information (for example, maps, satellite images, or population data) to answer a question or solve a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459361

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good geography student.	(A)	(B)	(C)	(D)	(E)	VH717291
b. I want to show others that my geography schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH717294
c. I want to look smart in comparison to the other students in my social studies or geography class.	(A)	(B)	(C)	(D)	(E)	VH717292
d. I want to get better geography grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH717293

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about geography in my class.	(A)	(B)	(C)	(D)	(E)	VH717302
b. I want to master a lot of new geography skills in my class.	(A)	(B)	(C)	(D)	(E)	VH717303
c. I want to become a better geography student this year.	(A)	(B)	(C)	(D)	(E)	VH717305
d. I want to understand as much as I can about geography in my class.	(A)	(B)	(C)	(D)	(E)	VH717306

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Geography is one of my favorite subjects to study.	(A)	(B)	(C)	(D)	(E)	VH717260
b. I enjoy doing schoolwork about geography.	(A)	(B)	(C)	(D)	(E)	VH717265
c. I enjoy discussing geography topics with others.	(A)	(B)	(C)	(D)	(E)	VH717263
d. I think that geography schoolwork helps me understand what is happening in the world around me.	(A)	(B)	(C)	(D)	(E)	VH717264
e. I think that learning about geography topics will be important for my future.	(A)	(B)	(C)	(D)	(E)	VH717262

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Use online maps (for example, Google Maps, MapQuest, or Bing Maps)	(A)	(B)	(C)	(D)	(E)	VH717390
b. Read about geographic issues	(A)	(B)	(C)	(D)	(E)	VH717391
c. Travel to places outside of your town	(A)	(B)	(C)	(D)	(E)	VH717394
d. Talk to friends or family about geographic topics	(A)	(B)	(C)	(D)	(E)	VH717392

13. 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

14. 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 I-1p: Summary of Revisions Grade 8 U.S. History

Grade 8 US History Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																						
<p>1. In which of the following grades have you learned about United States history? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on United States history.</th> <th>Yes, I took a class or course that included some United States history topics.</th> <th>No, I did not take a class or course that taught United States history topics.</th> <th>I don't remember.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 5th grade</td> <td style="text-align: center;"><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;">Y1459699</td> </tr> <tr> <td>b. 6th grade</td> <td style="text-align: center;"><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;">Y1459700</td> </tr> <tr> <td>c. 7th grade</td> <td style="text-align: center;"><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;">Y1459701</td> </tr> <tr> <td>d. 8th grade</td> <td style="text-align: center;"><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;">Y1459702</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Yes, I took a class or course mainly focused on United States history.	Yes, I took a class or course that included some United States history topics.	No, I did not take a class or course that taught United States history topics.	I don't remember.		a. 5th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1459699	b. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1459700	c. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1459701	d. 8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1459702	<p>25. In which of the following grades have you learned about United States history? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Yes, I took a class or course mainly focused on United States history.</th> <th>Yes, I took a class or course that included some United States history topics.</th> <th>No, I did not take a class or course that taught United States history topics.</th> <th>I don't remember.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 6th grade</td> <td style="text-align: center;"><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;">Y1459700</td> </tr> <tr> <td>b. 7th grade</td> <td style="text-align: center;"><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;">Y1459701</td> </tr> <tr> <td>c. 8th grade</td> <td style="text-align: center;"><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;">Y1459702</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		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. 6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1459700	b. 7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1459701	c. 8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1459702	R	<p>Subitem “a” was dropped given the high frequency percentage for the response “I don’t know”.</p>																
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 US History Student

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e. Conduct research about United States history topics (for example, in a library or through interviews or observations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18459762																																																																																								
f. Listen to or watch movies, videos, or online content about United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18459763																																																																																								
	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 (print or digital)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1718237																																																																																								
b. Read extra material about United States history not in the regular textbook (for example, newspapers, magazines, or online sources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1718238																																																																																								
c. Use primary sources (for example, letters, diaries, photographs, films, or essays written by people from the past)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1718243																																																																																								
d. Conduct research about United States history topics (for example, online, in a library, or through interviews)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1718241																																																																																								
e. Listen to or watch movies, videos, or online content about United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1718239																																																																																								

Grade 8 US History Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																				
<p>4. During this school year so far, how often have you done each of the following? Select one answer choice on each row. Y1449792</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>Once</th> <th>Two or three times</th> <th>Four or five times</th> <th>More than five times</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Gone on class field trips to learn about United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1449793</td> </tr> <tr> <td>b. Given class presentations on United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1449794</td> </tr> <tr> <td>c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1449797</td> </tr> <tr> <td>d. Taken part in historical debates or panel discussions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1449799</td> </tr> <tr> <td>e. Taken part in role-playing, mock trials, or dramas about United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1449800</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never	Once	Two or three times	Four or five times	More than five times		a. Gone on class field trips to learn about United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1449793	b. Given class presentations on United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1449794	c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1449797	d. Taken part in historical debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1449799	e. Taken part in role-playing, mock trials, or dramas about United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1449800	<p>28. During this school year so far, how often have you done each of the following activities? Select one answer choice on each row. Y1718301</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>Once</th> <th>Two or three times</th> <th>Four or five times</th> <th>More than five times</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Gone on class field trips to learn about United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1718302</td> </tr> <tr> <td>b. Given class presentations on United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1718303</td> </tr> <tr> <td>c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1718305</td> </tr> <tr> <td>d. Taken part in historical debates or panel discussions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1718306</td> </tr> <tr> <td>e. Taken part in role-playing, mock trials, or dramas about United States history topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1718304</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never	Once	Two or three times	Four or five times	More than five times		a. Gone on class field trips to learn about United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1718302	b. Given class presentations on United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1718303	c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1718305	d. Taken part in historical debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1718306	e. Taken part in role-playing, mock trials, or dramas about United States history topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1718304	<p>R</p>	<p>The item stem has been revised per Translatability Review to add "activities" after "the following".</p>
	Never	Once	Two or three times	Four or five times	More than five times																																																																																		
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c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1449797																																																																																	
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Grade 8 US History Student

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<p>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.</p> <p style="text-align: right; font-size: small;">V14459802</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Examine the causes and effects of important events in United States history</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V14459803</td> </tr> <tr> <td style="font-size: x-small;">b. Examine how time periods in United States history are similar or different</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V14459804</td> </tr> <tr> <td style="font-size: x-small;">c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V14459808</td> </tr> <tr> <td style="font-size: x-small;">d. Analyze the relationship between two historical events</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V14459866</td> </tr> <tr> <td style="font-size: x-small;">e. Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V14459868</td> </tr> <tr> <td style="font-size: x-small;">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)</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V14459870</td> </tr> <tr> <td style="font-size: x-small;">g. Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V14459871</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	(D)	(D)	(C)	(D)	(D)	V14459803	b. Examine how time periods in United States history are similar or different	(D)	(D)	(C)	(D)	(D)	V14459804	c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	(D)	(D)	(C)	(D)	(D)	V14459808	d. Analyze the relationship between two historical events	(D)	(D)	(C)	(D)	(D)	V14459866	e. Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)	(D)	(D)	(C)	(D)	(D)	V14459868	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)	(D)	(D)	(C)	(D)	(D)	V14459870	g. Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)	(D)	(D)	(C)	(D)	(D)	V14459871	<p>29. During this school year, how often do you do each of the following activities when you study United States history? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">V1718591</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Examine the causes and effects of important events in United States history</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V1718592</td> </tr> <tr> <td style="font-size: x-small;">b. Examine how time periods in United States history are similar or different</td> <td>(D)</td> <td>(D)</td> <td>(C)</td> <td>(D)</td> <td>(D)</td> <td style="font-size: x-small;">V1718593</td> </tr> <tr> <td style="font-size: x-small;">c. 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Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	(D)	(D)	(C)	(D)	(D)	V1718594	d. Analyze the relationship between two historical events	(D)	(D)	(C)	(D)	(D)	V1718596	e. Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)	(D)	(D)	(C)	(D)	(D)	V1718596	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)	(D)	(D)	(C)	(D)	(D)	V1718597	g. Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)	(D)	(D)	(C)	(D)	(D)	V1718598	<p>R</p>	<p>The item stem has been revised per Translatability Review to add "activities" after "the following".</p>
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Grade 8 US History Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																				
<p>6. In your social studies class this year, how often do you get the following assignments? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VH457531</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the lessons</th> <th>About half of the lessons</th> <th>More than half of the lessons</th> <th>All or almost all of the lessons</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Assignments that you have to complete together with other students</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-x-small;">VH457532</td> </tr> <tr> <td>b. Short written responses (for example, a paragraph or less)</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-x-small;">VH457533</td> </tr> <tr> <td>c. Assignments that use different forms of media (for example, photos, videos, or music)</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-x-small;">VH457534</td> </tr> <tr> <td>d. Long written responses (for example, several paragraphs)</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-x-small;">VH457540</td> </tr> <tr> <td>e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)</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-x-small;">VH457542</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	<p>30. In your social studies class this year, how often do you get the following assignments? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VD497581</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the lessons</th> <th>About half of the lessons</th> <th>More than half of the lessons</th> <th>All or almost all of the lessons</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Assignments that you have to complete together with other students</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-x-small;">VH457532</td> </tr> <tr> <td>b. 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 US History Student

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d. I want to get good grades in my United States history schoolwork. V1556279	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																											
e. I want to understand as much as I can about United States history in my class. V1556277	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																											
	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. V1720608	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																											
b. I want to master a lot of new United States history skills in my class. V1720609	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																											
c. I want to become a better United States history student this year. V1720611	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																											
d. I want to understand as much as I can about United States history in my class. V1720612	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																											

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

Grade 8 US History Student

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																											
			Subitem “d” was dropped in order to keep 4 items each from the mastery and performance facets of the achievement goals items.																																																																																											
<p>9. How much does each of the following statements describe a person like you? Select one answer choice on each row. Y1445986</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 style="font-size: small;">a. United States history is one of my favorite subjects to study.</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;">Y14459877</td> </tr> <tr> <td style="font-size: small;">b. Schoolwork about United States history 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;">Y14459878</td> </tr> <tr> <td style="font-size: small;">c. I enjoy doing schoolwork about United States history.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y14459901</td> </tr> <tr> <td style="font-size: small;">d. I enjoy discussing United States history topics with others.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y14459905</td> </tr> <tr> <td style="font-size: small;">e. I think that United States history schoolwork helps me understand what is happening in the world around 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;">Y14459906</td> </tr> <tr> <td style="font-size: small;">f. I think that learning about United States history topics will be important for my 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;">Y14459907</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14459877	b. 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How much does each of the following statements describe you? Select one answer choice on each row. Y1718413</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 style="font-size: small;">a. United States history is one of my favorite subjects to study.</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;">Y1718414</td> </tr> <tr> <td style="font-size: small;">b. 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I think that United States history schoolwork helps me understand what is happening in the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1718418	e. I think that learning about United States history topics will be important for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1718416	<p>R</p>	<p>Revisions were made to the item stem per recommendation of the Questionnaire Standing Committee from science cog lab findings for a similarly worded item. Inclusion of this item is also recommended for creating content consistency across subjects.</p> <p>Subitem “b” was dropped in order to maintain consistency across subjects for items in the Interest index.</p>
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Grade 8 US History Student

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<p>10. During this school year, how often do you do each of the following outside of school? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VH459946</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Read books about history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH459947</td> </tr> <tr> <td>b. Watch movies, videos, or TV programs about history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH459949</td> </tr> <tr> <td>c. Play video games about history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH459950</td> </tr> <tr> <td>d. Go to history museums or historical sites</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;">VH459953</td> </tr> <tr> <td>e. 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Talk to friends or family about historical topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH459955	<p>37. During this school year, how often do you do each of the following activities outside of school? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VH1716431</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Read books about history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH1716433</td> </tr> <tr> <td>b. 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Talk to friends or family about historical topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1716435	R	<p>The item stem has been revised per Translatability Review to add "activities" after "the following".</p> <p>Subitem "f" was dropped due to redundancy with VH459953.</p>
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Grade 8 US History Student

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p>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.</p> <p style="text-align: right; font-size: small;">VHS96227</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 style="font-size: x-small;">a. I want other students to think I am a good student.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS96228</td> </tr> <tr> <td style="font-size: x-small;">b. I want to show others that my schoolwork is easy for me.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS96229</td> </tr> <tr> <td style="font-size: x-small;">c. I want to look smart in comparison to the other students in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS96230</td> </tr> <tr> <td style="font-size: x-small;">d. I want to get better grades than most other students in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS96231</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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 a good student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96228	b. I want to show others that my schoolwork is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96229	c. I want to look smart in comparison to the other students in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96230	d. I want to get better grades than most other students in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96231	<p>N/A</p>	<p>D</p>	<p>This item was dropped and the version which includes specific subject reference in the subitems was retained. This will also create content consistency across subjects.</p>							
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<p>14. When you study United States history, how much does each of the following statements describe a person like you? Select one answer choice on each row.</p> <p style="text-align: right; font-size: small;">VHS96241</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 style="font-size: x-small;">a. I want to learn as much as possible in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS96242</td> </tr> <tr> <td style="font-size: x-small;">b. I want to master a lot of new skills in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS96243</td> </tr> <tr> <td style="font-size: x-small;">c. I want to become a better student 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;">VHS96245</td> </tr> <tr> <td style="font-size: x-small;">d. I want to get good grades in my schoolwork.</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;">VHS96246</td> </tr> <tr> <td style="font-size: x-small;">e. I want to understand as much as I can in my class.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS96244</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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 to learn as much as possible in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96242	b. I want to master a lot of new skills in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96243	c. I want to become a better student this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96245	d. I want to get good grades in my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96246	e. I want to understand as much as I can in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS96244	<p>N/A</p>	<p>D</p>	<p>This item was dropped and the version which includes specific subject reference in the subitems was retained. This will also create content consistency across subjects.</p>
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Grade 8 US History Student

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Never or hardly ever</th> <th style="width: 15%;">Less than half of the time</th> <th style="width: 15%;">About half of the time</th> <th style="width: 15%;">More than half of the time</th> <th style="width: 15%;">All or almost all of the time</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. I came to my social studies class prepared.</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>V18457921</td> </tr> <tr> <td>b. I remembered and followed directions from my social studies teacher.</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>V18467922</td> </tr> <tr> <td>c. I started working on social studies assignments right away rather than waiting until the last minute.</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>V18467923</td> </tr> <tr> <td>d. I paid attention and resisted distractions during social studies 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>V18467924</td> </tr> <tr> <td>e. I stayed on task without reminders from my social studies teacher.</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>V18467925</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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. I came to my social studies class prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18457921	b. I remembered and followed directions from my social studies teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18467922	c. I started working on social studies assignments right away rather than waiting until the last minute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18467923	d. I paid attention and resisted distractions during social studies class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18467924	e. I stayed on task without reminders from my social studies teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18467925	<p>N/A</p>	<p>D</p>	<p>This item has been dropped given that Self-Control items are already included in Core.</p>
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Appendix I-1q: 2018 Operational 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. 6th grade	(A)	(B)	(C)	(D)	VH459700
b. 7th grade	(A)	(B)	(C)	(D)	VH459701
c. 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 activities? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read material from a United States history textbook (print or digital)	(A)	(B)	(C)	(D)	(E)	VH718237
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)	VH718238
c. Use primary sources (for example, letters, diaries, photographs, films, or essays written by people from the past)	(A)	(B)	(C)	(D)	(E)	VH718242
d. Conduct research about United States history topics (for example, online, in a library, or through interviews)	(A)	(B)	(C)	(D)	(E)	VH718241
e. Listen to or watch movies, videos, or online content about United States history topics	(A)	(B)	(C)	(D)	(E)	VH718239

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

	Never	Once	Two or three times	Four or five times	More than five times	
a. Gone on class field trips to learn about United States history topics	(A)	(B)	(C)	(D)	(E)	VH718302
b. Given class presentations on United States history topics	(A)	(B)	(C)	(D)	(E)	VH718303
c. Written about your opinion on historical issues (for example, in a letter, e-mail, or blog post)	(A)	(B)	(C)	(D)	(E)	VH718306
d. Taken part in historical debates or panel discussions	(A)	(B)	(C)	(D)	(E)	VH718305
e. Taken part in role-playing, mock trials, or dramas about United States history topics	(A)	(B)	(C)	(D)	(E)	VH718304

5. During this school year, how often do you do each of the following activities when you study United States history? Select **one** answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Examine the causes and effects of important events in United States history	(A)	(B)	(C)	(D)	(E)	VH718592
b. Examine how time periods in United States history are similar or different	(A)	(B)	(C)	(D)	(E)	VH718593
c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	(A)	(B)	(C)	(D)	(E)	VH718594
d. Analyze the relationship between two historical events	(A)	(B)	(C)	(D)	(E)	VH718598
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)	VH718596
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)	VH718597
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)	VH718595

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. 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. Play games or use apps in which you play a role (for example, an explorer, geographer, or historian)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH727925
b. Organize information about United States history topics by creating tables, charts, or graphs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459893
d. Participate in online discussions about United States history on a website (for example, in forums or social media)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459894
e. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459895

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I form opinions about historical events only after I have information from more than one source.	(A)	(B)	(C)	(D)	(E)	VH719829
b. I need to know the history leading up to an event to truly understand it.	(A)	(B)	(C)	(D)	(E)	VH719830
c. I want to know what lies behind the story when I study a conflict in history.	(A)	(B)	(C)	(D)	(E)	VH719834
d. I try to understand others better by imagining how things look from their perspective.	(A)	(B)	(C)	(D)	(E)	VH719832
e. I try to look at everybody's side of a disagreement before I make a decision.	(A)	(B)	(C)	(D)	(E)	VH719833
f. I think that there is more than one side to every question, and I try to look at all of them.	(A)	(B)	(C)	(D)	(E)	VH719831

9. 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	(A)	(B)	(C)	(D)	(E)	VH460011
b. Explain how time periods in United States history are similar or different	(A)	(B)	(C)	(D)	(E)	VH460016
c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	(A)	(B)	(C)	(D)	(E)	VH460017
d. Understand the relationship between two historical events	(A)	(B)	(C)	(D)	(E)	VH460041
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)	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)	(A)	(B)	(C)	(D)	(E)	VH460043
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)	VH460044

VH719843

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good United States history student.	(A)	(B)	(C)	(D)	(E)	VH719844
b. I want to show others that my United States history schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH719847
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)	VH719845
d. I want to get better United States history grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH719846

VH720606

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about United States history in my class.	(A)	(B)	(C)	(D)	(E)	VH720608
b. I want to master a lot of new United States history skills in my class.	(A)	(B)	(C)	(D)	(E)	VH720609
c. I want to become a better United States history student this year.	(A)	(B)	(C)	(D)	(E)	VH720611
d. I want to understand as much as I can about United States history in my class.	(A)	(B)	(C)	(D)	(E)	VH720612

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. United States history is one of my favorite subjects to study.	(A)	(B)	(C)	(D)	(E)	VH718414
b. I enjoy doing schoolwork about United States history.	(A)	(B)	(C)	(D)	(E)	VH718419
c. I enjoy discussing United States history topics with others.	(A)	(B)	(C)	(D)	(E)	VH718417
d. I think that United States history schoolwork helps me understand what is happening in the world around me.	(A)	(B)	(C)	(D)	(E)	VH718418
e. I think that learning about United States history topics will be important for my future.	(A)	(B)	(C)	(D)	(E)	VH718416

VH718431

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read books about history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718432
b. Watch movies, videos, or TV programs about history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718433
c. Play video games about history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718434
d. Go to history museums or historical sites	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718438
e. Do online research related to historical topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718436
f. Talk to friends or family about historical topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718435

VH457791

14. 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

15. 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 I-1r: 2018 Operational Grade 8 TEL

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

1. 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

2. 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

3. **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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE681629
b. How to credit others for their ideas (for example, citing sources, using endnotes and footnotes in reports)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE681632

Student Questionnaire – Technology and Engineering Literacy

VE639123

4. 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

5. 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

6. **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

7. **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

8. **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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

16. 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

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?

- Ⓐ 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

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

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

Appendix I-1s: Summary of Revisions 2018 Reading SBT Special Study Student
Engagement Items

Summary of Revisions: Reading SBT Special Study Engagement Items

The table below summarizes the non-substantive changes made to the new items for the 2018 Reading SBT study engagement items since the last submission in Appendix F-1aa. The changes were made in collaboration with the subject matter consultant who worked on the development of these items were made to improve wording clarity and to phrase the questions in a way that would engage students.

	Submitted	Revision
Column Headers	Very True Somewhat True Not Very True Not at All True	1 Very different from me 2 A little different from me 3 A little like me 4 A lot like me
Items		
	For every reading assignment, I worked hard	I worked hard on all the [XXX] ¹ activities I just completed.
	I could understand the readings	I understood the [XXX] activities I just completed.
	Reading was not important to me	The [XXX] activities I just completed are not important to me.
	I could correctly answer questions about the readings	I was successful on the [XXX] activities I just finished.
	The reading materials were interesting	The [XXX] materials I just read were interesting to me.
	I did not try to complete most of the reading assignments	I did not put effort into the [XXX] activities I just completed.
	I enjoyed reading	I enjoyed the [XXX] activities I just finished.
	The readings gave me useful knowledge	The [XXX] activities I just completed are very useful to me.
	I put a lot of effort into reading	I tried to do well on the [XXX] activities I just completed.
	The reading materials were way too hard for me	I was not good at the [XXX] activities I just finished.
	Studying the materials was beneficial to me	Activities like the ones I just completed on [XXX] are very helpful to me at school.
	Even if reading activities were difficult, I completed them	I made sure I finished every part of the [XXX] activities I just completed.
	NEW	In the future, I will be very good at activities like those I completed for [XXX].

¹ Note: Where [XXX] is indicated—The name of each block will appear in place of the [XXX]—e.g., “Space Junk activities”, “Mango Street activities.”

Summary of Revisions: Reading SBT Special Study Engagement Items

	It was very important to me to do my reading	The [XXX] activities I just completed are important to me.
	I could not relate to the readings	I did not enjoy the [XXX] activities I just completed.
	It was fun to do the readings	The [XXX] activities I just completed were fun.

The items not listed above are selected from the 2017 Operational Grade 4 Core and 2017 Operational Grade 4 Reading questionnaires. No changes have been made to these items since they were submitted in Appendix F. Items 1-4 were selected from Appendix F-1a and items 5-6 were selected from Appendix F-1d.

Appendix I-1t: 2018 Reading SBT Special Study

2018 Reading SBT Study

The statements you will read next are about the reading activities you just finished.

Each statement tells how some students feel about reading. Read each statement and decide whether it describes a person who is like you or a person who is different from you. You will be asked to select one answer choice on each row.

Items	Very different from me 1	A little different from me 2	A little like me 3	A lot like me 4
I worked hard on all the [XXX] ⁱ activities I just completed.	1	2	3	4
I understood the [XXX] activities I just completed.	1	2	3	4
The [XXX] activities I just completed are not important to me.	1	2	3	4
I was successful on the [XXX] activities I just finished.	1	2	3	4
The [XXX] materials I just read were interesting to me.	1	2	3	4
I did not put effort into the [XXX] activities I just completed.	1	2	3	4
I enjoyed the [XXX] activities I just finished.	1	2	3	4
The [XXX] activities I just completed are very useful to me.	1	2	3	4
I tried to do well on the [XXX] activities I just completed.	1	2	3	4
I was not good at the [XXX] activities I just finished.	1	2	3	4
Activities like the ones I just completed on [XXX] are very helpful to me at school.	1	2	3	4
I made sure I finished every part of the [XXX] activities I just completed.	1	2	3	4
In the future, I will be very good at activities like those I completed for [XXX].	1	2	3	4
The [XXX] activities I just completed are important to me.	1	2	3	4
I did not enjoy the [XXX] activities I just completed.	1	2	3	4
The [XXX] activities I just completed were fun.	1	2	3	4

ⁱNote: Where [XXX] is indicated—The name of each block will appear in place of the [XXX]—e.g., “Space Junk activities”, “Mango Street activities.”

1. 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

2. 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

3. 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

4. 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

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

Appendix I-1u: 2018 Oral Reading Fluency Study

The Oral Reading Fluency items are the same as those submitted in Appendices F-1a, F-1d, and F-1ab

Q1: In this school year, how often have you read out loud - in school or at home, or anywhere?

1. Never or hardly ever
2. Sometimes
3. Often
4. All the time

(for Q2 and Q3) Tell us about the last time you read out loud.

Q2: Who did you read to? (Say all that apply.)

1. Myself
2. A family member
3. My Teacher
4. Someone else
5. I never read out loud.

Q3: Where were you? (Say all that apply.)

1. At home
2. At school
3. In the library
4. Somewhere else
5. I never read out loud.

Q4: How difficult was this reading-out-loud test?

1. Not at all difficult
2. A bit difficult
3. Quite difficult
4. Very difficult

VH240003

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

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

VH260313

2. How easy or difficult was this test?

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

VH333658

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.	(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

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.	(A)	(B)	(C)	(D)	(E)	VH271750
b. I like activities that challenge my thinking abilities.	(A)	(B)	(C)	(D)	(E)	VH271752
c. I enjoy situations where I will have to think about something.	(A)	(B)	(C)	(D)	(E)	VH271753
d. I enjoy thinking about new solutions to problems.	(A)	(B)	(C)	(D)	(E)	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.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903

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

- (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

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

- (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

22. 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

23. 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

24. 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

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

26. 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

27. 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	(A)	(B)	(C)	(D)	(E)	VH260848
b. Explain the meaning of something you have read	(A)	(B)	(C)	(D)	(E)	VH260849
c. Figure out the main idea of a text	(A)	(B)	(C)	(D)	(E)	VH260851
d. Find text in a reading passage to help you answer a question on a test	(A)	(B)	(C)	(D)	(E)	VH260859
e. Recognize when you don't understand something you are reading	(A)	(B)	(C)	(D)	(E)	VH260861
f. Recognize the difference between fact and opinion in a text	(A)	(B)	(C)	(D)	(E)	VH260863

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	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

29. 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

30. 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

31. 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

32. 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 I2: Teacher Questionnaires

Appendix I-2a: Summary of Revisions 2018 Grade 4 and 8 Core

Grades 4 and 8 Core Teacher

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2018 Pilot Teacher and School Gender Item)</p>	<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p>	NC	
<p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>Issue: Race/Ethnicity</p>	NC	
<p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>Issue: Race/Ethnicity</p>	NC	
<p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1–2 years</p> <p><input type="checkbox"/> 3–5 years</p> <p><input type="checkbox"/> 6–10 years</p> <p><input type="checkbox"/> 11–20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1–2 years</p> <p><input type="checkbox"/> 3–5 years</p> <p><input type="checkbox"/> 6–10 years</p> <p><input type="checkbox"/> 11–20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>Issue: Teacher Preparation</p>	NC	

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

Grades 4 and 8 Core Teacher

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>5. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> My school, district, or diocese does not award tenure.</p> <p>(2017 Pilot Grade 8 Core, Reading Mathematics- All Subjects)</p>	<p>5. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> My school, district, or diocese does not award tenure.</p> <p>Issue: Teacher Preparation</p>	NC	
<p>5. Excluding student teaching, how many years have you taught civics, geography, history, or social studies in grades 6 through 12, counting this year?</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–2 years</p> <p><input type="radio"/> 3–5 years</p> <p><input type="radio"/> 6–10 years</p> <p><input type="radio"/> 11–20 years</p> <p><input type="radio"/> 21 or more years</p> <p>(2018 Pilot Grade 8)</p>	<p>5. Excluding student teaching, how many years have you taught civics, geography, history, or social studies in grades 6 through 12, counting this year?</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–2 years</p> <p><input type="radio"/> 3–5 years</p> <p><input type="radio"/> 6–10 years</p> <p><input type="radio"/> 11–20 years</p> <p><input type="radio"/> 21 or more years</p> <p>Issue: Teacher Preparation</p>	NC	
<p>5. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–2 years</p> <p><input type="radio"/> 3–5 years</p> <p><input type="radio"/> 6–10 years</p> <p><input type="radio"/> 11–20 years</p> <p><input type="radio"/> 21 or more years</p> <p>(2015 Operational Grade 8)</p>	<p>5. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–2 years</p> <p><input type="radio"/> 3–5 years</p> <p><input type="radio"/> 6–10 years</p> <p><input type="radio"/> 11–20 years</p> <p><input type="radio"/> 21 or more years</p> <p>Issue: Teacher Preparation</p>	NC	
<p>6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <p><input type="radio"/> Yes, I hold a permanent certificate.</p> <p><input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</p> <p><input type="radio"/> No, but I am currently working toward certification.</p> <p><input type="radio"/> No, and I am not planning to obtain certification.</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <p><input type="radio"/> Yes, I hold a permanent certificate.</p> <p><input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</p> <p><input type="radio"/> No, but I am currently working toward certification.</p> <p><input type="radio"/> No, and I am not planning to obtain certification.</p> <p>Issue: Teacher Preparation</p>	NC	

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Grades 4 and 8 Core Teacher

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>7. Did you enter teaching through an alternative route to certification program?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>7. Did you enter teaching through an alternative route to certification program?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Teacher Preparation</p>	NC	
<p>8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?</p> <p>(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.)</p> <p><input type="radio"/> Yes, I am fully certified by the National Board for Professional Teaching Standards.</p> <p><input type="radio"/> I am working towards my National Board certification.</p> <p><input type="radio"/> No</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?</p> <p>(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.)</p> <p><input type="radio"/> Yes, I am fully certified by the National Board for Professional Teaching Standards.</p> <p><input type="radio"/> I am working towards my National Board certification.</p> <p><input type="radio"/> No</p> <p>Issue: Teacher Preparation</p>	NC	
<p>9. What is the highest academic degree you hold?</p> <p><input type="radio"/> High school diploma</p> <p><input type="radio"/> Associate's degree/vocational certification</p> <p><input type="radio"/> Bachelor's degree</p> <p><input type="radio"/> Master's degree</p> <p><input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree</p> <p><input type="radio"/> Doctorate</p> <p><input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>9. What is the highest academic degree you hold?</p> <p><input type="radio"/> High school diploma</p> <p><input type="radio"/> Associate's degree/vocational certification</p> <p><input type="radio"/> Bachelor's degree</p> <p><input type="radio"/> Master's degree</p> <p><input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree</p> <p><input type="radio"/> Doctorate</p> <p><input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</p> <p>Issue: Teacher Preparation</p>	NC	

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Grades 4 and 8 Core Teacher

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																
<p>11. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Yes, a major</th> <th>Yes, a minor or special emphasis</th> <th>No</th> </tr> </thead> <tbody> <tr><td>a. History or history education</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>b. Geography or geography education</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>c. 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Grades 4 and 8 Core Teacher

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Grades 4 and 8 Core Teacher

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<p>18. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>18. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>Issue: Technology Use</p>	NC	
<p>19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>Issue: Technology Use</p>	NC	
<p>20. How well do the desktop computers in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="radio"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>20. How well do the desktop computers in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="radio"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>Issue: Technology Use</p>	NC	
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Grades 4 and 8 Core Teacher

Items will be used at all grades unless otherwise specified.

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a. Being intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																										
b. Putting forth a lot of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																										
c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																										
	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																										
b. Putting forth a lot of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																										
c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																										

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

Appendix I-2b: 2018 Operational Grade 8 Core (BET-Social Studies)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. 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.

3. 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

2018 Operational Grade 8 Core Teacher Items

VH240195

4. 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

VH614182

5. 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

VH547397

6. 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.

2018 Operational Grade 8 Core Teacher Items

VH240197

7. 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.

VH240198

8. 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

VH240199

9. 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

10. 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.)

2018 Operational Grade 8 Core Teacher Items

VH241753

11. 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	Ⓐ	Ⓑ	Ⓒ	VH614158
b. Geography or geography education	Ⓐ	Ⓑ	Ⓒ	VH614159
c. Political science	Ⓐ	Ⓑ	Ⓒ	VH614160
d. General social science or social studies education	Ⓐ	Ⓑ	Ⓒ	VH614162
e. Other social science (for example, economics, sociology, psychology, anthropology)	Ⓐ	Ⓑ	Ⓒ	VH614164
f. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VH241767
g. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VH241781
h. English language learning	Ⓐ	Ⓑ	Ⓒ	VH241782

VH240204

12. Since completing your undergraduate degree, have you taken any graduate courses?

- Ⓐ Yes
- Ⓑ No *Question 22 is not applicable and will be skipped.*

2018 Operational Grade 8 Core Teacher Items

VH241785

13. 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	Ⓐ	Ⓑ	Ⓒ	VH614171
b. Geography or geography education	Ⓐ	Ⓑ	Ⓒ	VH614172
c. Political science	Ⓐ	Ⓑ	Ⓒ	VH614173
d. General social science or social studies education	Ⓐ	Ⓑ	Ⓒ	VH614174
e. Other social science (for example, economics, sociology, psychology, anthropology)	Ⓐ	Ⓑ	Ⓒ	VH614175
f. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VH241797
g. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VH241807
h. English language learning	Ⓐ	Ⓑ	Ⓒ	VH241808

VH614376

14. 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	Ⓐ	Ⓑ	VH614381
b. Workshop or training session	Ⓐ	Ⓑ	VH614382
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VH614383
d. Co-teaching/team teaching	Ⓐ	Ⓑ	VH614385

2018 Operational Grade 8 Core Teacher Items

VH241893

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	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

VH294995

16. 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

VH295076

17. 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

2018 Operational Grade 8 Core Teacher Items

VH617404

18. 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

VH617411

19. 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

VH592056

20. 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): _____

VH592052

21. 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.

22. 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.

23. 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.

2018 Operational Grade 8 Core Teacher Items

VH304679

24. 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

VH262652

25. 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

2018 Operational Grade 8 Core Teacher Items

VH305005

26. 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

VH329966

27. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329967
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329968
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329970

Appendix I-2c: Pilot Grade 4 Core (BET- Science)

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. 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.

3. 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

2019 Pilot Grade 4 Core Teacher Items

VH240195

4. 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

VH547397

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.

VH240197

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.)

2019 Pilot Grade 4 Core Teacher Items

VH241753

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	Ⓐ	Ⓑ	Ⓒ	VH241768
b. Physics, chemistry, or other physical science	Ⓐ	Ⓑ	Ⓒ	VH241769
c. Earth or space science	Ⓐ	Ⓑ	Ⓒ	VH241770
d. Mathematics or mathematics education	Ⓐ	Ⓑ	Ⓒ	VH241771
e. Science education	Ⓐ	Ⓑ	Ⓒ	VH241772
f. Engineering or engineering education	Ⓐ	Ⓑ	Ⓒ	VH241780
g. Education (including elementary or early childhood)	Ⓐ	Ⓑ	Ⓒ	VH241762
h. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VH241781
i. English language learning	Ⓐ	Ⓑ	Ⓒ	VH241782

VH240204

11. Since completing your undergraduate degree, have you taken any graduate courses?

- Ⓐ Yes
- Ⓑ No *Question 22 is not applicable and will be skipped.*

2019 Pilot Grade 4 Core Teacher Items

VH241785

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	Ⓐ	Ⓑ	Ⓒ	VH241798
b. Physics, chemistry, or other physical science	Ⓐ	Ⓑ	Ⓒ	VH241799
c. Earth or space science	Ⓐ	Ⓑ	Ⓒ	VH241800
d. Mathematics or mathematics education	Ⓐ	Ⓑ	Ⓒ	VH241801
e. Science education	Ⓐ	Ⓑ	Ⓒ	VH241802
f. Engineering or engineering education	Ⓐ	Ⓑ	Ⓒ	VH241806
g. Education (including elementary or early childhood)	Ⓐ	Ⓑ	Ⓒ	VH241795
h. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VH241807
i. English language learning	Ⓐ	Ⓑ	Ⓒ	VH241808

VH736191

13. During the last **two years**, did you participate in any of the following professional development activities **related to the teaching of science**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	Ⓐ	Ⓑ	VH736192
b. Workshop or training session	Ⓐ	Ⓑ	VH736193
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VH736196
d. Co-teaching/team teaching	Ⓐ	Ⓑ	VH736202

2019 Pilot Grade 4 Core Teacher Items

VH241893

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

VH294995

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

VH295076

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

2019 Pilot Grade 4 Core Teacher Items

VH617404

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

VH617411

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

VH592056

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): _____

VH592052

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.

2019 Pilot Grade 4 Core Teacher Items

VH304679

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

VH262652

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

2019 Pilot Grade 4 Core Teacher Items

25. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

VH305005

	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.

VH329966

	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329967
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329968
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329970

Appendix I-2d: Pilot Grade 8 Core (BET- Science)

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. 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.

3. 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

2019 Pilot Grade 8 Core Teacher Items

VH240195

4. 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

VH240203

5. 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

VH547397

6. 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.

7. 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.

8. 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

9. 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

10. 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.)

2019 Pilot Grade 8 Core Teacher Items

VH241753

11. 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	VH241768
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241769
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241770
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241771
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241772
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241780
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
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

VH240204

12. Since completing your undergraduate degree, have you taken any graduate courses?

- A Yes
- B No *Question 22 is not applicable and will be skipped.*

2019 Pilot Grade 8 Core Teacher Items

VH241785

13. 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	Ⓐ	Ⓑ	Ⓒ	VH241798
b. Physics, chemistry, or other physical science	Ⓐ	Ⓑ	Ⓒ	VH241799
c. Earth or space science	Ⓐ	Ⓑ	Ⓒ	VH241800
d. Mathematics or mathematics education	Ⓐ	Ⓑ	Ⓒ	VH241801
e. Science education	Ⓐ	Ⓑ	Ⓒ	VH241802
f. Engineering or engineering education	Ⓐ	Ⓑ	Ⓒ	VH241806
g. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VH241797
h. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VH241807
i. English language learning	Ⓐ	Ⓑ	Ⓒ	VH241808

VH736191

14. During the last **two years**, did you participate in any of the following professional development activities **related to the teaching of science**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	Ⓐ	Ⓑ	VH736192
b. Workshop or training session	Ⓐ	Ⓑ	VH736193
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VH736196
d. Co-teaching/team teaching	Ⓐ	Ⓑ	VH736202

2019 Pilot Grade 8 Core Teacher Items

VH241893

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	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

VH294995

16. 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

VH295076

17. 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

VH617404

18. 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

VH617411

19. 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

VH592056

20. 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): _____

VH592052

21. 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.

22. 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.

23. 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.

2019 Pilot Grade 8 Core Teacher Items

VH304679

24. 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

VH262652

25. 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

2019 Pilot Grade 8 Core Teacher Items

VH305005

26. 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

VH329966

27. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329967
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329968
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329970

Appendix I-2e: Summary of Revisions 2018 Grade 4 and 8 Science

Grade 4 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																								
<p style="text-align: right; font-size: small;">VB09092</p> <p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIG0013</p> <p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																																									
<p style="text-align: right; font-size: small;">V1042206</p> <p>4. Are students assigned to this class by achievement level?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIG0014</p> <p>4. Are students assigned to this class by achievement level?</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;">VF03144</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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. Groupings based on students' interest in science/science-related topics</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;">VF633146</td> </tr> <tr> <td>b. Groupings based on students' learning preferences or styles</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;">VF633149</td> </tr> <tr> <td>c. Groupings based on students' readiness or current achievement level</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;">VF633150</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Groupings based on students' interest in science/science-related topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF633146	b. Groupings based on students' learning preferences or styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF633149	c. Groupings based on students' readiness or current achievement level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF633150	<p>N/A</p>	D	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																																																
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<p style="text-align: right; font-size: small;">VB01054</p> <p>6. How often do you use each of the following to assess student progress in science? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th>Almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</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;">VB010543</td> </tr> <tr> <td>b. Short written responses (e.g., a phrase or sentence)</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;">VB010544</td> </tr> <tr> <td>c. Long written responses (e.g., several sentences or paragraphs)</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;">VB010545</td> </tr> <tr> <td>d. Performance-based assessments</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;">V1015702</td> </tr> <tr> <td>e. Group projects</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;">V1015703</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day		a. Multiple-choice tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB010543	b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB010544	c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB010545	d. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1015702	e. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1015703	<p style="text-align: right; font-size: small;">VIG01164</p> <p>5. How often do you use each of the following methods to assess student progress in science? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th>Almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</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;">VIG01165</td> </tr> <tr> <td>b. Short written responses (e.g., a phrase or sentence)</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;">VIG01166</td> </tr> <tr> <td>c. Long written responses (e.g., several sentences or paragraphs)</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;">VIG01169</td> </tr> <tr> <td>d. Performance-based assessments</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;">VIG01168</td> </tr> <tr> <td>e. Group projects</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;">VIG01167</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day		a. Multiple-choice tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG01165	b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG01166	c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG01169	d. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG01168	e. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG01167	NC	
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 4 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																
<p style="text-align: right; font-size: small;">VCE91997</p> <p>11. To what extent do you use each of the following technological resources for fourth-grade science instruction? 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. Desktop computer</td> <td style="text-align: center;"><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>VCE93470</td> </tr> <tr> <td>b. Laptop computer</td> <td style="text-align: center;"><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>VCE93471</td> </tr> <tr> <td>c. Tablet computer</td> <td style="text-align: center;"><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>VH157962</td> </tr> <tr> <td>d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)</td> <td style="text-align: center;"><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>VCE93473</td> </tr> <tr> <td>e. CD-ROM</td> <td style="text-align: center;"><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>VCE93474</td> </tr> <tr> <td>f. Online software</td> <td style="text-align: center;"><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>VCE93475</td> </tr> <tr> <td>g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)</td> <td style="text-align: center;"><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>VCE93476</td> </tr> <tr> <td>h. Cable/satellite/closed-circuit television</td> <td style="text-align: center;"><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>VCE93477</td> </tr> <tr> <td>i. DVD player and DVDs</td> <td style="text-align: center;"><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>VCE93478</td> </tr> <tr> <td>j. Digital camera</td> <td style="text-align: center;"><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>VCE93479</td> </tr> <tr> <td>k. 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Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VCE93473	e. CD-ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VCE93474	f. Online software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VCE93475	g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VCE93476	h. Cable/satellite/closed-circuit television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VCE93477	i. DVD player and DVDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VCE93478	j. 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<p style="text-align: right; font-size: x-small;">HE001022</p> <p>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?</p> <p><input type="radio"/> I get all the resources I need.</p> <p><input type="radio"/> I get most of the resources I need.</p> <p><input type="radio"/> I get some of the resources I need.</p> <p><input type="radio"/> I don't get any of the resources I need.</p> <p>(2015 Grade 4)</p>	N/A	D	To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.																																																																																																

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Grade 4 Science Teacher

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<p style="text-align: right; font-size: small;">VC767811</p> <p>13. When you teach science to your fourth-grade class, do you do any of 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 a different set of methods in teaching some 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;">VC767814</td> </tr> <tr> <td>b. Supplement the regular course curriculum with additional material for some 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;">VC767820</td> </tr> <tr> <td>c. Vary the pace of instruction for some 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;">VF633254</td> </tr> <tr> <td>d. Have some students engage in different classroom 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: x-small;">VC767823</td> </tr> <tr> <td>e. Set different achievement standards for some 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;">VC767824</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC767814	b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC767820	c. Vary the pace of instruction for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF633254	d. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC767823	e. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC767824	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																																		
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<p style="text-align: right; font-size: small;">VB142341</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>1-2 times per year</th> <th>3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><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;">VB142342</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><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;">VB142344</td> </tr> <tr> <td>c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)</td> <td style="text-align: center;"><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;">VB142343</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	1-2 times per year	3 or more times per year		a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB142342	b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB142344	c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB142343	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																																																		
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<p style="text-align: right; font-size: small;">V1A18958</p> <p>1. How many students are in this class? Enter the number of students.</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1D61160</p> <p>2. How many students are in this class? Enter the number of students.</p> <p>Issue: Resources for Learning and Instruction</p>	<p>NC</p>																																																																							
<p style="text-align: right; font-size: small;">VB69432</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No time</th> <th>Very little time</th> <th>Some time</th> <th>Quite a bit of time</th> <th>A lot of time</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Life science</td> <td style="text-align: center;"><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;">VB69434</td> </tr> <tr> <td>b. 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Grade 4 Science Teacher

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<p>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.</p> <p>(2017 Grade 4)</p>	<p>3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.</p> <p style="text-align: center;">_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The following revision was made: “__ hours and __ minutes per week” was added to align with similar items in other subjects (2017 Math, Reading, Writing).</p>																																																																																																																							
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Grade 4 Science Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">V1640901</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Develop good research questions</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>V1640901</td> </tr> <tr> <td>b. Use drawings to explain events or phenomena</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>V1640902</td> </tr> <tr> <td>c. 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Grade 4 Science Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">VH641162</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No or almost no time</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Make observations of natural phenomena (e.g., making measurements)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH641163</td> </tr> <tr> <td>b. 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 4 Science Teacher

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d. Interactive web spaces (e.g., forums where students can interact and share materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641310																																																																						
e. Smart board(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641311																																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																																							
a. Desktop or laptop computer(s) (including Chromebooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641307																																																																						
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641308																																																																						
c. Online content (e.g., online software, podcasts, or videos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641309																																																																						
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641310																																																																						
e. Smart board(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641311																																																																						

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Grade 4 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																		
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641273</td> </tr> <tr> <td>b. My students did well because they put in a lot of effort.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641276</td> </tr> <tr> <td>c. My students did well because they always do well on tests.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641277</td> </tr> <tr> <td>d. My students did well because I taught the concepts well.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641279</td> </tr> <tr> <td>e. My students did well because they guessed well on the test.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641281</td> </tr> <tr> <td>f. My students did well because they are just good at science.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641284</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641273	b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641276	c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641277	d. 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<p>12. How often do you meet with students one-on-one to give feedback on their work and evaluate their progress in science?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> A few times a year <input checked="" type="radio"/> Once or twice a month <input type="radio"/> Once or twice a week <input type="radio"/> Every day or almost every day <p>(2017 Grade 4)</p>	<p>13. In this school year, how often do you meet with students one-on-one to give feedback on their work and evaluate their progress in science?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> A few times a year <input type="radio"/> Once or twice a month <input type="radio"/> Once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Organization of Instruction</p>	<p>R</p>	<p>The following revision was made: "In this school year" was added to create consistency across items.</p>																																																																																																		

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Grade 4 Science Teacher

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Increase awareness of the importance of science in daily life</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241203</td> </tr> <tr> <td>c. Learn about applications of science to environmental issues</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241199</td> </tr> <tr> <td>d. Teach scientific facts and principles to build foundational knowledge</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH630714</td> </tr> <tr> <td>e. Teach the iterative process of scientific inquiry and practices</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH630715</td> </tr> <tr> <td>f. Provide students with the knowledge and skills needed to prepare for upper grade level science courses</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH630716</td> </tr> <tr> <td>g. Develop skills to ask questions based on observations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH630718</td> </tr> <tr> <td>h. Develop inquiry skills</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241194</td> </tr> <tr> <td>i. Develop skills in lab techniques</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241196</td> </tr> <tr> <td>j. 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Develop skills to ask questions based on observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH630718	h. Develop inquiry skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241194	i. Develop skills in lab techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241196	j. Develop problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241197	k. Develop scientific writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241200	<p>10. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? 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c. Teaching the iterative process of scientific inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH630755																																																																																																																
d. Teaching the iterative process of scientific practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH748077																																																																																																																
e. Developing problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241197																																																																																																																
f. Developing scientific writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241200																																																																																																																
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 4 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																										
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g. Computers for teachers' use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639528																																																																																																																																								
h. Science kits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639531																																																																																																																																								
i. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639526																																																																																																																																								

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Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																								
<p style="text-align: right; font-size: small;">VB09092</p> <p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIE00113</p> <p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																																									
<p style="text-align: right; font-size: small;">V1014208</p> <p>4. Are students assigned to this class by achievement level?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIE00114</p> <p>4. Are students assigned to this class by achievement level?</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;">VF03144</p> <p>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.</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. Groupings based on students' interest in science/science-related 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;">VF03146</td> </tr> <tr> <td>b. Groupings based on students' learning preferences or styles</td> <td style="text-align: center;"><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;">VF03149</td> </tr> <tr> <td>c. Groupings based on students' readiness or current achievement level</td> <td style="text-align: center;"><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;">VF03150</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Groupings based on students' interest in science/science-related topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF03146	b. Groupings based on students' learning preferences or styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF03149	c. Groupings based on students' readiness or current achievement level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VF03150	<p>N/A</p>	D	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																																																
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<p style="text-align: right; font-size: small;">VB01041</p> <p>6. How often do you use each of the following to assess student progress in science? 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;">Never or hardly ever</th> <th style="text-align: center;">Once or twice a month</th> <th style="text-align: center;">Once or twice a week</th> <th style="text-align: center;">Almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</td> <td style="text-align: center;"><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;">VB01043</td> </tr> <tr> <td>b. Short written responses (e.g., a phrase or sentence)</td> <td style="text-align: center;"><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;">VB01044</td> </tr> <tr> <td>c. Long written responses (e.g., several sentences or paragraphs)</td> <td style="text-align: center;"><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;">VB01045</td> </tr> <tr> <td>d. Performance-based 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;">VH11792</td> </tr> <tr> <td>e. Group projects</td> <td style="text-align: center;"><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;">VH11793</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day		a. Multiple-choice tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01043	b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01044	c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01045	d. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH11792	e. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH11793	<p style="text-align: right; font-size: small;">VIE01164</p> <p>5. How often do you use each of the following methods to assess student progress in science? 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;">Never or hardly ever</th> <th style="text-align: center;">Once or twice a month</th> <th style="text-align: center;">Once or twice a week</th> <th style="text-align: center;">Almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</td> <td style="text-align: center;"><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;">VIE01165</td> </tr> <tr> <td>b. Short written responses (e.g., a phrase or sentence)</td> <td style="text-align: center;"><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;">VIE01166</td> </tr> <tr> <td>c. Long written responses (e.g., several sentences or paragraphs)</td> <td style="text-align: center;"><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;">VIE01169</td> </tr> <tr> <td>d. 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Short written responses (e.g., a phrase or sentence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01166	c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01169	d. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01168	e. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01167	NC	
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Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																
<p style="text-align: right; font-size: small; margin-bottom: 0;">VC976046</p> <p>11. To what extent do you use each of the following technological resources for eighth-grade science instruction? 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. Desktop computer</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976050</td> </tr> <tr> <td>b. Laptop computer</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976051</td> </tr> <tr> <td>c. Tablet computer</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VB157981</td> </tr> <tr> <td>d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976054</td> </tr> <tr> <td>e. CD-ROM</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976056</td> </tr> <tr> <td>f. Online software</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976057</td> </tr> <tr> <td>g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976059</td> </tr> <tr> <td>h. Cable/satellite/closed-circuit television</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976061</td> </tr> <tr> <td>i. DVD player and DVDs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976063</td> </tr> <tr> <td>j. Digital camera</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976067</td> </tr> <tr> <td>k. Graphing calculator</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976068</td> </tr> <tr> <td>l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976071</td> </tr> <tr> <td>m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976072</td> </tr> <tr> <td>n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976073</td> </tr> <tr> <td>o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC976075</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Desktop computer	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976050	b. Laptop computer	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976051	c. Tablet computer	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VB157981	d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976054	e. CD-ROM	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976056	f. Online software	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976057	g. 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Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976072	n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976073	o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976075	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>
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n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976073																																																																																														
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC976075																																																																																														

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Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																				
<p style="text-align: right; font-size: small;">FB006022</p> <p>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?</p> <p><input type="radio"/> I get all the resources I need.</p> <p><input type="radio"/> I get most of the resources I need.</p> <p><input type="radio"/> I get some of the resources I need.</p> <p><input type="radio"/> I don't get any of the resources I need.</p> <p>(2015 Grade 8)</p>	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																																				
<p style="text-align: right; font-size: small;">VC376662</p> <p>14. When you teach science to your eighth-grade class, do you do any of 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 a different set of methods in teaching some 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-x-small;">VC376096</td> </tr> <tr> <td>b. Supplement the regular course curriculum with additional material for some 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-x-small;">VC376088</td> </tr> <tr> <td>c. Vary the pace of instruction for some 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-x-small;">VC376095</td> </tr> <tr> <td>d. Have some students engage in different classroom 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: x-x-small;">VC376092</td> </tr> <tr> <td>e. Set different achievement standards for some 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-x-small;">VC376094</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC376096	b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC376088	c. Vary the pace of instruction for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC376095	d. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC376092	e. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC376094	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>
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<p style="text-align: right; font-size: small;">VH142382</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>1-2 times per year</th> <th>3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><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;">VH142383</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><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;">VH142384</td> </tr> <tr> <td>c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)</td> <td style="text-align: center;"><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;">VH142385</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Not at all	1-2 times per year	3 or more times per year		a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142383	b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142384	c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142385	<p>N/A</p>	<p>D</p>	<p>To keep student burden low and add new content consistent with prior development for other subjects (2017 Math, Reading, Writing), this item was dropped.</p>																
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Grade 8 Science Teacher

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<p style="text-align: right; font-size: small;">VC070076</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never or hardly ever</th> <th style="text-align: center;">Once or twice a month</th> <th style="text-align: center;">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. Conduct a search for science information</td> <td style="text-align: center;"><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;">VC070080</td> </tr> <tr> <td>b. Simulate a physical or biological process or see how something works (for example, how planets orbit the sun, how gas expands)</td> <td style="text-align: center;"><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;">VC070081</td> </tr> <tr> <td>c. Make a chart or graph that shows results of science projects</td> <td style="text-align: center;"><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;">VC070084</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day		a. 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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;">Never or hardly ever</th> <th style="text-align: center;">Once or twice a month</th> <th style="text-align: center;">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. Conduct a search for science information</td> <td style="text-align: center;"><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;">VID21262</td> </tr> <tr> <td>b. 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<p style="text-align: right; font-size: small;">V1A16938</p> <p>1. How many students are in this class? Enter the number of students.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID51160</p> <p>2. How many students are in this class? Enter the number of students.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																																							
<p style="text-align: right; font-size: small;">V1B09081</p> <p>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.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID04560</p> <p>3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.</p> <p style="text-align: center;">_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The following revision was made: “__ hours and __ minutes per week” was added to align with similar items in other subjects (2017 Math, Reading, Writing).</p>																																																																						
<p style="text-align: right; font-size: small;">V1B09432</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">No time</th> <th style="text-align: center;">Very little time</th> <th style="text-align: center;">Some time</th> <th style="text-align: center;">Quite a bit of time</th> <th style="text-align: center;">A lot of time</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Life science</td> <td style="text-align: center;"><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;">V1B09434</td> </tr> <tr> <td>b. 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Engineering and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1B09437	<p style="text-align: right; font-size: small;">V1B09433</p> <p>6. In this class, about how much time do you spend on each of the following areas of science? 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;">No time</th> <th style="text-align: center;">Very little time</th> <th style="text-align: center;">Some time</th> <th style="text-align: center;">Quite a bit of time</th> <th style="text-align: center;">A lot of time</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																							
<p>4. About how often do your science students do each of the following? Select one circle in each row. V1607088</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Work with other students on a science activity or project</td> <td style="text-align: center;"><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;">V16039549</td> </tr> <tr> <td>b. 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																														
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b. Using drawings or models to explain events or phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH640902																																																																																																																											
c. Coming up with experiments or other tests to answer a scientific question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH640903																																																																																																																											
d. Organizing data into a chart, graph, or spreadsheet to test a solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH640906																																																																																																																											
e. Deciding when to use quantitative versus qualitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH640907																																																																																																																											
f. Generating explanations based on observations and measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH640908																																																																																																																											
g. Evaluating the quality of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH640909																																																																																																																											
h. Teaching science ideas to others (e.g., students or teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH640911																																																																																																																											

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

Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																														
<p>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.</p> <p style="text-align: right; font-size: small;">Y1841162</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No or almost no time</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>All or almost all of the time</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Make observations of natural phenomena (e.g., making measurements)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841163</td> </tr> <tr> <td>b. Use models to demonstrate relationships among science principles</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841164</td> </tr> <tr> <td>c. Make predictions based on prior experimental observations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841166</td> </tr> <tr> <td>d. Create models of scientific principles, (e.g., a graphic, manipulative, or demonstration that illustrates the principle)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841167</td> </tr> <tr> <td>e. Design experimental procedures to investigate a particular question</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841168</td> </tr> <tr> <td>f. Read data in tables or charts, to draw conclusions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841169</td> </tr> <tr> <td>g. Substantiate a conclusion by using empirical evidence</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841170</td> </tr> <tr> <td>h. Decide which tools would be most appropriate to gather data</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841172</td> </tr> <tr> <td>i. Evaluate the strengths and weaknesses of a solution to a problem</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841173</td> </tr> <tr> <td>j. Predict possible negative consequences of a proposed solution to a problem</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841174</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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. 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Predict possible negative consequences of a proposed solution to a problem	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1841174	<p>8. In your science class this year, how much emphasis have you devoted to teaching your students each of the following skills? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1841162</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Making observations of natural phenomena (e.g., making measurements)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1841163</td> </tr> <tr> <td>b. 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Making predictions based on prior experimental observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1841166	c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1841167	d. Reading data in tables or charts to draw conclusions about hypotheses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1841169	e. Deciding which tools would be most appropriate to gather data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1841172	f. 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Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																								
<p>7. In this school year, did your school offer any of the following supplemental activities? Select one answer choice in each row</p> <p style="text-align: right; font-size: small;">V18641332</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to participate in scientific research</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641334</td> </tr> <tr> <td>b. Science clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641336</td> </tr> <tr> <td>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)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641338</td> </tr> <tr> <td>d. Opportunities for students to use scientific instruments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641339</td> </tr> <tr> <td>e. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641341</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Yes	No		a. Opportunities for students to participate in scientific research	<input checked="" type="radio"/>	<input type="radio"/>	V18641334	b. Science clubs	<input checked="" type="radio"/>	<input type="radio"/>	V18641336	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)	<input checked="" type="radio"/>	<input type="radio"/>	V18641338	d. Opportunities for students to use scientific instruments	<input checked="" type="radio"/>	<input type="radio"/>	V18641339	e. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	<input checked="" type="radio"/>	<input type="radio"/>	V18641341	<p>17. In this school year, did your school offer any of the following supplemental activities? Select one answer choice in each row.</p> <p style="text-align: right; font-size: small;">V18641332</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to work together to solve problems in their community or the world</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641334</td> </tr> <tr> <td>b. Opportunities for students to engage in group science activities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641338</td> </tr> <tr> <td>c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641339</td> </tr> <tr> <td>d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V18641341</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Opportunities for students to work together to solve problems in their community or the world	<input checked="" type="radio"/>	<input type="radio"/>	V18641334	b. Opportunities for students to engage in group science activities	<input checked="" type="radio"/>	<input type="radio"/>	V18641338	c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	<input checked="" type="radio"/>	<input type="radio"/>	V18641339	d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	<input checked="" type="radio"/>	<input type="radio"/>	V18641341	R	<p>The following revisions were made: (1) Subitem “b” was dropped to keep student burden low and add new content, (2) subitems “a” and “c” were revised based on stakeholder feedback, and (3) subitem “d” was revised to create consistency across items.</p>																												
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<p>8. To what extent do you use each of the following technological resources for science instruction? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V18641306</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Desktop or laptop computer(s) (including Chromebooks)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641307</td> </tr> <tr> <td>b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641308</td> </tr> <tr> <td>c. Online content (e.g., online software, podcasts, or streaming videos)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641309</td> </tr> <tr> <td>d. Interactive web spaces (e.g., forums where students can interact and share materials)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641310</td> </tr> <tr> <td>e. Smart board(s)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641311</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Desktop or laptop computer(s) (including Chromebooks)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641307	b. 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Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V18641306</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Desktop or laptop computer(s) (including Chromebooks)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641307</td> </tr> <tr> <td>b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18641308</td> </tr> <tr> <td>c. 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Desktop or laptop computer(s) (including Chromebooks)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641307	b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641308	c. Online content (e.g., online software, podcasts, or videos)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641309	d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641310	e. Smart board(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18641311	R	<p>The following revision was made: Subitems “c” and “d” were revised based on cognitive interview results.</p>
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Grade 8 Science Teacher

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<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</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>VI0641273</td> </tr> <tr> <td>b. My students did well because they put in a lot of effort.</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>VI0641276</td> </tr> <tr> <td>c. 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Grade 8 Science Teacher

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f. Provide students with the knowledge and skills needed to prepare for upper grade level science courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH639690																																																																																																																
g. Develop skills to ask questions based on observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH639692																																																																																																																
h. Develop inquiry skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241254																																																																																																																
i. Develop skills in lab techniques	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241256																																																																																																																
j. Develop problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241257																																																																																																																
k. Develop scientific writing skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241260																																																																																																																
	Not at all	Small extent	Moderate extent	Large extent																																																																																																																	
a. Increasing students' interest in science	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241262																																																																																																																
b. Increasing awareness of the importance of science in daily life	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241263																																																																																																																
c. Teaching the iterative process of scientific inquiry	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH639689																																																																																																																
d. Teaching the iterative process of scientific practice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH1748071																																																																																																																
e. Developing problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241257																																																																																																																
f. Developing scientific writing skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241260																																																																																																																
<p>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.</p> <p style="text-align: right; font-size: small;">VH639631</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Regularly discuss each student's current level of performance with them</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639634</td> </tr> <tr> <td>b. Set goals for specific progress the student would like to make</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639635</td> </tr> <tr> <td>c. Discuss progress the student has made toward goals previously set</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639636</td> </tr> <tr> <td>d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639637</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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. Regularly discuss each student's current level of performance with them	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639634	b. Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639635	c. 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Science Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																										
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Computerized science labs for classroom use</td> <td style="text-align: center;"><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;">VH639529</td> </tr> <tr> <td>j. Audiovisual materials</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH639530</td> </tr> <tr> <td>k. Science kits</td> <td style="text-align: center;"><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;">VH639531</td> </tr> <tr> <td>l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)</td> <td style="text-align: center;"><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;">VH639524</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639521	b. Science magazines and books (including digital forms, such as online magazines and books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639522	c. 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c. Supplies or equipment for science labs or demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639523																																																																																																																																								
d. Space to conduct science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639525																																																																																																																																								
e. Computers for students' use in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639526																																																																																																																																								
f. Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639527																																																																																																																																								
g. Computers for teachers' use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639528																																																																																																																																								
h. Science kits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639521																																																																																																																																								
i. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639526																																																																																																																																								

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

Appendix I-2f: Pilot Grade 4 Science (COI)

2019 Pilot Grade 4 Science Teacher Items

VH240113

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.

VH261160

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

VH704560

3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.

_____ hours and _____ minutes per week

VH240114

4. Are students assigned to this class by achievement level?

- Ⓐ Yes
- Ⓑ No

2019 Pilot Grade 4 Science Teacher Items

5. How often do you use each of the following methods to assess student progress in science? Select **one** circle in each row.

VH241164

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Multiple-choice tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241165
b. Short written responses (e.g., a phrase or sentence)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241166
c. Long written responses (e.g., several sentences or paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241169
d. Performance-based assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241168
e. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241167

6. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

VH639433

	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

2019 Pilot Grade 4 Science Teacher Items

VH639586

7. About how often do your science students do each of the following activities? 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639589
b. Write about science (e.g., papers, reports, or student science journals)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639600
c. Watch you do a science activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639856
d. Talk about the measurements and results from their hands-on activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639594
e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from the Sun)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639597
f. Figure out different ways to solve a science problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639846
g. Present what they have learned about science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639593

2019 Pilot Grade 4 Science Teacher Items

VH641162

8. In your science class this year, how much emphasis have you devoted to teaching your students each of the following skills? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Making observations of natural phenomena (e.g., making measurements)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641163
b. Making predictions based on prior experimental observations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641166
c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641167
d. Reading data in tables or charts to draw conclusions about hypotheses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641169
e. Deciding which tools would be most appropriate to gather data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641172
f. Designing and testing a solution to a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641174

2019 Pilot Grade 4 Science Teacher Items

VH640891

9. Thinking about your science class this year, how much emphasis did you place on teaching your students each of the following skills? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Developing good research questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640901
b. Using drawings or models to explain events or phenomena	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640902
c. Coming up with experiments or other tests to answer a scientific question	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640903
d. Organizing data into a chart, graph, or spreadsheet to test a solution	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640906
e. Deciding when to use quantitative versus qualitative data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640907
f. Generating explanations based on observations and measurements	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640908
g. Evaluating the quality of data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640909
h. Teaching science ideas to others (e.g., students or teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640911

2019 Pilot Grade 4 Science Teacher Items

VH241190

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. Increasing students' interest in science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241202
b. Increasing awareness of the importance of science in daily life	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241203
c. Teaching the iterative process of scientific inquiry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639755
d. Teaching the iterative process of scientific practice	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH748077
e. Developing problem-solving skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241197
f. Developing scientific writing skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241200

2019 Pilot Grade 4 Science Teacher Items

VH639520

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 (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639521
b. Science magazines and books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639522
c. Supplies or equipment for science labs or demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639523
d. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639525
e. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639532
f. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639527
g. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639528
h. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639531
i. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639526

2019 Pilot Grade 4 Science Teacher Items

VH641306

12. 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 videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641309
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641310
e. Smart board(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641311

VH639626

13. In this school year, 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

2019 Pilot Grade 4 Science Teacher Items

VH639633

14. In this school year, how often do you do each of the following activities 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639637

2019 Pilot Grade 4 Science Teacher Items

VH641262

15. 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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641273
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641276
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641277
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641279
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641281
f. My students did well because they are just good in science.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641284

VH641332

16. 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 work together to solve problems in their community or the world	Ⓐ	Ⓑ	VH641334
b. Opportunities for students to engage in group science activities	Ⓐ	Ⓑ	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	Ⓐ	Ⓑ	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	Ⓐ	Ⓑ	VH641341

Appendix I-2g: Pilot Grade 8 Science (COI)

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

2019 Pilot Grade 8 Science Teacher Items

VH240113

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.

VH261160

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

VH704560

3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.

_____ hours and _____ minutes per week

VH240114

4. Are students assigned to this class by achievement level?

- Ⓐ Yes
- Ⓑ No

2019 Pilot Grade 8 Science Teacher Items

5. How often do you use each of the following methods to assess student progress in science? Select **one** circle in each row.

VH241164

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Multiple-choice tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241165
b. Short written responses (e.g., a phrase or sentence)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241166
c. Long written responses (e.g., several sentences or paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241169
d. Performance-based assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241168
e. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241167

6. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

VH639433

	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

2019 Pilot Grade 8 Science Teacher Items

VH639586

7. About how often do your science students do each of the following activities? 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639589
b. Write about science (e.g., papers, reports, or student science journals)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639600
c. Watch you do a science activity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639856
d. Talk about the measurements and results from their hands-on activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639594
e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from the Sun)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639597
f. Figure out different ways to solve a science problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639846
g. Present what they have learned about science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639593

2019 Pilot Grade 8 Science Teacher Items

VH641162

8. In your science class this year, how much emphasis have you devoted to teaching your students each of the following skills? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Making observations of natural phenomena (e.g., making measurements)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641163
b. Making predictions based on prior experimental observations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641166
c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641167
d. Reading data in tables or charts to draw conclusions about hypotheses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641169
e. Deciding which tools would be most appropriate to gather data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641172
f. Designing and testing a solution to a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641174

2019 Pilot Grade 8 Science Teacher Items

VH640891

9. Thinking about your science class this year, how much emphasis did you place on teaching your students each of the following skills? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Developing good research questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640901
b. Using drawings or models to explain events or phenomena	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640902
c. Coming up with experiments or other tests to answer a scientific question	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640903
d. Organizing data into a chart, graph, or spreadsheet to test a solution	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640906
e. Deciding when to use quantitative versus qualitative data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640907
f. Generating explanations based on observations and measurements	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640908
g. Evaluating the quality of data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640909
h. Teaching science ideas to others (e.g., students or teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH640911

2019 Pilot Grade 8 Science Teacher Items

VH241250

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. Increasing students' interest in science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241262
b. Increasing awareness of the importance of science in daily life	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241263
c. Teaching the iterative process of scientific inquiry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639689
d. Teaching the iterative process of scientific practice	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH748071
e. Developing problem-solving skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241257
f. Developing scientific writing skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241260

2019 Pilot Grade 8 Science Teacher Items

VH639520

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 (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639521
b. Science magazines and books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639522
c. Supplies or equipment for science labs or demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639523
d. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639525
e. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639532
f. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639527
g. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639528
h. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639531
i. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639526

2019 Pilot Grade 8 Science Teacher Items

VH241281

12. In your eighth-grade class, how often do your students use a computer or other digital device to do each of the following activities? 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241282
b. Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun or how gas expands)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241284
c. Make a chart or graph that shows results of a science project	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241283

VH641306

13. 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 videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641309
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641310
e. Smart board(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641311

2019 Pilot Grade 8 Science Teacher Items

VH639626

14. In this school year, 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

15. In this school year, how often do you do each of the following activities with individual students to evaluate their progress in science? Select **one** circle in each row.

VH639633

	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639637

2019 Pilot Grade 8 Science Teacher Items

VH641262

16. 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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641273
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641276
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641277
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641279
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641281
f. My students did well because they are just good in science.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH641284

VH641332

17. 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 work together to solve problems in their community or the world	Ⓐ	Ⓑ	VH641334
b. Opportunities for students to engage in group science activities	Ⓐ	Ⓑ	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	Ⓐ	Ⓑ	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	Ⓐ	Ⓑ	VH641341

Appendix I-2h: Summary of Revisions 2018 Grade 8 Social Studies

Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">V18492717</p> <p>3. Which best describes your role in teaching social studies to this class? Select all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I teach all or most subjects, including social studies. <input type="checkbox"/> The only subject I teach is social studies. <input type="checkbox"/> We team teach, and I have primary responsibility for teaching social studies. <input type="checkbox"/> I have primary responsibility for teaching civics and/or United States government. <input type="checkbox"/> I have primary responsibility for teaching geography. <input type="checkbox"/> I have primary responsibility for teaching United States history. <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18492717</p> <p>1. Which best describes your role in teaching social studies to this class? Select all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I teach all or most subjects, including social studies. <input type="checkbox"/> The only subject I teach is social studies. <input type="checkbox"/> We team teach, and I have primary responsibility for teaching social studies. <input type="checkbox"/> I have primary responsibility for teaching civics and/or United States government. <input type="checkbox"/> I have primary responsibility for teaching geography. <input type="checkbox"/> I have primary responsibility for teaching United States history. <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1858862</p> <p>2. How many students are in this class? Enter the number of students. If you teach more than one eighth-grade social studies class, please enter the number of students in the class you are using as the basis for answering this survey.</p> <p style="font-size: 2em;">□□</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1858862</p> <p>2. How many students are in this class? Enter the number of students. If you teach more than one eighth-grade social studies class, please enter the number of students in the class you are using as the basis for answering this survey.</p> <p style="font-size: 2em;">□□</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">V18492718</p> <p>4. In a typical week, about how much time in total do you spend with this class on social studies instruction?</p> <p style="text-align: center;">_____ hours and _____ minutes per week</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18492718</p> <p>3. In a typical week, about how much time in total do you spend with this class on social studies instruction?</p> <p style="text-align: center;">_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1856810</p> <p>1. Which best describes how social studies instruction in your school is organized?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies is taught primarily as a discrete subject with little or no integration with instruction in other subjects. <input type="checkbox"/> Some social studies instruction is integrated with other subjects, and some social studies instruction is presented as a discrete subject. <input type="checkbox"/> Social studies lessons are primarily integrated with instruction in other subjects. <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1856810</p> <p>4. Which best describes how social studies instruction in your school is organized?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social studies is taught primarily as a discrete subject with little or no integration with instruction in other subjects. <input type="checkbox"/> Some social studies instruction is integrated with other subjects, and some social studies instruction is presented as a discrete subject. <input type="checkbox"/> Social studies lessons are primarily integrated with instruction in other subjects. <p>Issue: Organization of Instruction</p>	NC	N/A

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

Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																				
<p>5. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V14493389</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-10%</th> <th>11-40%</th> <th>41-60%</th> <th>61-90%</th> <th>More than 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Civics and/or United States government</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>V14493389</td> </tr> <tr> <td>b. Geography</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>V14493390</td> </tr> <tr> <td>c. United States history</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>V14493391</td> </tr> <tr> <td>d. Other social studies subject (Please specify):</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>V14493392</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		None	1-10%	11-40%	41-60%	61-90%	More than 90%		a. Civics and/or United States government	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493389	b. Geography	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493390	c. United States history	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493391	d. Other social studies subject (Please specify):	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493392	<p>5. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V14493388</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-10%</th> <th>11-40%</th> <th>41-60%</th> <th>61-90%</th> <th>More than 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Civics and/or United States government</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>V14493388</td> </tr> <tr> <td>b. Geography</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>V14493390</td> </tr> <tr> <td>c. United States history</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>V14493391</td> </tr> <tr> <td>d. Other social studies subject (Please specify):</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>V14493392</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		None	1-10%	11-40%	41-60%	61-90%	More than 90%		a. Civics and/or United States government	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493388	b. Geography	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493390	c. United States history	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493391	d. Other social studies subject (Please specify):	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493392	NC	N/A				
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Grade 8 Social Studies Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">V1449515</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>Once</th> <th>Two or three times</th> <th>Four or five times</th> <th>More than five times</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Gone on class field trips to learn about social studies topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1449516</td> </tr> <tr> <td style="font-size: x-small;">b. Had outside speakers in class discuss social studies topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1449517</td> </tr> <tr> <td style="font-size: x-small;">c. Had students give class presentations on social studies topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1449518</td> </tr> <tr> <td style="font-size: x-small;">d. Had students listen to or watch movies, videos, or online content about social studies topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1449519</td> </tr> <tr> <td style="font-size: x-small;">e. 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Had students listen to or watch movies, videos, or online content about social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1449519	e. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1449523	f. Had students take part in debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1449524	g. Had students take part in role-playing, mock trials, or dramas about social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1449525	<p>7. 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.</p> <p style="text-align: right; font-size: small;">V1449515</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>Once</th> <th>Two or three times</th> <th>Four or five times</th> <th>More than five times</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Had students give class presentations on social studies topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1449514</td> </tr> <tr> <td style="font-size: x-small;">b. 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	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1449516																																																																																								
b. Had outside speakers in class discuss social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1449517																																																																																								
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Grade 8 Social Studies Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">V11493490</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 or hardly ever</th> <th style="width: 10%;">Once in a while</th> <th style="width: 10%;">Sometimes</th> <th style="width: 10%;">Often</th> <th style="width: 10%;">Always or almost always</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Use the Internet to look for evidence or sources (e.g., text documents, photographic images, or films)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">V11493491</td> </tr> <tr> <td>b. Use games or apps in which students play a role (e.g., an explorer, geographer, or historian)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">V11493493</td> </tr> <tr> <td>c. Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text and video clips)</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">V11493494</td> </tr> <tr> <td>d. Organize information about social studies topics by creating tables, charts, or graphs</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> <td style="font-size: x-small;">V11493495</td> </tr> <tr> <td>e. 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Grade 8 Social Studies Teacher

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Paragraph-length written responses about what students 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>VH493532</td> </tr> <tr> <td>d. Extended essays/papers on assigned topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH493533</td> </tr> <tr> <td>e. Individual projects</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>VH493534</td> </tr> <tr> <td>f. Group projects</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>VH493536</td> </tr> </tbody> </table> <p>16. 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f. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493536																																																																																																																											
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																																																																												
a. Long written responses (e.g., several paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493540																																																																																																																											
b. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493541																																																																																																																											
c. Portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493543																																																																																																																											
d. Computer-based or online assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493544																																																																																																																											
	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493530																																																																																																																											
b. Short written responses (e.g., a paragraph or less)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493534																																																																																																																											
c. Long written responses (e.g., several paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493540																																																																																																																											
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Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																						
<p>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. Y14493774</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the time</th> <th>About half of the time</th> <th>More than half of the time</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Regularly discuss each student's current level of performance with them</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>Y14493774</td> </tr> <tr> <td>b. Set goals for specific progress the student would like to make</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>Y14493775</td> </tr> <tr> <td>c. Discuss progress the student has made toward goals previously set</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>Y14493777</td> </tr> <tr> <td>d. Determine how to adjust your teaching strategies to meet the student's current learning needs</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>Y14493778</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493774	b. Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493775	c. Discuss progress the student has made toward goals previously set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493777	d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493778	<p>10. 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. 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Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493775	c. Discuss progress the student has made toward goals previously set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493777	d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493778	NC	N/A
	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																																																																				
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<p>18. Do you give instruction in civics and/or United States government to your students? Y1856822</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Questions 19, 20, and 21 are not applicable and will be skipped.</p> <p>(2017 Grade 8)</p>	<p>11. Do you give instruction in civics and/or United States government to your students? Y1856822</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Questions 12, 13, and 14 are not applicable and will be skipped.</p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																																						

Grade 8 Social Studies Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">VH493643</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. The United States Constitution</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: right; font-size: x-small;">VH493643</td> </tr> <tr> <td>b. The three branches of the United States government (executive, judicial, and legislative branches)</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: right; font-size: x-small;">VH493643</td> </tr> <tr> <td>c. How laws are made</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: right; font-size: x-small;">VH493643</td> </tr> <tr> <td>d. Political parties, elections, and voting</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: right; font-size: x-small;">VH493643</td> </tr> <tr> <td>e. State government and local government</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: right; font-size: x-small;">VH493643</td> </tr> <tr> <td>f. Other countries' governments (e.g., their structure, how they are run, or interactions with the United States)</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: right; font-size: x-small;">VH493643</td> </tr> <tr> <td>g. International organizations (e.g., the United Nations, World Bank, or World Health Organization)</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: right; font-size: x-small;">VH493643</td> </tr> <tr> <td>h. Current political and social issues</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: right; font-size: x-small;">VH493643</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Very little	Some	Quite a bit	A lot		a. The United States Constitution	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	b. The three branches of the United States government (executive, judicial, and legislative branches)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	c. How laws are made	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	d. Political parties, elections, and voting	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	e. State government and local government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	f. Other countries' governments (e.g., their structure, how they are run, or interactions with the United States)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	g. International organizations (e.g., the United Nations, World Bank, or World Health Organization)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	h. Current political and social issues	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493643	<p>12. 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.</p> <p style="text-align: right; font-size: small;">VH728253</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Less than half of the lessons</th> <th>About half of the lessons</th> <th>More than half of the lessons</th> <th>All or almost all of the lessons</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Political parties, elections, and voting</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: right; font-size: x-small;">VH728253</td> </tr> <tr> <td>b. 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Current political and social issues	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH728253	<p>R</p>	<p>Subitem “a” was dropped due to overlap with items in matrix VH493643.</p> <p>Subitem “b” was dropped due to overlap with items in matrix VH493643.</p> <p>Subitem “c” was dropped due to overlap with items in matrix VH493643.</p> <p>Subitem “e” was dropped due to overlap with items in matrix VH493643.</p>
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																							
<p>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.</p> <p style="text-align: right; font-size: small;">Y14493643</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Examining the roles and functions of the three branches of the United States government</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" 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;">Y14493645</td> </tr> <tr> <td>b. Examining the rights and responsibilities of United States citizens</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" 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;">Y14493646</td> </tr> <tr> <td>c. Examining how the United States influences and is influenced by events in other countries</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" 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;">Y14493647</td> </tr> <tr> <td>d. 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Examining how the United States influences and is influenced by events in other countries	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493647	d. Comparing the roles and responsibilities of local, state, and national governments in the United States	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493648	e. Examining why it is important to pay attention to the political process and government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493650	f. Examining why it is important for individuals to participate in the political process and government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14493651	g. 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<p>21. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach civics and/or United States government?</p> <p><input checked="" type="radio"/> Yes, I have attended programs that are required by my school or district.</p> <p><input checked="" type="radio"/> Yes, I have attended programs that are not required by my school or district.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p> <p style="text-align: right; font-size: x-small;">Y14493802</p>	<p>14. 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? Select all that apply.</p> <p><input checked="" type="checkbox"/> Yes, I have attended programs that are required by my school or district.</p> <p><input checked="" type="checkbox"/> Yes, I have attended programs that are not required by my school or district.</p> <p><input type="checkbox"/> No</p> <p>Issue: Teacher Preparation</p> <p style="text-align: right; font-size: x-small;">Y14493715</p>	R	<p>The item stem was revised to include inline directions for multiple selection since the first two response options can both be applicable in certain cases.</p>																																																																																																																							

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Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																													
<p>22. Do you give instruction in geography to your students?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No <i>Questions 23, 24, and 25 are not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p>	<p>15. Do you give instruction in geography to your students?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No <i>Questions 16, 17, and 18 are not applicable and will be skipped.</i></p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																																													
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Grade 8 Social Studies Teacher

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Examining how natural features of the Earth (e.g., rivers or mountains) are formed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16499728	c. Measuring distances and the sizes of areas on maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16499729	d. Examining what makes different regions in the United States unique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16499730	e. Examining why groups of people migrate to different parts of the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16499736	f. Examining how humans affect the natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16499737	g. 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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																						
<p>26. Do you give instruction in United States history to your students?</p> <p><input checked="" type="radio"/> Yes</p> <p><input checked="" type="radio"/> No <i>Questions 27, 28, 29, and 30 are not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p>	<p>19. Do you give instruction in United States history to your students?</p> <p><input checked="" type="radio"/> Yes</p> <p><input checked="" type="radio"/> No <i>Questions 20, 21, and 22 are not applicable and will be skipped.</i></p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																																						
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a. The period before 1815 (e.g., age of exploration, colonization, settlement, or American Revolution)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14489552																																																																			
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14489553																																																																			
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14489554																																																																			
d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14489556																																																																			

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Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																
<p>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.</p> <p style="text-align: right; font-size: small;">Y14493578</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Examining the causes and effects of important events in United States history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y14493580</td> </tr> <tr> <td style="font-size: x-small;">b. Examining how time periods in United States history are similar or different</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;">Y14493582</td> </tr> <tr> <td style="font-size: x-small;">c. Judging whether information from a source (e.g., text, visual graphics, video, or audio) is accurate</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;">Y14493583</td> </tr> <tr> <td style="font-size: x-small;">d. Analyzing the relationship between two historical events</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;">Y14493587</td> </tr> <tr> <td style="font-size: x-small;">e. 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<p>30. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach history?</p> <p><input type="radio"/> Yes, I have attended programs that are required by my school or district.</p> <p><input type="radio"/> Yes, I have attended programs that are not required by my school or district.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p>	<p>22. 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? Select all that apply.</p> <p><input type="radio"/> Yes, I have attended programs that are required by my school or district.</p> <p><input type="radio"/> Yes, I have attended programs that are not required by my school or district.</p> <p><input type="radio"/> No</p> <p>Issue: Teacher Preparation</p>	<p>R</p>	<p>The item stem was revised to include inline directions for multiple selection since the first two response options can both be applicable in certain cases.</p>																																																																																																																

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Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																		
<p>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.</p> <p style="text-align: right; font-size: small;">V14493811</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</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>V14493814</td> </tr> <tr> <td>b. 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e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493818																																																																																															
f. My students did well because they are just good at social studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493819																																																																																															
<p>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.</p> <p style="text-align: right; font-size: small;">V14493756</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I teach social studies as a whole-class activity.</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>V14493758</td> </tr> <tr> <td>b. I create student groups with the same achievement level.</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>V14493759</td> </tr> <tr> <td>c. I create groups by random assignment.</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>V14493761</td> </tr> <tr> <td>d. I allow students to choose their own groups.</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>V14493762</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. I teach social studies as a whole-class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493758	b. I create student groups with the same achievement level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493759	c. I create groups by random assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493761	d. I allow students to choose their own groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V14493762	<p>N/A</p>	<p>D</p>	<p>This item was dropped to reduce burden, and due to the inapplicability in some cases (e.g., subitem “b”) to a social studies class.</p>																																																															
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Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p>9. When you teach social studies to your eighth-grade class, do you do any of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y16493747</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Use a different set of methods in teaching some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y16493748</td> </tr> <tr> <td style="font-size: small;">b. Supplement the regular course curriculum with additional material for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y16493749</td> </tr> <tr> <td style="font-size: small;">c. Pace my teaching differently for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y16493750</td> </tr> <tr> <td style="font-size: small;">d. Have some students engage in different classroom 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;">Y16493751</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Very little	Some	Quite a bit	A lot		a. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493748	b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493749	c. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493750	d. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493751	<p>N/A</p>	<p>D</p>	<p>This item was dropped to reduce burden and given that there was little variation in the response patterns across subitems. Over 60% responded "Some" and "Quite a bit" for all subitems.</p>							
	Not at all	Very little	Some	Quite a bit	A lot																																								
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c. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493750																																							
d. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493751																																							
<p>10. How often do you use the following resources to teach social studies in this class? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y16493437</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Quantitative data (such as that on maps, charts, or graphs)</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;">Y16493442</td> </tr> <tr> <td style="font-size: small;">b. Materials from other subject areas</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;">Y16493445</td> </tr> <tr> <td style="font-size: small;">c. Activities or assignments designed by social studies organizations or experts</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;">Y16493448</td> </tr> </tbody> </table> <p>(2017 Grade 8)</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. Quantitative data (such as that on maps, charts, or graphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493442	b. Materials from other subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493445	c. Activities or assignments designed by social studies organizations or experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493448	<p>N/A</p>	<p>D</p>	<p>This item was dropped to reduce burden.</p>														
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<p>11. To what extent do you use each of the following technological resources for social studies instruction? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y16493480</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Desktop or laptop computer(s)</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;">Y16493481</td> </tr> <tr> <td style="font-size: small;">b. Tablet(s) (e.g., Surface Pro, iPad, or Kindle Fire)</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;">Y16493482</td> </tr> <tr> <td style="font-size: small;">c. Online content (e.g., online software, podcasts, or streaming videos)</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;">Y16493483</td> </tr> <tr> <td style="font-size: small;">d. Interactive whiteboards</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;">Y16493485</td> </tr> <tr> <td style="font-size: small;">e. Other digital device(s) (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 style="font-size: x-small;">Y16493487</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Very little	Some	Quite a bit	A lot		a. Desktop or laptop computer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493481	b. Tablet(s) (e.g., Surface Pro, iPad, or Kindle Fire)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493482	c. Online content (e.g., online software, podcasts, or streaming videos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493483	d. Interactive whiteboards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493485	e. Other digital device(s) (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y16493487	<p>N/A</p>	<p>D</p>	<p>This item was dropped to reduce burden and to create content consistency across subjects.</p>
	Not at all	Very little	Some	Quite a bit	A lot																																								
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Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p>12. To what extent are computers or other digital devices available for students to use in each of the following classes in school (e.g., a classroom or a computer lab)? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VB495456</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Civics and/or United States government</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y14495458</td> </tr> <tr> <td style="font-size: x-small;">b. Geography</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y14495459</td> </tr> <tr> <td style="font-size: x-small;">c. United States history</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y14495460</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not applicable	Not at all	Very little	Some	Quite a bit	A lot		a. Civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495458	b. Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495459	c. United States history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495460	N/A	D	This item was dropped to reduce burden and given that a similar item is already included in Core.										
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<p>14. Approximately how many hours of homework a day do you assign for social studies?</p> <p style="text-align: right; font-size: small;">VB495546</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 30 minutes a day <input type="radio"/> 30 minutes up to 1 hour a day <input type="radio"/> 1 up to 2 hours a day <input type="radio"/> 2 up to 3 hours a day <input type="radio"/> 3 up to 4 hours a day <input type="radio"/> More than 4 hours a day <p>(2017 Grade 8)</p>	N/A	D	This item was dropped to maintain consistency across subjects.																																										
<p>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.</p> <p style="text-align: right; font-size: small;">VB495557</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Change and continuity in United States democracy (ideas, institutions, events, key figures, and controversies)</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;">Y14495558</td> </tr> <tr> <td style="font-size: x-small;">b. The gathering and interactions of peoples, cultures, and ideas</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;">Y14495559</td> </tr> <tr> <td style="font-size: x-small;">c. Technological changes and their relation to society, ideas, and the environment</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;">Y14495560</td> </tr> <tr> <td style="font-size: x-small;">d. Economic changes and their relation to society, ideas, and the environment</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;">Y14495561</td> </tr> <tr> <td style="font-size: x-small;">e. The changing role of the United States in the world</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;">Y14495562</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495558	b. The gathering and interactions of peoples, cultures, and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495559	c. Technological changes and their relation to society, ideas, and the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495560	d. Economic changes and their relation to society, ideas, and the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495561	e. The changing role of the United States in the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y14495562	N/A	D	This item was dropped to reduce burden and because there was no parallel item in student.
	Not at all	Very little	Some	Quite a bit	A lot																																								
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Grade 8 Social Studies Teacher

Previous item	2018 item	D/A/R/NC+	Rationale																																				
<p>32. In your school, how severe is each problem? Select one circle in each row. Y11D2652</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Not a problem</th> <th style="width: 15%;">Minor problem</th> <th style="width: 15%;">Moderate problem</th> <th style="width: 15%;">Serious problem</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. The school building needs significant repair.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">Y11D2653</td> </tr> <tr> <td>b. Classrooms are overcrowded.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">Y11D2654</td> </tr> <tr> <td>c. Teachers have too many teaching hours.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">Y11D2655</td> </tr> <tr> <td>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">Y11D2656</td> </tr> <tr> <td>e. Teachers do not have adequate instructional materials and supplies.</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td style="font-size: x-small;">Y11D2657</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not a problem	Minor problem	Moderate problem	Serious problem		a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2653	b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2654	c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2655	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2656	e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2657	<p>N/A</p>	<p>D</p>	<p>This item was dropped given that it is already a part of the Core.</p>
	Not a problem	Minor problem	Moderate problem	Serious problem																																			
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2653																																		
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2654																																		
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d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2656																																		
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y11D2657																																		

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

Appendix I-2i: 2018 Operational Grade 8 Social Studies (COI)

VH492737

1. Which best describes your role in teaching social studies to this class? Select **all** that apply.
- Ⓐ I teach all or most subjects, including social studies.
 - Ⓑ The only subject I teach is social studies.
 - Ⓒ We team teach, and I have primary responsibility for teaching social studies.
 - Ⓓ I have primary responsibility for teaching civics and/or United States government.
 - Ⓔ I have primary responsibility for teaching geography.
 - Ⓕ I have primary responsibility for teaching United States history.

VH588602

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.

VH492738

3. 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

VH566810

4. 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.

2018 Operational Grade 8 Social Studies Teacher Items

VH493388

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH493389
b. 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	VH493390
c. United States history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH493391
d. Other social studies subject (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	VH493392

VH493502

6. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493504
b. Have students read extra material about social studies not in the regular textbook (e.g., newspapers, magazines, or online sources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493506
c. Have students conduct research about social studies topics (e.g., online, in a library, or through interviews)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493509
d. Have students use primary sources (e.g., letters, diaries, photographs, films, or essays written by people from the past)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493512

7. During this school year so far, how often have you done each of the following as part of social studies instruction with this class? Select **one** circle in each row.

	Never	Once	Two or three times	Four or five times	More than five times	
a. Had students give class presentations on social studies topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493518
b. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493523
c. Had students take part in debates or panel discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493524
d. Had students take part in role-playing, mock trials, or dramas about social studies topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493525

8. 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. Play games or use apps in which students play a role (e.g., an explorer, geographer, or historian)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH728046
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

9. 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. Short written responses (e.g., a paragraph or less)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH739504
c. Long written responses (e.g., several paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493540
d. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493541
e. Computer-based or online assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493544

10. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493774
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493775
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493777
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493778

11. Do you give instruction in civics and/or United States government to your students?

A Yes

B No → Questions 12, 13, and 14 are not applicable and will be skipped.

12. In your social studies class this year, how much have you emphasized the following topics in civics and/or United States government? Select **one** circle in each row.

	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons	
a. Political parties, elections, and voting	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH728261
b. Other countries' governments (e.g., their structure, how they are run, or interactions with the United States)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH728259
c. International organizations (e.g., the United Nations, World Bank, or World Health Organization)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH728260
d. Current political and social issues	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH728257

13. 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. Discussing the political process and government with others	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493658

14. 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? Select **all** that apply.
- 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

15. Do you give instruction in geography to your students?
- A Yes
 - B No → *Questions 16, 17, and 18 are not applicable and will be skipped.*

16. 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. Countries and cultures	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493708
b. Environmental issues (e.g., pollution, recycling, climate change, or genetically modified food)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493709
c. Basic concepts of physical and human geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493710
d. Variation among regions and how people interact across space via communication, transportation, or trade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493711

17. 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 Earth (e.g., rivers or mountains) are formed	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH728062
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

18. 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? Select **all** that apply.

- Ⓐ Yes, I have attended programs that are required by my school or district.
- Ⓑ Yes, I have attended programs that are not required by my school or district.
- Ⓒ No

19. Do you give instruction in United States history to your students?

- Ⓐ Yes
- Ⓑ No → *Questions 20, 21, and 22 are not applicable and will be skipped.*

20. 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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493552
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493554
d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493556

21. 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

22. 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? Select **all** that apply.

- 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

23. 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

Appendix I-2j: Summary of Revisions 2017-2018 NTPS Teacher Questionnaire

*Note: This is the same table submitted to OMB by NTPS for their clearance under OMB #1850-0598 v.19

List of Updates to NTPS 2017-18 Questionnaires from March 2017 version to FINAL.

Questionnaire	Item	Update
NTPS-4A (Teacher)	Front Cover	[Old]: "(ESRA, 20 U.S.C. § 9543)." [New]: "(ESRA 2002, 20 U.S.C. §9543)."
	item 1-1 (on 3 rd and 4 th options)	[Old]: "(i.e.," [New]: "(i.e."
	item 1-6	Inserted "During the" to beginning of question stem.
	Item 2-11	[Old]: "hours" [New]: "minutes"
	Page 19, Code 265, 266, 267	Philosophy was moved to code 266; Religious studies, theology, or divinity was moved to 267
	Item 5-1	Inserted "During the" to beginning of question stem.
	Item 5-1(1)	[Old]: "LAST school year," [New]: "(1) During the LAST school year (2016-17),"
	Item 6-7d	Inserted "in" between "about" and "my"

Appendix I-2k: 2017-2018 NTPS Teacher Questionnaire

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598 Approval Expires 06/30/2020

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:

American Association of School Administrators
 American Association of School Librarians
 American Federation of Teachers
 American Montessori Society
 American School Counselors Association
 Association for Middle Level Education (formerly National Middle School Association)
 Association for Supervision and Curriculum Development Association of American Educators
 Council of Chief State School Officers
 Council of the Great City Schools
 National Association of Elementary School Principals
 National Association of Secondary School Principals
 National Parent Teacher Association

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.)

00

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	<div style="border: 1px solid black; padding: 2px; display: inline-block;">192</div>	Algebra II	<div style="border: 1px solid black; padding: 2px; display: inline-block;">11</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">33</div>
(1)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(2)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(3)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(4)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(5)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(6)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(7)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(8)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(9)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>
(10)	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> </div>

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?**Minor Field
of Study CodeMinor 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?**

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?**Major Field
of Study CodeMajor 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; border: 1px solid black;" 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; border: 1px solid black;" 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; border: 1px solid black;" 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; border: 1px solid black;" 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; border: 1px solid black;" 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; border: 1px solid black;" 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; border: 1px solid black;" 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 Traumatologically 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
- 266 Philosophy
- 267 Religious studies, theology, or divinity

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?

	🍏 <i>Mark (X) one box on each line.</i>				
	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?

	🍏 Mark (X) one box on each line.			
	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?

	🍏 <i>Mark (X) one box on each line.</i>			
	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"/>



8-8. During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system?

● Report amounts in whole dollars.

Yes →

How much?

\$, .00

No

GO TO item 8-9 below.

8-9. Are you a member of a teachers' union or an employee association similar to a union?

Yes

No

8-10a. Does your school, district, or school system offer tenure?

Yes

No → GO TO item 8-11 below.

b. Are you tenured at your current school?

Yes

No

8-11. Are you male or female?

Male

Female

8-12a. What is your current marital status?

● Mark (X) only one box.

Now married → GO TO item 8-13 on page 32.

Widowed

Separated

Divorced

Never married

b. Are you currently living with a boyfriend/girlfriend or partner?

Yes

No



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.*

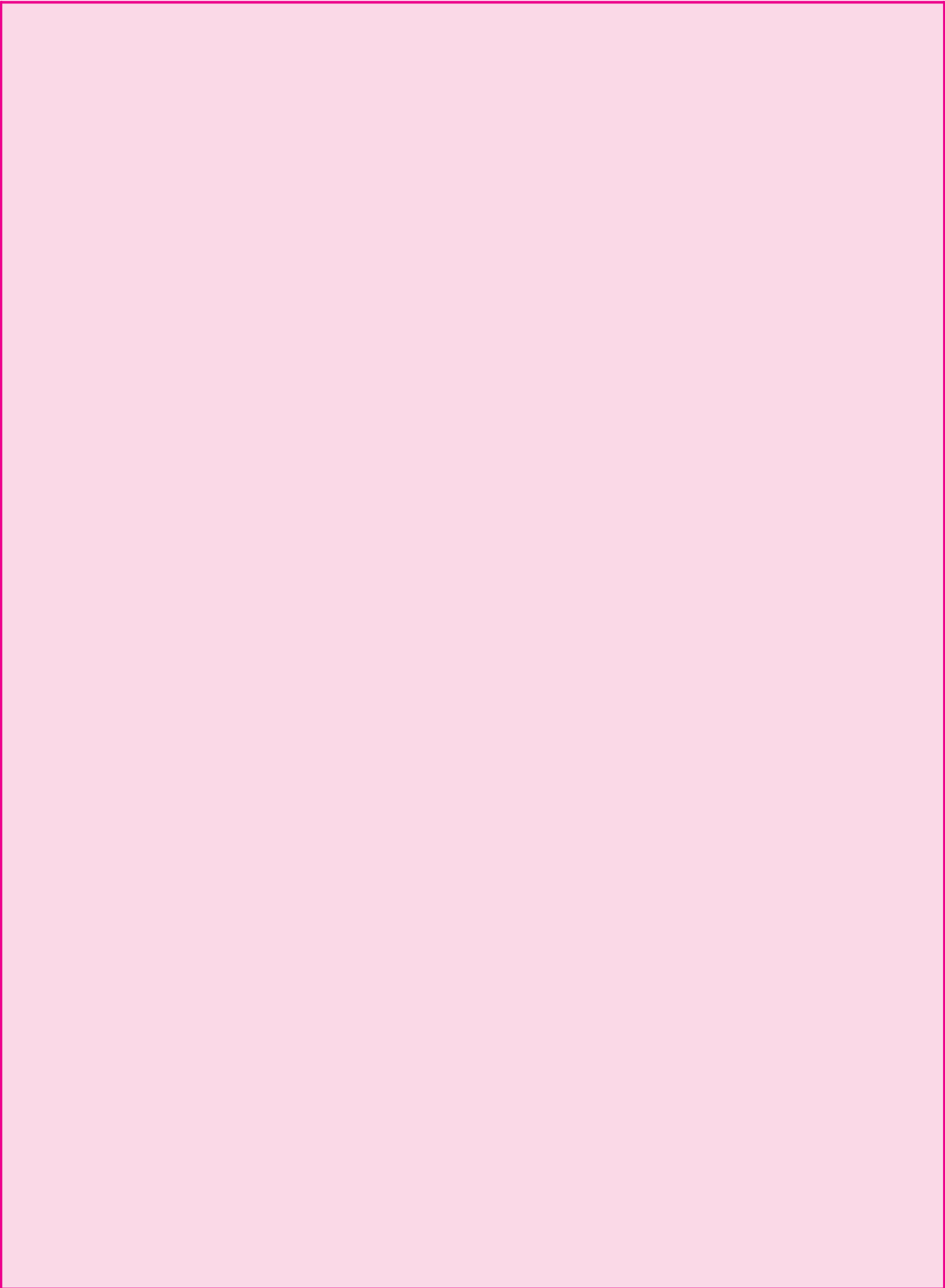
<input type="text"/>	Minutes
----------------------	---------

**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 I-3: School Questionnaires

Appendix I-3a: Summary of Revisions 2018 Grades 4, 8, and 12 Core

Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>1. What is your sex?</p> <p><input checked="" type="radio"/> Male</p> <p><input checked="" type="radio"/> Female</p> <p>(2018 Pilot Teacher and School Gender Item)</p>	<p>1. What is your sex?</p> <p><input checked="" type="radio"/> Male</p> <p><input checked="" type="radio"/> Female</p> <p>Issue: Gender</p>	NC	
<p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input checked="" type="checkbox"/> Pre-kindergarten</p> <p><input checked="" type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input checked="" type="checkbox"/> 11th grade</p> <p><input checked="" type="checkbox"/> 12th grade</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input checked="" type="checkbox"/> Pre-kindergarten</p> <p><input checked="" type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input checked="" type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input checked="" type="checkbox"/> 11th grade</p> <p><input checked="" type="checkbox"/> 12th grade</p> <p>Issue: School Climate</p>	NC	

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

Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>3. Can your school be described by any of the following? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elementary school <input type="checkbox"/> Middle or junior high school <input type="checkbox"/> Secondary school <input type="checkbox"/> Regular school with a magnet program <input type="checkbox"/> 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 <input type="checkbox"/> Special education school: primarily serves students with disabilities <input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education <input type="checkbox"/> Private independent school <input type="checkbox"/> Private religiously affiliated school <input type="checkbox"/> Independent charter school <input type="checkbox"/> Charter school administered by local school district <input type="checkbox"/> Other (Please specify): _____ <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>3. Can your school be described by any of the following? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elementary school <input type="checkbox"/> Middle or junior high school <input type="checkbox"/> Secondary school <input type="checkbox"/> Regular school with a magnet program <input type="checkbox"/> 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 <input type="checkbox"/> Special education school: primarily serves students with disabilities <input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education <input type="checkbox"/> Private independent school <input type="checkbox"/> Private religiously affiliated school <input type="checkbox"/> Independent charter school <input type="checkbox"/> Charter school administered by local school district <input type="checkbox"/> Other (Please specify): _____ <p>Issue: School Climate</p>	NC	
<p>3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> None of the above <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> Not affiliated with any organization <p>Issue: School Climate</p>	R	Sub-item j was revised from “None of the above” to “Not affiliated with any organization” for clarity.
<p>5. What is the current enrollment in your school?</p> <p style="font-size: 24px; text-align: center;">□□□□</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>5. What is the current enrollment in your school?</p> <p style="font-size: 24px; text-align: center;">□□□□</p> <p>Issue: School Climate</p>	NC	

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

Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>6. Approximately what percentage of fourth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>(2017 Operational Grade 4)</p>	<p>6. Approximately what percentage of fourth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>Issue: School Climate</p>	NC	This item is used at grade 4 only.
<p>6. Approximately what percentage of eighth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>(2017 Operational Grade 8)</p>	<p>6. Approximately what percentage of eighth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>Issue: School Climate</p>	NC	This item is used at grade 8 only.
<p>6. Approximately what percentage of twelfth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>(2015 Operational Grade 12)</p>	<p>6. Approximately what percentage of twelfth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>Issue: School Climate</p>	NC	This item is used at grade 12 only.
<p>7. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>(2017 Operational Grade 4)</p>	<p>7. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>Issue: School Climate</p>	NC	This item is used at grade 4 only.
<p>7. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>(2017 Operational Grade 8)</p>	<p>7. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>Issue: School Climate</p>	NC	This item is used at grade 8 only.

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale
<p>8. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1–5%</p> <p><input type="radio"/> 6–10%</p> <p><input type="radio"/> 11–25%</p> <p><input type="radio"/> 26–50%</p> <p><input type="radio"/> 51–75%</p> <p><input type="radio"/> 76–90%</p> <p><input type="radio"/> Over 90%</p> <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>8. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1–5%</p> <p><input type="radio"/> 6–10%</p> <p><input type="radio"/> 11–25%</p> <p><input type="radio"/> 26–50%</p> <p><input type="radio"/> 51–75%</p> <p><input type="radio"/> 76–90%</p> <p><input type="radio"/> Over 90%</p> <p>Issue: School Climate</p>	NC	
<p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1–3%</p> <p><input type="radio"/> 4–6%</p> <p><input type="radio"/> 7–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> Over 20%</p> <p>(2015 Operational Grade 12, 7 Operational Grades 4 and 8)</p>	<p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1–3%</p> <p><input type="radio"/> 4–6%</p> <p><input type="radio"/> 7–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> Over 20%</p> <p>Issue: School Climate</p>	NC	
<p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1–3%</p> <p><input type="radio"/> 4–6%</p> <p><input type="radio"/> 7–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> Over 20%</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1–3%</p> <p><input type="radio"/> 4–6%</p> <p><input type="radio"/> 7–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> Over 20%</p> <p>Issue: School Climate</p>	NC	

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>11. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>11. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>Issue: School Climate</p>	NC	
<p>12. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>12. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>Issue: School Climate</p>	NC	
<p>13. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <i>Questions 4-6 are not applicable and will be skipped.</i> <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>13. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <i>Questions 4-6 are not applicable and will be skipped.</i> <p>Issue: Socioeconomic Status</p>	NC	
<p>14. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <i>Question 14 is not applicable and will be skipped.</i> <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>14. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <i>Question 14 is not applicable and will be skipped.</i> <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>Issue: Socioeconomic Status</p>	NC	

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>15. 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?</p> <ul style="list-style-type: none"> <input type="radio"/> This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. <input type="radio"/> 2017 <input type="radio"/> 2016 <input type="radio"/> 2015 <input type="radio"/> 2014 <input type="radio"/> 2013 <input type="radio"/> 2012 or earlier <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>15. 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?</p> <ul style="list-style-type: none"> <input type="radio"/> This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. <input type="radio"/> 2017 <input type="radio"/> 2016 <input type="radio"/> 2015 <input type="radio"/> 2014 <input type="radio"/> 2013 <input type="radio"/> 2012 or earlier <p>Issue: Socioeconomic Status</p>	NC	
<p>16. 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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–34% <input type="radio"/> 35–50% <input type="radio"/> 51–75% <input type="radio"/> 76–99% <input type="radio"/> 100% <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>16. 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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–34% <input type="radio"/> 35–50% <input type="radio"/> 51–75% <input type="radio"/> 76–99% <input type="radio"/> 100% <p>Issue: Socioeconomic Status</p>	NC	
<p>17. 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.)</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>17. 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.)</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. <p>Issue: Socioeconomic Status</p>	NC	

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																								
<p>18. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</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><input type="radio"/></td> <td>V12D41931</td> </tr> <tr> <td>b. Gifted and talented program</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><input type="radio"/></td> <td>V12D41932</td> </tr> <tr> <td>c. Instruction provided in student's home language (non-English)</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><input type="radio"/></td> <td>V12D41923</td> </tr> <tr> <td>d. 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Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41931	b. Gifted and talented program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41932	c. Instruction provided in student's home language (non-English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41923	d. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41924	e. Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41925	<p>18. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Gifted and talented program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41932	c. Instruction provided in student's home language (non-English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41923	d. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41924	e. Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41925	NC	
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e. Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41925																																																																																																																		
<p>19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p><input type="radio"/> 0</p> <p><input type="radio"/> 1-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-25</p> <p><input type="radio"/> More than 25</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p><input type="radio"/> 0</p> <p><input type="radio"/> 1-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-25</p> <p><input type="radio"/> More than 25</p> <p>Issue: School Climate</p>	NC																																																																																																																									

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																				
<p>20. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0–10%</th> <th>11–25%</th> <th>26–50%</th> <th>Over 50%</th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>b. Attend teacher–parent conferences</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> </tbody> </table> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>		Not applicable	0–10%	11–25%	26–50%	Over 50%	a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	<p>20. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0–10%</th> <th>11–25%</th> <th>26–50%</th> <th>Over 50%</th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> <tr> <td>b. Attend teacher–parent conferences</td> <td>Ⓐ</td> <td>Ⓑ</td> <td>Ⓒ</td> <td>Ⓓ</td> <td>Ⓔ</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		Not applicable	0–10%	11–25%	26–50%	Over 50%	a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	NC	
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<p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>21. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>21. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>Issue: School Climate</p>	NC																																					

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																										
<p>22. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Pilot Grade 8 Core, Reading Mathematics- All Subjects)</p>	<p>22. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p>	NC																																											
<p>23. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> </tr> </thead> <tbody> <tr> <td>a. Non-tenured teachers who had taught for at least one 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><input type="radio"/></td> </tr> <tr> <td>b. Tenured teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>		0-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	a. Non-tenured teachers who had taught for at least one year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Tenured teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>23. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> </tr> </thead> <tbody> <tr> <td>a. Non-tenured teachers who had taught for at least one 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><input type="radio"/></td> </tr> <tr> <td>b. Tenured teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p>Issue: School Climate</p>		0-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	a. Non-tenured teachers who had taught for at least one year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Tenured teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NC	
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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>26. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>26. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>Issue: Technology Use</p>	NC	
<p>27. What is the average age of the desktop computers in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>27. What is the average age of the desktop computers in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>Issue: Technology Use</p>	NC	
<p>28. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>28. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: Technology Use</p>	NC	
<p>29. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/></p> <p>(2017 Operational Grades 4 and 8)</p>	<p>29. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/></p> <p>Issue: Technology Use</p>	NC	

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>30. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2017 Operational Grades 4 and 8)</p>	<p>30. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	
<p>31. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2017 Operational Grades 4 and 8)</p>	<p>31. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>Issue: Technology Use</p>	NC	
<p>32. 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.</p> <p><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/></p> <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>32. 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.</p> <p><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/></p> <p>Issue: Technology Use</p>	NC	
<p>33. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2017 Operational Grades 4 and 8)</p>	<p>33. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>34. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>34. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: Technology Use</p>	NC	
<p>35. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="checkbox"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="checkbox"/> Yes, in some areas of the school.</p> <p><input type="checkbox"/> No</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>35. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="checkbox"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="checkbox"/> Yes, in some areas of the school.</p> <p><input type="checkbox"/> No</p> <p>Issue: Technology Use</p>	NC	
<p>36. This school year, did your school offer technical support to teachers for computers and tablets used in this school?</p> <p><input type="checkbox"/> Yes, we are partnering with a provider outside the school.</p> <p><input type="checkbox"/> Yes, we have technical support staff in the school.</p> <p><input type="checkbox"/> No</p> <p>(2017 Operational Grades 4 and 8)</p>	<p>36. This school year, did your school offer technical support to teachers for computers and tablets used in this school?</p> <p><input type="checkbox"/> Yes, we are partnering with a provider outside the school.</p> <p><input type="checkbox"/> Yes, we have technical support staff in the school.</p> <p><input type="checkbox"/> No</p> <p>Issue: Technology Use</p>	NC	

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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

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<p>37. How often do teachers do the following in this school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th>Several times a day</th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same 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="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td style="text-align: center;"><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> </tr> <tr> <td>c. Engage in discussions about the learning development of specific 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="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>d. 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Grades 4, 8, and 12 Core School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																		
<p>17. Does your school offer any of the following services to students on a regular basis? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career and technical education workshops <input type="checkbox"/> Career counseling services or programs <input type="checkbox"/> Job placement services <input type="checkbox"/> Career days or job fairs <input type="checkbox"/> Career or employment readiness workshops <p>(2015 Operational Grade 12)</p>	<p>19. Does your school offer any of the following services to students on a regular basis? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Yes</th> <th style="width: 20%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a. Career and technical education workshops</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b. Career counseling services or programs</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c. Job placement services</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d. Career days or job fairs</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>e. Career or employment readiness workshops</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Issue: School Climate</p>		Yes	No	a. Career and technical education workshops	<input type="checkbox"/>	<input type="checkbox"/>	b. Career counseling services or programs	<input type="checkbox"/>	<input type="checkbox"/>	c. Job placement services	<input type="checkbox"/>	<input type="checkbox"/>	d. Career days or job fairs	<input type="checkbox"/>	<input type="checkbox"/>	e. Career or employment readiness workshops	<input type="checkbox"/>	<input type="checkbox"/>	R	<p>This item was revised from a multiple selection multiple choice item to a matrix item to improve the data collection. This item is used at grade 12 only</p>
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Appendix I-3b: 2018 Operational Grade 8 Core (SCP)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. 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

3. Can your school be described by any of the following? Select **all** squares that apply.

- A Elementary school
- B Middle or junior high school
- C Secondary school
- D Regular school with a magnet program
- E 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
- F Special education school: primarily serves students with disabilities
- G Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- H Private independent school
- I Private religiously affiliated school
- J Independent charter school
- K Charter school administered by local school district
- L Other (Please specify): _____

4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- A American Association of Christian Schools
- B Association of Christian Schools International
- C Christian Schools International
- D National Association of Episcopal Schools
- E National Association of Independent Schools
- F National Catholic Educational Association
- G National Society of Hebrew Day Schools
- H The Association of Boarding Schools
- I Other (Please specify): _____
- J Not affiliated with any organization

VH253912

5. What is the current enrollment in your school?

VH253943

6. Approximately what percentage of eighth-graders in your school is new this year?

 %

VH240214

7. 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%

VH240208

8. 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%

9. 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%

10. 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%

11. 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%

12. 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%

13. Does your school participate in the National School Lunch Program?
- Ⓐ Yes
 - Ⓑ No *Questions 4–6 are not applicable and will be skipped.*

14. 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).

15. 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.
 - Ⓑ 2017
 - Ⓒ 2016
 - Ⓓ 2015
 - Ⓔ 2014
 - Ⓕ 2013
 - Ⓖ 2012 or earlier

16. 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%

17. 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.

2018 Operational and 2019 Pilot Grade 8 Core School Items

18. 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. VH241920

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241931
b. Gifted and talented program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241922
c. Instruction provided in student's home language (non-English)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241923
d. English-as-a-second-language (not in a bilingual education program)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241924
e. Special education	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241925

VH240220

19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- Ⓐ 0
- Ⓑ 1-5
- Ⓒ 6-10
- Ⓓ 11-15
- Ⓔ 16-25
- Ⓕ More than 25

2018 Operational and 2019 Pilot Grade 8 Core School Items

VH241938

20. 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

VH253959

For all teacher counts entered in this item:

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

21. 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

2018 Operational and 2019 Pilot Grade 8 Core School Items

VH547401

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

- Ⓐ Yes
- Ⓑ No

VH241941

23. 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

VH254012

24. In the last school year, how many full-time teachers were new to your school?

VH240222

25. 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%

26. 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): _____

27. 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.

28. 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): _____

VH587118

29. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

VH587129

30. 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.

VH587122

31. 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): _____

VH311502

32. 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.

VH587138

33. 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.

VH587131

34. 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): _____

2018 Operational and 2019 Pilot Grade 8 Core School Items

VH617371

35. In your school, is there a wireless Internet connection that students can use for schoolwork?

- A Yes, everywhere or almost everywhere in the school.
- B Yes, in some areas of the school.
- C No

VH617375

36. This school year, did your school offer technical support to teachers for **computers** and **tablets** used in this school?

- A Yes, we are partnering with a provider outside the school.
- B Yes, we have technical support staff in the school.
- C No

VH311409

37. 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 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
d. 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

Appendix I-3c: Pilot Grade 4 Core (SCP)

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. 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

3. 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): _____

4. 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): _____
 - Ⓚ Not affiliated with any organization

VH253912

5. What is the current enrollment in your school?

VH253923

6. Approximately what percentage of fourth-graders in your school is new this year?

 %

VH240213

7. 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%

VH240208

8. 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%

9. 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%

10. 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%

11. 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%

12. 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%

13. Does your school participate in the National School Lunch Program?

- Ⓐ Yes
- Ⓑ No

14. 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).

15. 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.
- Ⓑ 2017
- Ⓒ 2016
- Ⓓ 2015
- Ⓔ 2014
- Ⓕ 2013
- Ⓖ 2012 or earlier

16. 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%

17. 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.

2019 Pilot Grade 4 Core School Items

18. 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. VH241920

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241931
b. Gifted and talented program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241922
c. Instruction provided in student's home language (non-English)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241923
d. English-as-a-second-language (not in a bilingual education program)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241924
e. Special education	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	VH241925

VH240220

19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- Ⓐ 0
- Ⓑ 1-5
- Ⓒ 6-10
- Ⓓ 11-15
- Ⓔ 16-25
- Ⓕ More than 25

2019 Pilot Grade 4 Core School Items

VH241938

20. 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

VH253959

For all teacher counts entered in this item:

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*

21. 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

2019 Pilot Grade 4 Core School Items

VH547401

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

- Ⓐ Yes
- Ⓑ No

VH241941

23. 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

VH254012

24. In the last school year, how many full-time teachers were new to your school?

VH240222

25. 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%

26. 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): _____

27. 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.

28. 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): _____

29. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

30. 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.

31. 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): _____

VH311502

32. 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.

VH587138

33. 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.

VH587131

34. 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): _____

2019 Pilot Grade 4 Core School Items

VH617371

35. In your school, is there a wireless Internet connection that students can use for schoolwork?

- A Yes, everywhere or almost everywhere in the school.
- B Yes, in some areas of the school.
- C No

VH617375

36. This school year, did your school offer technical support to teachers for **computers** and **tablets** used in this school?

- A Yes, we are partnering with a provider outside the school.
- B Yes, we have technical support staff in the school.
- C No

VH311409

37. 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 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
d. 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

Appendix I-3d: Pilot Grade 12 Core (SCP)

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. 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

3. Can your school be described by any of the following? Select **all** squares that apply.
- A Elementary school
 - B Middle or junior high school
 - C Secondary school
 - D Regular school with a magnet program
 - E 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
 - F Special education school: primarily serves students with disabilities
 - G Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
 - H Private independent school
 - I Private religiously affiliated school
 - J Independent charter school
 - K Charter school administered by local school district
 - L Other (Please specify): _____

4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.
- A American Association of Christian Schools
 - B Association of Christian Schools International
 - C Christian Schools International
 - D National Association of Episcopal Schools
 - E National Association of Independent Schools
 - F National Catholic Educational Association
 - G National Society of Hebrew Day Schools
 - H The Association of Boarding Schools
 - I Other (Please specify): _____
 - J Not affiliated with any organization

VH253912

5. What is the current enrollment in your school?

VH253948

6. Approximately what percentage of twelfth-graders in your school is new this year?

%

VH240208

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%

VH240209

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 →

13. 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).

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.
- Ⓑ 2017
- Ⓒ 2016
- Ⓓ 2015
- Ⓔ 2014
- Ⓕ 2013
- Ⓖ 2012 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%

2019 Pilot Grade 12 Core School Items

VH240219

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.)

- A No
- B Yes, our school receives funds, which are targeted to eligible students.
- C 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.

VH241920

	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

2019 Pilot Grade 12 Core School Items

VH241932

18. Of the students in last year's graduating class, approximately what percentage is doing each of the following? Select **one** circle in each row.

	0-5%	6-10%	11-25%	26-50%	51-75%	Over 75%	I don't know.	
a. Attending a two-year college	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241933
b. Attending a four-year college	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241935
c. Attending a vocational-technical or business school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241934
d. Working for pay	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241937
e. Serving in the military (excluding ROTC and military academies)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH241936

2019 Pilot Grade 12 Core School Items

VH741199

19. Does your school offer any of the following services to students on a regular basis? Select **one** circle in each row.

	Yes	No	
a. Career and technical education workshops	Ⓐ	Ⓑ	VH741200
b. Career counseling services or programs	Ⓐ	Ⓑ	VH741201
c. Job placement services	Ⓐ	Ⓑ	VH741202
d. Career days or job fairs	Ⓐ	Ⓑ	VH741203
e. Career or employment readiness workshops	Ⓐ	Ⓑ	VH741204

VH240220

20. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- Ⓐ 0
- Ⓑ 1–5
- Ⓒ 6–10
- Ⓓ 11–15
- Ⓔ 16–25
- Ⓕ More than 25

VH241938

21. 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

2019 Pilot Grade 12 Core School Items

VH253959

For all teacher counts entered in this item:

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*

22. 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

VH547401

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

- Ⓐ Yes
- Ⓑ No

2019 Pilot Grade 12 Core School Items

VH241941

24. 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

VH254012

25. In the last school year, how many full-time teachers were new to your school?



VH240222

26. 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%

27. 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): _____

28. 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.

29. 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): _____

30. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.



31. 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.

32. 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): _____

33. 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.



34. 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.

35. 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): _____

2019 Pilot Grade 12 Core School Items

VH617371

36. In your school, is there a wireless Internet connection that students can use for schoolwork?

- A Yes, everywhere or almost everywhere in the school.
- B Yes, in some areas of the school.
- C No

VH617375

37. This school year, did your school offer technical support to teachers for **computers** and **tablets** used in this school?

- A Yes, we are partnering with a provider outside the school.
- B Yes, we have technical support staff in the school.
- C No

VH311409

38. 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 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
d. 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

Appendix I-3e: Summary of Revisions 2018 Grades 4, 8, and 12 Core Charter School

Grades 4, 8, and 12 Core Charter School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>1. Is your school a public charter school?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Questions 2–8 are not applicable and will be skipped.</p> <p>(2016 Pilot Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>1. Is your school a public charter school?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Questions 2–8 are not applicable and will be skipped.</p> <p>Issue: School Climate</p>	NC	
<p>2. In which year did your school start providing instruction as a charter school?</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>2. In which year did your school start providing instruction as a charter school?</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Issue: School Climate</p>	NC	
<p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p><input type="radio"/> Other (specify): _____</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p><input type="radio"/> Other (specify): _____</p> <p>Issue: School Climate</p>	NC	
<p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p>Issue: School Climate</p>	NC	

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

Grades 4, 8, and 12 Core Charter School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>5. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>5. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p>	NC	
<p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>Issue: School Climate</p>	NC	
<p>7. Does your school provide a written contract for parents?</p> <p><input type="radio"/> Yes, and parents are required to abide by it.</p> <p><input type="radio"/> Yes, but signing it is voluntary.</p> <p><input type="radio"/> No → Question 8 is not applicable and will be skipped.</p> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>	<p>7. Does your school provide a written contract for parents?</p> <p><input type="radio"/> Yes, and parents are required to abide by it.</p> <p><input type="radio"/> Yes, but signing it is voluntary.</p> <p><input type="radio"/> No → Question 8 is not applicable and will be skipped.</p> <p>Issue: School Climate</p>	NC	

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

Grades 4, 8, and 12 Core Charter School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/R/NC+	Rationale																																																												
<p>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>a. Dress code</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>b. Home learning environment</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>c. Homework</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>d. Parent-teacher communication</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>e. Parent volunteering</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>f. School discipline policy</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>g. Student attendance</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>h. Student promotion policy</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>i. Other (specify):</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table> <p>(2015 Operational Grade 12, 2017 Operational Grades 4 and 8)</p>		Yes	No	a. Dress code	<input type="radio"/>	<input type="radio"/>	b. Home learning environment	<input type="radio"/>	<input type="radio"/>	c. Homework	<input type="radio"/>	<input type="radio"/>	d. Parent-teacher communication	<input type="radio"/>	<input type="radio"/>	e. Parent volunteering	<input type="radio"/>	<input type="radio"/>	f. School discipline policy	<input type="radio"/>	<input type="radio"/>	g. Student attendance	<input type="radio"/>	<input type="radio"/>	h. Student promotion policy	<input type="radio"/>	<input type="radio"/>	i. Other (specify):	<input type="radio"/>	<input type="radio"/>	<p>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>a. Dress code</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>b. Home learning environment</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>c. Homework</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>d. Parent-teacher communication</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>e. Parent volunteering</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>f. School discipline policy</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>g. Student attendance</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>h. Student promotion policy</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>i. Other (specify):</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table> <p>Issue: School Climate</p>		Yes	No	a. Dress code	<input type="radio"/>	<input type="radio"/>	b. Home learning environment	<input type="radio"/>	<input type="radio"/>	c. Homework	<input type="radio"/>	<input type="radio"/>	d. Parent-teacher communication	<input type="radio"/>	<input type="radio"/>	e. Parent volunteering	<input type="radio"/>	<input type="radio"/>	f. School discipline policy	<input type="radio"/>	<input type="radio"/>	g. Student attendance	<input type="radio"/>	<input type="radio"/>	h. Student promotion policy	<input type="radio"/>	<input type="radio"/>	i. Other (specify):	<input type="radio"/>	<input type="radio"/>	<p>NC</p>	
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i. Other (specify):	<input type="radio"/>	<input type="radio"/>																																																													

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Appendix I-3f: 2018 Operational Grade 4 Core 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 (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

VH240226

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

VH240227

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.

VH240228

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.*

2018 Operational Grade 4 Charter School Questionnaire

VH241944

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 (specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH259448

Appendix I-3g: 2018 Operational Grade 8 Core 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 (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.*

2018 Operational Grade 8 Charter School Questionnaire

VH241944

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 (specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH259448

Appendix I-3h: 2018 Operational Grade 12 Core 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 (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.*

2018 Operational Grade 12 Charter School Questionnaire

VH241944

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 (specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH259448

Appendix I-3i: Pilot Grade 12 Reading

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

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	(A)	(B)	(C)	(D)	VH259997
b. Interpreting and analyzing literature	(A)	(B)	(C)	(D)	VH240555
c. Interpreting and analyzing informational texts	(A)	(B)	(C)	(D)	VH240559
d. Understanding the cognitive process of an individual when they are reading or writing	(A)	(B)	(C)	(D)	VH260000
e. Use of scoring guides to evaluate student work	(A)	(B)	(C)	(D)	VH260001
f. Instructional strategies for teaching English/language arts	(A)	(B)	(C)	(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 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 3 is not applicable and will be skipped.

VH240714

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.

	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240715
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240716

VH240025

4. Is there a literacy 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 5 is not applicable and will be skipped.

VH240718

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.

	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240720
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240719

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240607
b. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240606
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	VH240609
d. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH586890
e. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240608
f. Recommendations from school English/language arts department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240611
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240612
h. 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	VH240614
i. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240610

VH240721

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.

	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	VH240724
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240725
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	VH240723

VH592388

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

VH240726

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 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	VH240727
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH240728
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH240729
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH240733
e. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH240730

VH240734

10. 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.

	Yes	No	
a. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH240735
b. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH240736
c. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH240737
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/> A	<input type="radio"/> B	VH240741
e. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH240738

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

12. Does your school offer online English/language arts courses for credit?

- A Yes
- B No

13. 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

14. 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

Appendix I-3j: Pilot Grade 12 Math

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

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

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 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 your school, approximately what percentage of twelfth-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.

- A 0–10%
- B 11–20%
- C 21–30%
- D 31–40%
- E 41–50%
- F More than 50%

6. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.

7. In this school year, what percentage of students have gone to other schools (neighboring high school or college) to receive mathematics instruction?

- Ⓐ 0–10%
- Ⓑ 11–20%
- Ⓒ 21–30%
- Ⓓ 31–40%
- Ⓔ 41–50%
- Ⓕ More than 50%

8. 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 9 and 10 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 9 and 10 based on the roles as defined in this paragraph.

VH240080

9. Is there a mathematics 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 10 is not applicable and will be skipped.*

VH241043

10. 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.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241044
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241046
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241045

11. 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"/>	<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

12. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240920
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240921
c. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240922
d. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH587964
e. Results from school-level assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH547493
f. Recommendations from school mathematics department or teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH547495
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240926
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240927
i. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240925

13. To what extent does your school’s twelfth-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	(A)	(B)	(C)	(D)	VH733487
b. State assessments	(A)	(B)	(C)	(D)	VH733486
c. School assessments (e.g., quizzes or tests created by teachers)	(A)	(B)	(C)	(D)	VH733485

14. 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	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241062
b. Mathematics	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241063
c. Social studies	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241064
d. Science	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241065
e. Computer science	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241066
f. Foreign languages	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241067
g. Career and technical/ vocational	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241068
h. Other (Please specify): _____	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241069

15. 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	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241071
b. On a postsecondary campus	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241072
c. Through distance learning	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241074
d. Other (Please specify): _____	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241076

16. 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	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241078
b. On a postsecondary campus	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241079
c. Through distance learning	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241080
d. Other (Please specify): _____	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VH241082

Appendix I-3k: Summary of Revisions 2018 Grades 4, 8, and 12 Science

Grade 4 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																												
<p style="text-align: right; font-size: small;">VH18011</p> <p>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.</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 science course-related support, remediation, or 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH18011</td> </tr> <tr> <td>b. Provide science course-related support, remediation, or 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH18011</td> </tr> <tr> <td>c. Provide science 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH18014</td> </tr> <tr> <td>d. Provide science 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH18013</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH18011	b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH18011	c. Provide science enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH18014	d. Provide science enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH18013	<p style="text-align: right; font-size: small;">VID41296</p> <p>2. To what extent is each of the following a responsibility of the additional science staff available to fourth-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 science course-related support, remediation, or 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41297</td> </tr> <tr> <td>b. Provide science course-related support, remediation, or 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41298</td> </tr> <tr> <td>c. Provide science 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41299</td> </tr> <tr> <td>d. Provide science 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41300</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID41297	b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID41298	c. Provide science enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID41299	d. Provide science enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID41300	R	<p>The following revision was made: In the stem “science specialist(s)” was replaced with “additional science staff” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																											
a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH18011																																																										
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<p style="text-align: right; font-size: small;">VC184214</p> <p>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.</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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC184216</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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC184217</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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC184218</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC184216	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC184217	c. School assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VC184218	<p style="text-align: right; font-size: small;">VID41315</p> <p>6. To what extent do your school’s fourth-grade science curricula 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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41319</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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41318</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 checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID40864</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID41319	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID41318	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID40864	R	<p>The following revisions were made: (1) In the item stem “does” was changed to “do” based on editorial review, and (2) In subitem “c” example content was added to create consistency across subjects.</p>												
	Not at all	Small extent	Moderate extent	Large extent																																																											
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<p style="text-align: right; font-size: small;">VC18482</p> <p>7. Does your school have laboratory facilities for fourth-grade science instruction?</p> <p style="margin-left: 20px;"><input checked="" type="radio"/> Yes</p> <p style="margin-left: 20px;"><input type="radio"/> No → <i>Question 8 is not applicable and will be skipped.</i></p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID4019</p> <p>8. Does your school have laboratory facilities for fourth-grade science instruction?</p> <p style="margin-left: 20px;"><input type="radio"/> Yes</p> <p style="margin-left: 20px;"><input checked="" type="radio"/> No → <i>Question X is not applicable and will be skipped.</i></p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																													

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

Grade 4 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																				
<p style="text-align: right; font-size: small;">VID13187</p> <p>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.</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. Demonstration stations</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13388</td> </tr> <tr> <td>b. Student lab stations</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13390</td> </tr> <tr> <td>c. Storage areas for chemicals and other supplies</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13391</td> </tr> <tr> <td>d. Electricity</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13394</td> </tr> <tr> <td>e. Running water</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13396</td> </tr> <tr> <td>f. Gas for burners</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13397</td> </tr> <tr> <td>g. Hoods or air hoses</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13398</td> </tr> <tr> <td>h. Safety equipment</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13400</td> </tr> <tr> <td>i. Computers</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13403</td> </tr> <tr> <td>j. Internet connection</td> <td style="text-align: center;"><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 checked="" type="radio"/></td> <td>VID13403</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Demonstration stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID13388	b. Student lab stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID13390	c. Storage areas for chemicals and other supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID13391	d. Electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID13394	e. Running water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID13396	f. Gas for burners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID13397	g. Hoods or air hoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID13398	h. 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Grade 4 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																								
<p style="font-size: small; margin: 0;">VB013409</p> <p>9. To what extent are any of the following available to fourth-grade teachers who teach science? 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. Science textbooks (including digital forms, such as online textbooks)</td> <td style="text-align: center;"><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;">VB064017</td> </tr> <tr> <td>b. Science magazines and books (including digital forms, such as online magazines and books)</td> <td style="text-align: center;"><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;">VB064028</td> </tr> <tr> <td>c. Supplies or equipment for science demonstrations</td> <td style="text-align: center;"><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;">VB013409</td> </tr> <tr> <td>d. 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Student access to computer labs for science 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;">VB013414</td> </tr> <tr> <td>g. Teacher access to computers for science 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;">VB013415</td> </tr> <tr> <td>h. Computerized science labs for classroom use</td> <td style="text-align: center;"><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;">VB013416</td> </tr> <tr> <td>i. Audiovisual materials for science 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;">VB013417</td> </tr> <tr> <td>j. Science kits</td> <td style="text-align: center;"><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;">VB013419</td> </tr> <tr> <td>k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)</td> <td style="text-align: center;"><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;">VB013420</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB064017	b. 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<p style="text-align: right; font-size: small; margin-bottom: 0;">YB013421</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <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. Desktop computer</td> <td style="text-align: center;"><input checked="" 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;">YB013424</td> </tr> <tr> <td>b. Laptop computer</td> <td style="text-align: center;"><input checked="" 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;">YB013425</td> </tr> <tr> <td>c. Tablet computer</td> <td style="text-align: center;"><input checked="" 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;">YB118022</td> </tr> <tr> <td>d. 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<p style="text-align: right; font-size: small;">VH142331</p> <p>12. To what extent does your school provide fourth-grade students with the following learning experiences? 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;">1–2 times per year</th> <th style="text-align: center;">3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><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;">VH142332</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><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;">VH142334</td> </tr> <tr> <td>c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)</td> <td style="text-align: center;"><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;">VH142333</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	1–2 times per year	3 or more times per year		a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142332	b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142334	c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH142333	<p style="text-align: right; font-size: small;">VID41366</p> <p>11. To what extent does your school provide fourth-grade students with the following learning experiences? 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;">1–2 times per year</th> <th style="text-align: center;">3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><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;">VH241367</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><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;">VH241368</td> </tr> <tr> <td>c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)</td> <td style="text-align: center;"><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;">VH241369</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	1–2 times per year	3 or more times per year		a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241367	b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241368	c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241369	<p>NC</p>	
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<p style="text-align: right; font-size: small;">VID40117</p> <p>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?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No <i>Question X is not applicable and will be skipped.</i></p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID40117</p> <p>1. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available to fourth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No <i>Question X is not applicable and will be skipped.</i></p> <p>Issue: Resources for Learning and Instruction</p>	<p>R</p>	<p>The following revision was made: In the stem “a science specialist available (full- or part-time)” has been changed to “any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>																																								

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Grade 4 Science School

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<p>5. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2017 Grade 4)</p>	<p>7. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>Issue: Resources for Learning and Instruction</p>	NC	
<p>2. Is there a science coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No <i>Question X is not applicable and will be skipped.</i></p> <p>(2017 Grade 4)</p>	<p>3. Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No <i>→ Question X is not applicable and will be skipped.</i></p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The following revision was made: In the stem “a science coach available (full- or part-time)” has been changed to “any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>

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<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41302</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1640260</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41303</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support/assistance about science content or the teaching of science to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41302	b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640260	c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41303	<p>4. To what extent is each of the following a responsibility of the additional science staff available to fourth-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></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 with science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41302</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1640260</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41303</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support/assistance with science content or the teaching of science to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41302	b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640260	c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41303	R	<p>The following revision was made: In the stem “the science coach” has been changed to “the additional science staff” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>																																																																																				
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g. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640851																																																																																																																																		
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i. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41312																																																																																																																																		
j. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41313																																																																																																																																		
k. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640857																																																																																																																																		

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

Grade 4 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																								
<p>6. In this school year, is there a science club offered to fourth-grade students in your school? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID41362</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 65%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</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;">VH640872</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by individual 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;">VH241363</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</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;">VH241365</td> </tr> <tr> <td>d. Partnered with external agencies (such as universities, science museums, or industries)</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;">VH241364</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Yes	No		a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/>	<input type="radio"/>	VH640872	b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	VH241363	c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	VH241365	d. Partnered with external agencies (such as universities, science museums, or industries)	<input type="radio"/>	<input type="radio"/>	VH241364	<p>10. In this school year, are any of the following types of science clubs offered to fourth-grade students in your school? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID41362</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 65%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</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;">VH640872</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by individual 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;">VH241363</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</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;">VH241365</td> </tr> <tr> <td>d. Partnered with external agencies (e.g., universities, science museums, or companies)</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;">VH241364</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/>	<input type="radio"/>	VH640872	b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	VH241363	c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	VH241365	d. Partnered with external agencies (e.g., universities, science museums, or companies)	<input type="radio"/>	<input type="radio"/>	VH241364	<p>R</p>	<p>The following revisions were made: (1) In the item stem “is there a science club” has been changed to “are any of the following types of science clubs” based on editorial review, and (2) in subitem “d” “industries” has been changed to “companies” based on cognitive interview study results.</p>
	Yes	No																																									
a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/>	<input type="radio"/>	VH640872																																								
b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	VH241363																																								
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c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	VH241365																																								
d. Partnered with external agencies (e.g., universities, science museums, or companies)	<input type="radio"/>	<input type="radio"/>	VH241364																																								

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Grade 8 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																												
<p style="text-align: right; font-size: small;">VH158026</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 style="font-size: x-small;">a. Provide science course-related support, remediation, or intervention to individual students</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;">VH158027</td> </tr> <tr> <td style="font-size: x-small;">b. Provide science course-related support, remediation, or intervention to groups of students</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;">VH158030</td> </tr> <tr> <td style="font-size: x-small;">c. Provide science enrichment to individual students</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;">VH158029</td> </tr> <tr> <td style="font-size: x-small;">d. Provide science enrichment to groups of students</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;">VH158028</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158027	b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158030	c. Provide science enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158029	d. Provide science enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158028	<p style="text-align: right; font-size: small;">VH241370</p> <p>2. To what extent is each of the following a responsibility of the additional science staff 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></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 style="font-size: x-small;">a. Provide science course-related support, remediation, or intervention to individual students</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;">VH241371</td> </tr> <tr> <td style="font-size: x-small;">b. Provide science course-related support, remediation, or intervention to groups of students</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;">VH241372</td> </tr> <tr> <td style="font-size: x-small;">c. Provide science enrichment to individual students</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;">VH241373</td> </tr> <tr> <td style="font-size: x-small;">d. Provide science enrichment to groups of students</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;">VH241374</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241371	b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241372	c. Provide science enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241373	d. Provide science enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241374	R	<p>The following revision was made: In the stem “science specialist(s)” was replaced with “additional science staff” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																											
a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158027																																																										
b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158030																																																										
c. Provide science enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158029																																																										
d. Provide science enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158028																																																										
	Not at all	Small extent	Moderate extent	Large extent																																																											
a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241371																																																										
b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241372																																																										
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<p style="text-align: right; font-size: small;">VC304508</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 style="font-size: x-small;">a. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VC304509</td> </tr> <tr> <td style="font-size: x-small;">b. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VC304510</td> </tr> <tr> <td style="font-size: x-small;">c. School assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VC304511</td> </tr> </tbody> </table> <p>(2015 Grade 8)</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"/>	VC304509	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304510	c. School assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304511	<p style="text-align: right; font-size: small;">VH241379</p> <p>6. To what extent do your school’s eighth-grade science curricula 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></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 style="font-size: x-small;">a. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241383</td> </tr> <tr> <td style="font-size: x-small;">b. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241382</td> </tr> <tr> <td style="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;">VH241377</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</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"/>	VH241383	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241382	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241377	R	<p>The following revisions were made: (1) In the item stem “does” was changed to “do” based on editorial review, and (2) In subitem “c” example content was added to create consistency across subjects.</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"/>	VC304509																																																										
b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304510																																																										
c. School assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC304511																																																										
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c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241377																																																										
<p style="text-align: right; font-size: small;">VC304485</p> <p>7. Does your school have laboratory facilities for eighth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Question 8 is not applicable and will be skipped.</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH240122</p> <p>8. Does your school have laboratory facilities for eighth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Question X is not applicable and will be skipped.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																													

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Grade 8 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																								
<p style="text-align: right; font-size: small;">VE014006</p> <p>9. To what extent are any of the following available to eighth-grade teachers who teach science? 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. Science textbooks (including digital forms, such as online textbooks)</td> <td style="text-align: center;"><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;">VE014074</td> </tr> <tr> <td>b. Science magazines and books (including digital forms, such as online magazines and books)</td> <td style="text-align: center;"><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;">VE014076</td> </tr> <tr> <td>c. Supplies or equipment for science demonstrations</td> <td style="text-align: center;"><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;">VE014080</td> </tr> <tr> <td>d. Supplies or equipment for science labs</td> <td style="text-align: center;"><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;">VE014080</td> </tr> <tr> <td>e. Student access to computers in class for science 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;">VE014090</td> </tr> <tr> <td>f. Student access to computer labs for science 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;">VE014091</td> </tr> <tr> <td>g. Teacher access to computers for science 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;">VE014011</td> </tr> <tr> <td>h. Computerized science labs for classroom use</td> <td style="text-align: center;"><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;">VE014012</td> </tr> <tr> <td>i. Audiovisual materials for science 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;">VE014014</td> </tr> <tr> <td>j. Science kits</td> <td style="text-align: center;"><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;">VE014015</td> </tr> <tr> <td>k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)</td> <td style="text-align: center;"><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;">VE014016</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014074	b. Science magazines and books (including digital forms, such as online magazines and books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014076	c. Supplies or equipment for science demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014080	d. Supplies or equipment for science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014080	e. Student access to computers in class for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014090	f. Student access to computer labs for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014091	g. Teacher access to computers for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014011	h. Computerized science labs for classroom use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014012	i. Audiovisual materials for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014014	j. Science kits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014015	k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014016	<p>N/A</p>	<p>D</p>	<p>To reduce school administrator burden and redundancy of items across respondent groups, this item was dropped.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																																							
a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014074																																																																						
b. Science magazines and books (including digital forms, such as online magazines and books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014076																																																																						
c. Supplies or equipment for science demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014080																																																																						
d. Supplies or equipment for science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014080																																																																						
e. Student access to computers in class for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014090																																																																						
f. Student access to computer labs for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014091																																																																						
g. Teacher access to computers for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014011																																																																						
h. Computerized science labs for classroom use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014012																																																																						
i. Audiovisual materials for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014014																																																																						
j. Science kits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014015																																																																						
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE014016																																																																						

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

Grade 8 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																																
<p style="text-align: right; font-size: small; margin-bottom: 0;">YB014018</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <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. Desktop computer</td> <td style="text-align: center;"><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;">YB014020</td> </tr> <tr> <td>b. Laptop computer</td> <td style="text-align: center;"><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;">YB014021</td> </tr> <tr> <td>c. Tablet computer</td> <td style="text-align: center;"><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;">YB158037</td> </tr> <tr> <td>d. 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Online software</td> <td style="text-align: center;"><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;">YB014026</td> </tr> <tr> <td>g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)</td> <td style="text-align: center;"><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;">YB014027</td> </tr> <tr> <td>h. 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Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)</td> <td style="text-align: center;"><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;">YB014042</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>m. 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Online course management system (web-based software used to organize information, assignments, grades, and discussions)</td> <td style="text-align: center;"><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;">YB014046</td> </tr> <tr> <td>o. 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Tablet computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YB158037	d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YB014024	e. CD-ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YB014023	f. Online software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YB014026	g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YB014027	h. 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Grade 8 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																								
<p style="text-align: right; font-size: small;">Y11142362</p> <p>12. To what extent does your school provide eighth-grade students with the following learning experiences? 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;">1–2 times per year</th> <th style="text-align: center;">3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">Y11142363</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">Y11142365</td> </tr> <tr> <td>c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">Y11142364</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Not at all	1–2 times per year	3 or more times per year		a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Y11142363	b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Y11142365	c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Y11142364	<p style="text-align: right; font-size: small;">Y11241451</p> <p>11. To what extent does your school provide eighth-grade students with the following learning experiences? 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;">1–2 times per year</th> <th style="text-align: center;">3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><input checked="" 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;">Y11241452</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><input checked="" 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;">Y11241453</td> </tr> <tr> <td>c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">Y11241454</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	1–2 times per year	3 or more times per year		a. Science fairs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y11241452	b. Science competitions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y11241453	c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Y11241454	<p>NC</p>	
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<p style="text-align: right; font-size: small;">Y11240130</p> <p>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?</p> <p><input checked="" type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input checked="" type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No <i>Question X is not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">Y11241120</p> <p>1. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available to eighth-grade students at your school?</p> <p><input checked="" type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input checked="" type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No <i>→ Question X is not applicable and will be skipped.</i></p> <p>Issue: Resources for Learning and Instruction</p>	<p>R</p>	<p>The following revision was made: In the stem “a science specialist available (full- or part-time)” has been changed to “any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>																																								

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Grade 8 Science School

Previous item	2018 item	D/A/R/NC+	Rationale
<p style="text-align: right; font-size: small;">V164213</p> <p>5. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <ul style="list-style-type: none"> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V164281</p> <p>7. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <ul style="list-style-type: none"> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent <p>Issue: Resources for Learning and Instruction</p>	NC	
<p style="text-align: right; font-size: small;">V104013</p> <p>2. Is there a science coach available (full- or part-time) to eighth-grade teachers at your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, available full-time to eighth-grade teachers <input type="radio"/> Yes, available part-time to eighth-grade teachers <input type="radio"/> No <i>Question X is not applicable and will be skipped.</i> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V104012</p> <p>3. Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available to eighth-grade teachers at your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, available full-time to eighth-grade teachers <input type="radio"/> Yes, available part-time to eighth-grade teachers <input type="radio"/> No <i>→Question X is not applicable and will be skipped.</i> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The following revision was made: In the stem “a science coach available (full- or part-time)” has been changed to “any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>

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Grade 8 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41376</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V16A0206</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41377</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support/assistance about science content or the teaching of science to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41376	b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16A0206	c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41377	<p>4. To what extent is each of the following a responsibility of the additional science staff 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></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 with science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41376</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V16A0206</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41377</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support/assistance with science content or the teaching of science to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41376	b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V16A0206	c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D41377	R	<p>The following revision was made: In the stem “the science coach” has been changed to “the additional science staff” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>
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<p>7. In this school year, is there a science club offered to eighth-grade students in your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V16A3916</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by individual teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41447</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41449</td> </tr> <tr> <td>d. Partnered with external agencies (such as universities, science museums, or industries)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41448</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Yes	No		a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/>	<input type="radio"/>	V16A3916	b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	V12D41447	c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	V12D41449	d. Partnered with external agencies (such as universities, science museums, or industries)	<input type="radio"/>	<input type="radio"/>	V12D41448	<p>10. In this school year, are any of the following types of science clubs offered to eighth-grade students in your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V16A3916</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by individual teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41447</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41449</td> </tr> <tr> <td>d. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D41448</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/>	<input type="radio"/>	V16A3916	b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	V12D41447	c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	V12D41449	d. Partnered with external agencies (e.g., universities, science museums, or companies)	<input type="radio"/>	<input type="radio"/>	V12D41448	R	<p>The following revisions were made: (1) In the item stem “is there a science club” has been changed to “are any of the following types of science clubs” based on editorial review, and (2) in subitem “d” “industries” has been changed to “companies” based on cognitive interview study results.</p>								
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Grade 8 Science School

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<p>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.</p> <p style="text-align: right; font-size: small;">VH241384</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. Demonstration stations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241385</td> </tr> <tr> <td>b. 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b. Internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241389																																																																																																																																		
c. Student lab stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241386																																																																																																																																		
d. Storage areas for chemicals and other supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241387																																																																																																																																		
e. Electricity (for example, power outlets for using lab equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241388																																																																																																																																		
f. Running water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241394																																																																																																																																		
g. Gas for burners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241395																																																																																																																																		
h. Hoods or air hoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241391																																																																																																																																		
i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241392																																																																																																																																		
j. Computers and other digital devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241393																																																																																																																																		

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

Grade 8 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																										
<p>4. To what extent is your school's science program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1241205</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 checked="" type="radio"/></td> <td style="font-size: x-small;">V1241307</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;">V1241308</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;">V1241309</td> </tr> <tr> <td>d. 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Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241312	k. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241313	l. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640857	<p>R</p>	<p>The following revisions were made: (1) subitem “f” was dropped, (2) new subitem “c” has been added based on stakeholder feedback, and (3) new subitems “e”, and “h” were added to create consistency across subject questionnaires (2018 social studies).</p>
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Grade 12 Science School

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Advanced biology (beyond an introductory course)</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>Q670746</td></tr> <tr><td>d. Advanced Placement Environmental Science</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VC308302</td></tr> <tr><td>e. International Baccalaureate Environmental Systems</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VC312552</td></tr> <tr><td>f. Advanced environmental science (beyond an introductory course)</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VC308203</td></tr> <tr><td>g. Advanced Placement Chemistry</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VC305204</td></tr> <tr><td>h. International Baccalaureate Chemistry</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VC312554</td></tr> <tr><td>i. Advanced chemistry (beyond an introductory course)</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>Q670747</td></tr> <tr><td>j. Advanced Placement Physics B or C</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VC308205</td></tr> <tr><td>k. 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Advanced Placement Computer Science Principles</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>Y1240761</td></tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Yes	No		a. Advanced Placement® Biology	<input checked="" type="radio"/>	<input type="radio"/>	Y1240997	b. Advanced physics (beyond an introductory course)	<input checked="" type="radio"/>	<input type="radio"/>	Y1240996	c. Advanced biology (beyond an introductory course)	<input checked="" type="radio"/>	<input type="radio"/>	Y1240994	d. Advanced chemistry (beyond an introductory course)	<input checked="" type="radio"/>	<input type="radio"/>	Y1240995	e. International Baccalaureate® Design Technology	<input checked="" type="radio"/>	<input type="radio"/>	Y1241004	f. Advanced technology (beyond an introductory course)	<input checked="" type="radio"/>	<input type="radio"/>	Y1241005	g. International Baccalaureate Chemistry	<input checked="" type="radio"/>	<input type="radio"/>	Y1241002	h. International Baccalaureate Physics	<input checked="" type="radio"/>	<input type="radio"/>	Y1241003	i. International Baccalaureate Biology	<input checked="" type="radio"/>	<input type="radio"/>	Y1240998	j. Advanced environmental science (beyond an introductory course)	<input checked="" type="radio"/>	<input type="radio"/>	Y1241019	k. International Baccalaureate Environmental Systems and Societies	<input checked="" type="radio"/>	<input type="radio"/>	Y1241001	l. Advanced Placement Environmental Science	<input checked="" type="radio"/>	<input type="radio"/>	Y1240998	m. Advanced Placement Chemistry	<input checked="" type="radio"/>	<input type="radio"/>	Y1240999	n. Advanced Placement Physics C	<input checked="" type="radio"/>	<input type="radio"/>	Y1241000	o. Advanced Placement Physics 1	<input checked="" type="radio"/>	<input type="radio"/>	Y1240759	p. 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	Yes	No																																																																																																																																									
a. Advanced Placement Biology	<input checked="" type="radio"/>	<input type="radio"/>	VC308203																																																																																																																																								
b. International Baccalaureate® Biology	<input checked="" type="radio"/>	<input type="radio"/>	VC312550																																																																																																																																								
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e. International Baccalaureate Environmental Systems	<input checked="" type="radio"/>	<input type="radio"/>	VC312552																																																																																																																																								
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j. Advanced Placement Physics B or C	<input checked="" type="radio"/>	<input type="radio"/>	VC308205																																																																																																																																								
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Grade 12 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																												
<p>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?</p> <p><input type="radio"/> Less than two years</p> <p><input type="radio"/> Two years</p> <p><input type="radio"/> Three years</p> <p><input type="radio"/> Four years</p> <p><input type="radio"/> More than four years</p> <p>(2015 Grade 12)</p>	<p>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?</p> <p><input type="radio"/> Less than two years</p> <p><input type="radio"/> Two years</p> <p><input type="radio"/> Three years</p> <p><input type="radio"/> Four years</p> <p><input type="radio"/> More than four years</p> <p>Issue: Organization of Instruction</p>	NC																																																													
<p>2. Does your school offer online science courses for credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 12)</p>	<p>2. Does your school offer online science courses for credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Organization of Instruction</p>	NC																																																													
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 science course-related support, remediation, or intervention to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH115905</td> </tr> <tr> <td>b. Provide science course-related support, remediation, or intervention to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH115906</td> </tr> <tr> <td>c. Provide science enrichment to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH115907</td> </tr> <tr> <td>d. Provide science enrichment to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH115908</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH115905	b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH115906	c. Provide science enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH115907	d. Provide science enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH115908	<p>5. To what extent is each of the following a responsibility of the additional science staff available to twelfth-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></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 science course-related support, remediation, or intervention to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41456</td> </tr> <tr> <td>b. Provide science course-related support, remediation, or intervention to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41457</td> </tr> <tr> <td>c. Provide science enrichment to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41458</td> </tr> <tr> <td>d. Provide science enrichment to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41459</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41456	b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41457	c. Provide science enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41458	d. Provide science enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41459	R	<p>The following revision was made: In the stem “science specialist(s)” was replaced with “additional science staff” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																											
a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH115905																																																										
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<p>9. Does your school have laboratory facilities for twelfth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Question 10 is not applicable and will be skipped.</p> <p>(2015 Grade 12)</p>	<p>10. Does your school have laboratory facilities for twelfth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No → Question X is not applicable and will be skipped.</p> <p>Issue: Resources for Learning and Instruction</p>	NC																																																													

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Grade 12 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																								
<p style="text-align: right; font-size: small;">VE015630</p> <p>11. To what extent are any of the following available to twelfth-grade teachers who teach science? 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. Science textbooks (including digital forms, such as online textbooks)</td> <td style="text-align: center;"><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>VE015636</td> </tr> <tr> <td>b. Science magazines and books (including digital forms, such as online magazines and books)</td> <td style="text-align: center;"><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>VE015637</td> </tr> <tr> <td>c. Supplies or equipment for science demonstrations</td> <td style="text-align: center;"><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>VE015638</td> </tr> <tr> <td>d. Supplies or equipment for science labs</td> <td style="text-align: center;"><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>VE015639</td> </tr> <tr> <td>e. Student access to computers in class for science 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>VE015640</td> </tr> <tr> <td>f. Student access to computer labs for science 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>VE015641</td> </tr> <tr> <td>g. Teacher access to computers for science 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>VE015642</td> </tr> <tr> <td>h. Computerized science labs for classroom use</td> <td style="text-align: center;"><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>VE015643</td> </tr> <tr> <td>i. Audiovisual materials for science 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>VE015644</td> </tr> <tr> <td>j. Science kits</td> <td style="text-align: center;"><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>VE015645</td> </tr> <tr> <td>k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)</td> <td style="text-align: center;"><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>VE015646</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015636	b. Science magazines and books (including digital forms, such as online magazines and books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015637	c. Supplies or equipment for science demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015638	d. Supplies or equipment for science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015639	e. Student access to computers in class for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015640	f. Student access to computer labs for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015641	g. Teacher access to computers for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015642	h. 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d. Supplies or equipment for science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015639																																																																						
e. Student access to computers in class for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015640																																																																						
f. Student access to computer labs for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015641																																																																						
g. Teacher access to computers for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015642																																																																						
h. Computerized science labs for classroom use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015643																																																																						
i. Audiovisual materials for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015644																																																																						
j. Science kits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015645																																																																						
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015646																																																																						
<p style="text-align: right; font-size: small;">VE015630</p> <p>14. To what extent does your school provide twelfth-grade students with the following learning experiences? 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>1-2 times per year</th> <th>3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>VE015647</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>VE015648</td> </tr> <tr> <td>c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>VE015649</td> </tr> </tbody> </table> <p>(2015 Grade 12)</p>		Not at all	1-2 times per year	3 or more times per year		a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015647	b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015648	c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015649	<p style="text-align: right; font-size: small;">VE015130</p> <p>13. To what extent does your school provide twelfth-grade students with the following learning experiences? 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>1-2 times per year</th> <th>3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>VE015131</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>VE015132</td> </tr> <tr> <td>c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>VE015133</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	1-2 times per year	3 or more times per year		a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015131	b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015132	c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE015133	<p>NC</p>																																	
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Grade 12 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																								
<p style="text-align: right; font-size: small; margin-bottom: 0;">VED15642</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <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. Desktop computer</td> <td style="text-align: center;"><input checked="" 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: right;">VED15643</td> </tr> <tr> <td>b. 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Grade 12 Science School

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>(2015 Grade 12)</p> <p>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?</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 <i>Question X is not applicable and will be skipped.</i></p> <p>(2017 Grade 12)</p>	<p>4. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available 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 → <i>Question X is not applicable and will be skipped.</i></p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The following revision was made: In the stem “a science specialist available (full- or part-time)” has been changed to “any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>

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Grade 12 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																										
<p>4. To what extent is your school's science program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1E041305</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041307</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041306</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041309</td> </tr> <tr> <td>d. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E040910</td> </tr> <tr> <td>e. Results from 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>V1E040911</td> </tr> <tr> <td>f. Recommendations from school science department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041311</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041312</td> </tr> <tr> <td>h. Commercially designed programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041313</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E040917</td> </tr> </tbody> </table> <p>(2017 Grade 12)</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 checked="" type="radio"/>	V1E041307	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041306	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041309	d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E040910	e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E040911	f. Recommendations from school science department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041311	g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041312	h. 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Results from national assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E06772	i. Recommendations from school science department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041311	j. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041312	k. Commercially designed programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041313	l. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E040857	R	<p>The following revisions were made: (1) new subitem “c” has been added based on stakeholder feedback, and (2) new subitems “e”, and “h” were added to create consistency across subject questionnaires (2018 social studies).</p>
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<p>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.</p> <p style="text-align: right; font-size: small;">V1E041460</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041461</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E040273</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041462</td> </tr> </tbody> </table> <p>(2017 Grade 12)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support/assistance about science content or the teaching of science to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041461	b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E040273	c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041462	<p>7. To what extent is each of the following a responsibility of the additional science staff available to twelfth-grade teachers at your school? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1E041460</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 with science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041461</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E040273</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E041462</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support/assistance with science content or the teaching of science to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041461	b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E040273	c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	V1E041462	R	<p>The following revision was made: In the stem “the science coach” has been changed to “the additional science staff” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>																																																																																										
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Grade 12 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																								
<p>2. Is there a science 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 <i>Question X is not applicable and will be skipped.</i></p> <p>(2017 Grade 12)</p>	<p>6. Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available 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 <i>Question X is not applicable and will be skipped.</i></p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The following revision was made: In the stem “Is there a science coach available (full- or part-time)” has been changed to “Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available”.</p>																																								
<p>7. In this school year, is there a science club offered to twelfth-grade students in your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V11643899</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by 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;">V1241507</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1241509</td> </tr> <tr> <td>d. Partnered with external agencies (such as universities, science museums, or industries)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1241508</td> </tr> </tbody> </table> <p>(2017 Grade 12)</p>		Yes	No		a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/>	<input type="radio"/>	V11643899	b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	V1241507	c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	V1241509	d. Partnered with external agencies (such as universities, science museums, or industries)	<input type="radio"/>	<input type="radio"/>	V1241508	<p>12. In this school year, are any of the following types of science clubs offered to twelfth-grade students in your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V11643899</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by 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;">V1241507</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1241509</td> </tr> <tr> <td>d. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1241508</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Parent volunteered (initiated and run by individual parents)	<input type="radio"/>	<input type="radio"/>	V11643899	b. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	V1241507	c. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	V1241509	d. Partnered with external agencies (e.g., universities, science museums, or companies)	<input type="radio"/>	<input type="radio"/>	V1241508	R	<p>The following revision was made: In the stem “is there a science club offered” was changed to “are any of the following types of science clubs offered” based on cognitive interview study results, expert committee feedback, and stakeholder feedback.</p>
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Grade 12 Science School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																				
<p>5. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent </p> <p>(2017 Grade 12)</p>	<p>9. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p> <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>	NC																																																																																																																																					
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Storage areas for chemicals and other supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241467	d. Electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241468	e. Running water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241469	f. Gas for burners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241470	g. Hoods or air hoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241471	h. Safety equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241472	i. Computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241473	j. Internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241474	<p>11. 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Internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241474	R	<p>The following revisions were made: (1) subitem "h" was changed to include example content based on cognitive interview study results, and (2) subitem "i" was revised to include "and other digital devices" to create consistency across items.</p>
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix I-3I: Pilot Grade 4 Science

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

2019 Pilot Grade 4 Science School Items

VH240117

1. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available 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.*

VH241296

2. To what extent is each of the following a responsibility of the additional science staff 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241297
b. Provide science course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241298
c. Provide science enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241299
d. Provide science enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241300

2019 Pilot Grade 4 Science School Items

VH240118

3. Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available 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

4. To what extent is each of the following a responsibility of the additional science staff 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 with 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

2019 Pilot Grade 4 Science School Items

VH241305

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. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241307
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241306
c. Standards or frameworks common to several states	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH705771
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241309
e. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241314
f. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640850
g. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640851
h. Results from national assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH705772
i. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241312
j. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241313
k. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640857

2019 Pilot Grade 4 Science School Items

6. To what extent do your school's fourth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

VH241315

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241319
b. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241318
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640864

7. To what extent does your school provide up-to-date technology resources for science teaching and learning?

VH642831

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

8. Does your school have laboratory facilities for fourth-grade science instruction?

VH240119

- Ⓐ Yes
- Ⓑ No → *Question X is not applicable and will be skipped.*

2019 Pilot Grade 4 Science School Items

VH241320

9. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241321
b. Student lab stations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241322
c. Storage areas for chemicals and other supplies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241323
d. Electricity (for example, power outlets for using lab equipment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241324
e. Running water	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241330
f. Gas for burners	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241326
g. Hoods or air hoses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241327
h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241328
i. Computers and other digital devices	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241329
j. Internet connection	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241325

VH241362

10. In this school year, are any of the following types of science clubs 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 (e.g., universities, science museums, or companies)	Ⓐ	Ⓑ	VH241364

2019 Pilot Grade 4 Science School Items

VH241366

11. 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	Ⓐ	Ⓑ	Ⓒ	VH241367
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH241368
c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH241369

Appendix I-3m: Pilot Grade 8 Science

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

2019 Pilot Grade 8 Science School Items

VH240120

1. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available 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.*

VH241370

2. To what extent is each of the following a responsibility of the additional science staff 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241371
b. Provide science course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241372
c. Provide science enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241373
d. Provide science enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241374

2019 Pilot Grade 8 Science School Items

VH240121

3. Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available to eighth-grade teachers at your school?

- A Yes, available full-time to eighth-grade teachers
- B Yes, available part-time to eighth-grade teachers
- C No → *Question X is not applicable and will be skipped.*

VH241375

4. To what extent is each of the following a responsibility of the additional science staff 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 with science content or the teaching of science to individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241376
b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH640268
c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241377

2019 Pilot Grade 8 Science School Items

VH241305

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. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241307
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241306
c. Standards or frameworks common to several states	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH705771
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241309
e. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241314
f. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640850
g. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640851
h. Results from national assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH705772
i. Recommendations from school science department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241311
j. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241312
k. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241313
l. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640857

2019 Pilot Grade 8 Science School Items

6. To what extent do your school's eighth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

VH241379

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241383
b. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241382
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH643937

7. To what extent does your school provide up-to-date technology resources for science teaching and learning?

VH642831

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

8. Does your school have laboratory facilities for eighth-grade science instruction?

VH240122

- Ⓐ Yes
- Ⓑ No → *Question X is not applicable and will be skipped.*

2019 Pilot Grade 8 Science School Items

VH241384

9. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241385
b. Internet connection	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241389
c. Student lab stations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241386
d. Storage areas for chemicals and other supplies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241387
e. Electricity (for example, power outlets for using lab equipment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241388
f. Running water	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241394
g. Gas for burners	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241390
h. Hoods or air hoses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241391
i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241392
j. Computers and other digital devices	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241393

VH241446

10. In this school year, are any of the following types of science clubs 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)	Ⓐ	Ⓑ	VH643916
b. Teacher volunteered (initiated and run by individual teachers)	Ⓐ	Ⓑ	VH241447
c. School sponsored (initiated by school and run by school designated personnel)	Ⓐ	Ⓑ	VH241449
d. Partnered with external agencies (e.g., universities, science museums, or companies)	Ⓐ	Ⓑ	VH241448

2019 Pilot Grade 8 Science School Items

VH241451

11. 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	Ⓐ	Ⓑ	Ⓒ	VH241452
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH241453
c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH241454

Appendix I-3n: Pilot Grade 12 Science

Note that pilot items are labeled as 2019 pilot which indicates that they will be piloted in 2018 for operational use in 2019.

2019 Pilot Grade 12 Science School Items

VH240123

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

VH240124

2. Does your school offer online science courses for credit?

- Ⓐ Yes
- Ⓑ No

2019 Pilot Grade 12 Science School Items

VH240984

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	VH240997
b. Advanced physics (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH240996
c. Advanced biology (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH240994
d. Advanced chemistry (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH240995
e. International Baccalaureate [®] Design Technology	<input type="radio"/> A	<input type="radio"/> B	VH241004
f. Advanced technology (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH241005
g. International Baccalaureate Chemistry	<input type="radio"/> A	<input type="radio"/> B	VH241002
h. International Baccalaureate Physics	<input type="radio"/> A	<input type="radio"/> B	VH241003
i. International Baccalaureate Biology	<input type="radio"/> A	<input type="radio"/> B	VH240986
j. Advanced environmental science (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH241019
k. International Baccalaureate Environmental Systems and Societies	<input type="radio"/> A	<input type="radio"/> B	VH241001
l. Advanced Placement Environmental Science	<input type="radio"/> A	<input type="radio"/> B	VH240998
m. Advanced Placement Chemistry	<input type="radio"/> A	<input type="radio"/> B	VH240999
n. Advanced Placement Physics C	<input type="radio"/> A	<input type="radio"/> B	VH241000
o. Advanced Placement Physics 1	<input type="radio"/> A	<input type="radio"/> B	VH748759
p. Advanced Placement Physics 2	<input type="radio"/> A	<input type="radio"/> B	VH748760
q. Advanced Placement Computer Science A	<input type="radio"/> A	<input type="radio"/> B	VH241013
r. Advanced Placement Computer Science Principles	<input type="radio"/> A	<input type="radio"/> B	VH748761

VH240125

4. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available 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 X is not applicable and will be skipped.*

2019 Pilot Grade 12 Science School Items

VH241455

5. To what extent is each of the following a responsibility of the additional science staff 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241456
b. Provide science course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241457
c. Provide science enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241458
d. Provide science enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241459

VH240126

6. Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available 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.*

2019 Pilot Grade 12 Science School Items

VH241460

7. To what extent is each of the following a responsibility of the additional science staff 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 with 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

2019 Pilot Grade 12 Science School Items

VH241305

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. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241307
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241306
c. Standards or frameworks common to several states	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH705771
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241309
e. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241314
f. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640850
g. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640851
h. Results from national assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH705772
i. Recommendations from school science department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241311
j. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241312
k. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241313
l. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH640857

VH642831

9. To what extent does your school provide up-to-date technology resources for science teaching and learning?

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

2019 Pilot Grade 12 Science School Items

VH240127

10. Does your school have laboratory facilities for twelfth-grade science instruction?

A Yes

B No → Question X is not applicable and will be skipped.

VH241464

11. 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 (e.g., goggles, fire extinguishers, or eye wash stations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241472
i. Computers and other digital devices	<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

2019 Pilot Grade 12 Science School Items

VH241506

12. In this school year, are any of the following types of science clubs 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 (e.g., universities, science museums, or companies)	<input type="radio"/> A	<input type="radio"/> B	VH241508

VH241510

13. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241511
b. Science competitions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241512
c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241513

Appendix I-3o: Summary of Revisions 2018 Grades 8 Social Studies

Grade 8 Social Studies School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																
<p>1. At what grade do students in your school typically take the following classes? Select one or more squares in each row. V14494277</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>5th grade</th> <th>6th grade</th> <th>7th grade</th> <th>8th grade</th> <th>9th grade</th> <th>This class is not offered in my school.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. A class primarily focused on civics and/or United States government</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14494278</td> </tr> <tr> <td>b. A class primarily focused on geography</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14494279</td> </tr> <tr> <td>c. A class primarily focused on United States history</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14494280</td> </tr> <tr> <td>d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14494281</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.		a. A class primarily focused on civics and/or United States government	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14494278	b. A class primarily focused on geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14494279	c. A class primarily focused on United States history	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14494280	d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14494281	<p>1. 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<p>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. V14495689</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, provided by school or district personnel</th> <th>Yes, provided by professionals outside of my school or district</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Programs aimed at developing and improving practices for social studies instruction</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14495690</td> </tr> <tr> <td>b. Programs aimed at developing and improving general teaching practices</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14495691</td> </tr> <tr> <td>c. Other professional development program(s) (Please specify): _____</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14495694</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14495690	b. Programs aimed at developing and improving general teaching practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14495691	c. Other professional development program(s) (Please specify): _____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14495694	<p>2. 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. V14495689</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, provided by school or district personnel</th> <th>Yes, provided by professionals outside of my school or district</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Programs aimed at developing and improving practices for social studies instruction</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14495690</td> </tr> <tr> <td>b. Programs aimed at developing and improving general teaching practices</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14495691</td> </tr> <tr> <td>c. Programs aimed at developing and improving general teaching of critical reading and writing skills</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14495694</td> </tr> <tr> <td>d. Programs aimed at using technology in the classroom</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>V14495695</td> </tr> </tbody> </table> <p>Issue: Teacher Preparation</p>		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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14495690	b. Programs aimed at developing and improving general teaching practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14495691	c. Programs aimed at developing and improving general teaching of critical reading and writing skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14495694	d. Programs aimed at using technology in the classroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	V14495695	R	<p>Previous subitem “c” was replaced with 2 new subitems, “c” and “d” based on participant responses that were exceedingly reported.</p>																																			
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Social Studies School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																																																																																																										
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Grade 8 Social Studies School

Previous item	2018 item	D/A/R/NC+	Rationale																																																																				
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Appendix I-3p: 2018 Operational Grade 8 Social Studies

2018 Operational Grade 8 Social Studies School Items

VH494277

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. 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. Programs aimed at developing and improving general teaching of critical reading and writing skills	Ⓐ	Ⓑ	Ⓒ	VH717354
d. Programs aimed at using technology in the classroom	Ⓐ	Ⓑ	Ⓒ	VH717355

2018 Operational Grade 8 Social Studies School Items

VH494355

3. 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	(A)	(B)	(C)	(D)	(E)	VH494356
b. State curriculum standards or frameworks	(A)	(B)	(C)	(D)	(E)	VH494357
c. In-school curriculum frameworks and standards for learning	(A)	(B)	(C)	(D)	(E)	VH494359
d. Results from district assessments	(A)	(B)	(C)	(D)	(E)	VH494360
e. Results from state assessments	(A)	(B)	(C)	(D)	(E)	VH494361
f. Recommendations from school social studies department	(A)	(B)	(C)	(D)	(E)	VH727954
g. Discretion of individual teachers	(A)	(B)	(C)	(D)	(E)	VH494364
h. Results from school assessments (e.g., quizzes or tests created by teachers)	(A)	(B)	(C)	(D)	(E)	VH494365
i. Resources found on the Internet	(A)	(B)	(C)	(D)	(E)	VH494366

VH494369

4. 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. 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

VH494346

5. 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. Summer school programs	<input type="radio"/> A	<input type="radio"/> B	VH494353
g. Extra help for English-language learners	<input type="radio"/> A	<input type="radio"/> B	VH494354

6. 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

Appendix I-3q: 2018 Operational Grade 8 TEL

The 2018 Operational Grade 8 TEL items are the same as those submitted in Appendix F-3y

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	<input type="radio"/> A	<input type="radio"/> B	VE638440
b. Financial support for association memberships related to technology and engineering	<input type="radio"/> A	<input type="radio"/> B	VE638441
c. Financial support for university or online courses related to technology and engineering	<input type="radio"/> A	<input type="radio"/> B	VE638443
d. Technology resources such as robotics or digital photography	<input type="radio"/> A	<input type="radio"/> B	VE638445
e. Workshop for industrial technologies (for example, auto mechanics, machining, metalworking, construction, carpentry)	<input type="radio"/> A	<input type="radio"/> B	VE638449
f. Workshop or laboratory for drafting or design tools (for example, computer-aided design [CAD], systems analysis)	<input type="radio"/> A	<input type="radio"/> B	VE638452
g. Supplies or equipment for technology demonstrations	<input type="radio"/> A	<input type="radio"/> B	VE638454
h. Textbooks or digital tutorials related to technology or engineering	<input type="radio"/> A	<input type="radio"/> B	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 I-3r: Summary of Revisions Grades 4, 8, and 12 Giving Back

Grades 4, 8, and 12 Giving Back School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
<p>1. Would you like to receive information about how other school administrators in the nation responded to this questionnaire?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Operational Grades 4, 8, 12 Giving Back-School)</p>	<p>1. Would you like access to an interactive website that shows how others in the nation responded to a similar NAEP questionnaire?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: n/a</p>	R	<p>The national-only assessments in 2018 do not lend themselves to the development of the Giving Back tool.</p> <p>However, school administrators will be given access to the 2017 tool; the language in the item was revised accordingly.</p>
<p>2. If yes, please provide your email address so that we may send access to the website when it is available in May.</p> <p>(2017 Operational Grades 4, 8, 12 Giving Back-School)</p>	<p>2. If yes, please provide your email address so that we may send access to the website.</p> <p>Issue: n/a</p>	R	<p>The national-only assessments in 2018 do not lend themselves to the development of the Giving Back tool.</p> <p>However, school administrators will be given access to the 2017 tool; the</p>

Grades 4, 8, and 12 Giving Back School

Items will be used at all grades unless otherwise specified.

Previous item	2018 item	D/A/ R/NC+	Rationale
			language in the item was revised accordingly.

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

Appendix I-3s: 2018 Operational Grade 4, 8, and 12 Giving Back Items

1. Would you like access to an interactive website that shows how others in the nation responded to a similar NAEP questionnaire?

A Yes

B No

2. If yes, please provide your email address so that we may send access to the website.

Appendix I-3t: Summary of Revisions 2017-2018 NTPS Principal Questionnaire

*Note: This is the same table submitted to OMB by NTPS for their clearance under OMB #1850-0598 v.19

List of Updates to NTPS 2017-18 Questionnaires from March 2017 version to FINAL.

Questionnaire	Item	Update
NTPS-2A (Principal)	Front Cover	Endorsers were added; [Old]: "(ESRA, 20 U.S.C. § 9543)." [New]: "(ESRA 2002, 20 U.S.C. §9543)."
	Item 1-11	[Old]: "2015-16" [New]: "2017-18"
	Item 3-1	[Old]: "for" [New]: "toward"
	Item 3-2	[Old]: "policies)" [New]: "policies.)"
	Items 4-2a, 4-2c, 4-3a, 4-3c	Added: '(apple icon) If none, please mark (X) the box.'
	Item 4-4	[Old]: "teamwide, gradewide, or schoolwide?" [New]: "gradewide, teamwide, schoolwide, or districtwide?"
	Item 4-5	"Students DISTRICTWIDE" added to response option
	Item 4-6;	Changed text to: 'Mark (X) one box on each line.'
	Item 6-1a	Added "During the" to beginning of question stem
	Item 6-1b	Added "During the" to beginning of question stem [Old]: "year," [New]: "year (2016-17),"
	Item 6-2	Changed text to: 'Mark (X) one box on each line.' [Old]: "in" [New]: "on"
	Item 7-1	[Old]: "this" [New]: "THIS"
	Item 7-2	Changed text to: 'Mark (X) one box on each line.' [Old]: "in" [New]: "on"
	Item 7-4d	[Old]: "(e.g," [New]: "(e.g.," [Old]: "internet)" [New]: "Internet)"
	Item 8-1	Changed text to: 'Mark (X) one box on each line.' [Old]: "in" [New]: "on"

Appendix I-3u: 2017-2018 NTPS Principal Questionnaire

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598 Approval Expires 06/30/2020

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:

American Association of School Administrators
 American Association of School Librarians
 American Federation of Teachers
 American Montessori Society
 American School Counselors Association
 Association for Middle Level Education (formerly National Middle School Association)
 Association for Supervision and Curriculum Development Association of American Educators
 Council of Chief State School Officers
 Council of the Great City Schools
 National Association of Elementary School Principals
 National Association of Secondary School Principals
 National Parent Teacher Association

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 – (Use care to keep characters in their designated spaces.)	INCORRECT marking example –
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"> <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; margin-right: 20px;"> <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. 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.)

🍏 *If none, please mark (X) the box.*

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)?

🍏 *If none, please mark (X) the box.*

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.)

🍏 If none, please mark (X) the box.

- 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)?

🍏 If none, please mark (X) the box.

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, gradewide, teamwide, schoolwide, or districtwide?

(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 (2016-17), 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.	<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.	<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?

	🍏 <i>Mark (X) one box on each line.</i>			
	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"/>



9. PRINCIPAL DEMOGRAPHIC INFORMATION

9-1. Are you male or female?

- Male
- Female

9-2. Are you of Hispanic or Latino origin?

- Yes
- No

9-3. 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

9-4. What is your year of birth?

9-5. What is your current ANNUAL salary for your position in this school before taxes and deductions?

- 🍏 *If your position includes multiple duties (e.g., you teach a class and serve as principal at this school), please include your entire salary before taxes and deductions.*
- 🍏 *Please report in whole dollars.*

 \$, .00 per year


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 career-based wage system 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.

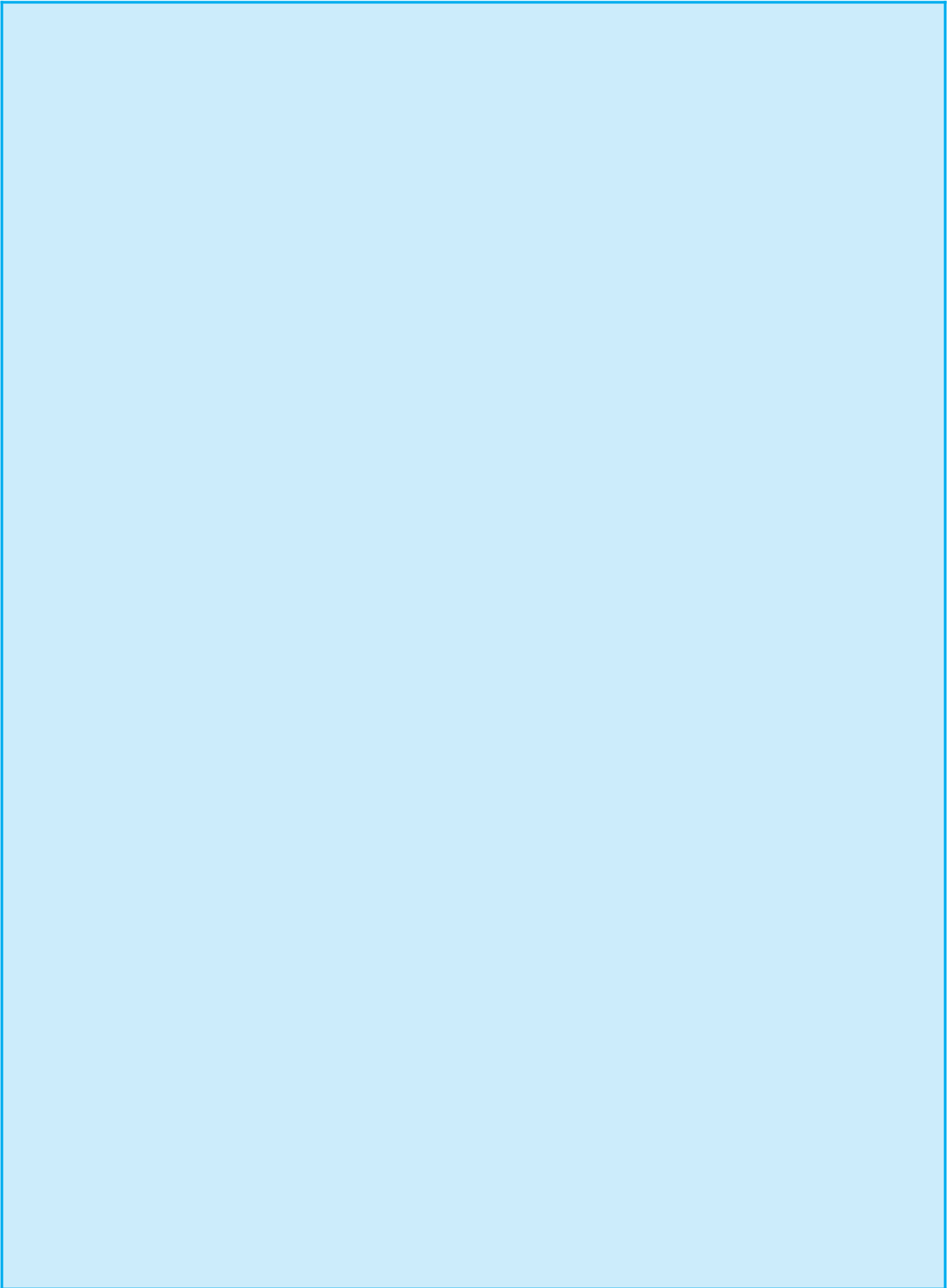
Minutes

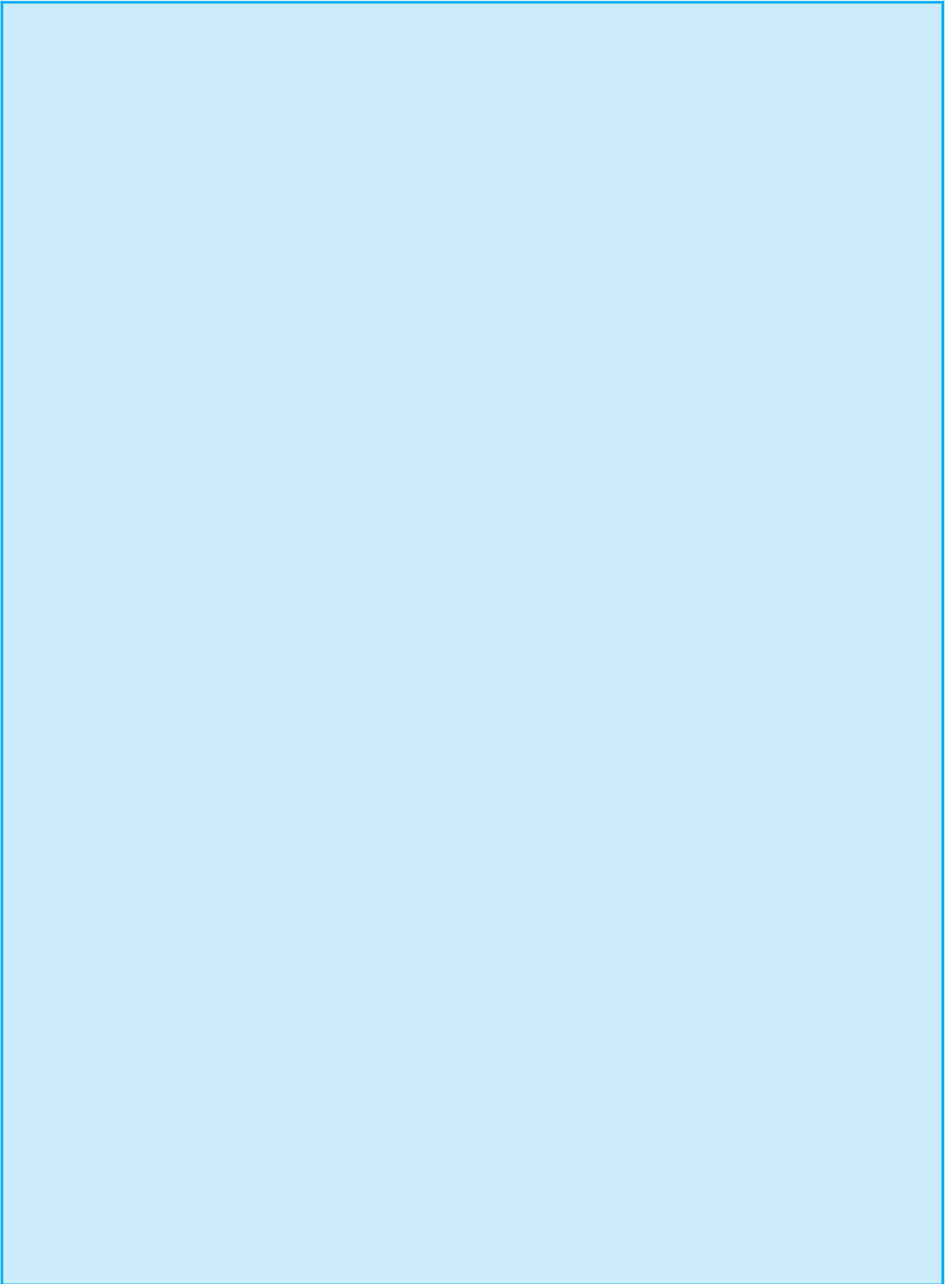
Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.

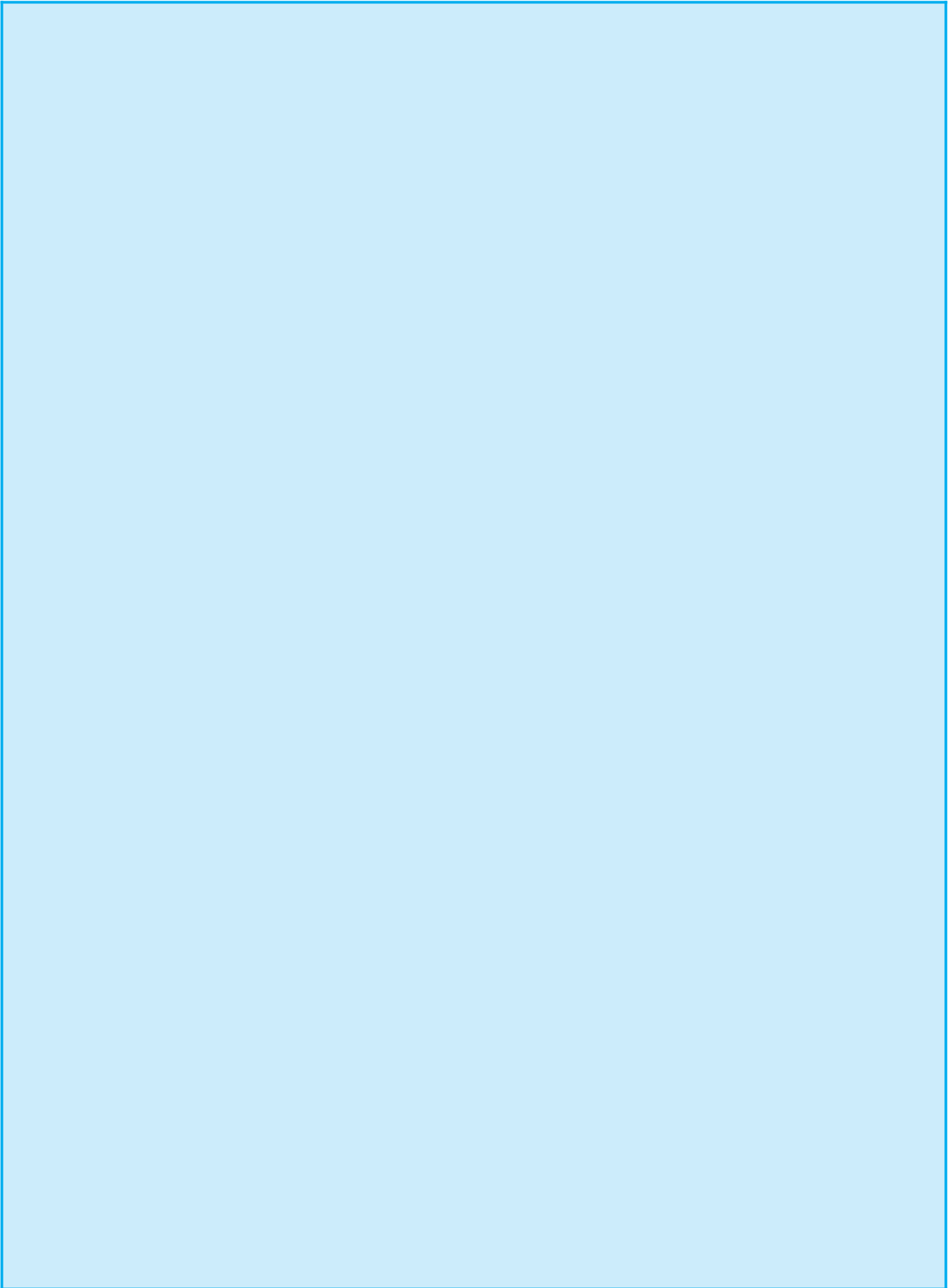
Please return your completed questionnaire
in the enclosed pre-addressed, postage-paid
envelope or mail it to:

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 I-3v: Summary of Revisions 2017-2018 NTPS School Questionnaire

*Note: This is the same table submitted to OMB by NTPS for their clearance under OMB #1850-0598 v.19

List of Updates to NTPS 2017-18 Questionnaires from March 2017 version to FINAL.

Questionnaire	Item	Update
NTPS-3A (School)	Front Cover	Endorsers were added; [Old]: "(ESRA, 20 U.S.C. § 9543)." [New]: "(ESRA 2002, 20 U.S.C. §9543)."
	item 1-2; item 1-10 item 5-3a item 5-6b item 5-6c item 5-7 item 5-10	[Old]: "October," [New]: "October 2017,"
	Item 1-15a	[Old]: "mixed ability" [New]: "mixed-ability"
	Item 1-15b	[Old]: "dual language" [New]: "dual-language"
	item 2-2	[Old]: "MOST" [New]: "THIRD GRADE"
	Item 2-3	[Old]: "[ESL)" [New]: "[ESL)"]
	item 3-1b; item 3-1d; item 3-2a	[Old]: "(i.e.," [New]: "(i.e."
	item 5-2a	1 st bullet, changed '1-6' to '1-7' [Old]: "1-6," [New]: "1-7,"
	item 5-6a	[Old]: "5-7a" [New]: "5-7"
	item 5-6e	[Old]: "FRPL-eligible students.Under" [New]: "NSLP-eligible students. Under"

Appendix I-3w: 2017-2018 NTPS School Questionnaire

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598 Approval Expires 06/30/2020

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:

American Association of School Administrators
 American Association of School Librarians
 American Federation of Teachers
 American Montessori Society
 American School Counselors Association
 Association for Middle Level Education (formerly National Middle School Association)
 Association for Supervision and Curriculum Development Association of American Educators
 Council of Chief State School Officers
 Council of the Great City Schools
 National Association of Elementary School Principals
 National Association of Secondary School Principals
 National Parent Teacher Association

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>

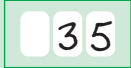
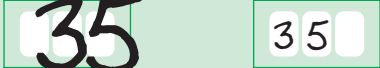
Paperwork Burden Statement

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 – <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. 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 2017, how many students were enrolled in this school?

<input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	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**.

<input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	%
---	---

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 2017, 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. INSTRUCTIONAL TIME

2-1. Does this school have students enrolled in the THIRD GRADE?

Yes

No → GO TO item 2-4 on page 12.

2-2. What is the official start and end time for THIRD GRADE students at this school?

🍏 If the start and end times vary by day, record the start and end time for the longest day of the week.

Start time End time

a.m. a.m.
 p.m. p.m.

2-3. 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.

a. English, reading, language arts (including reading and writing)

None or Minutes per day for Days per week

b. Arithmetic or mathematics

None or Minutes per day for Days per week

c. Social studies or history

None or Minutes per day for Days per week

d. Science

None or Minutes per day for Days per week

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 1-7, 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 2017, 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 5-7 on page 19.

b. Around the first of October 2017, 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 2017, 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 NSLP-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 2017, 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 2017?

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.

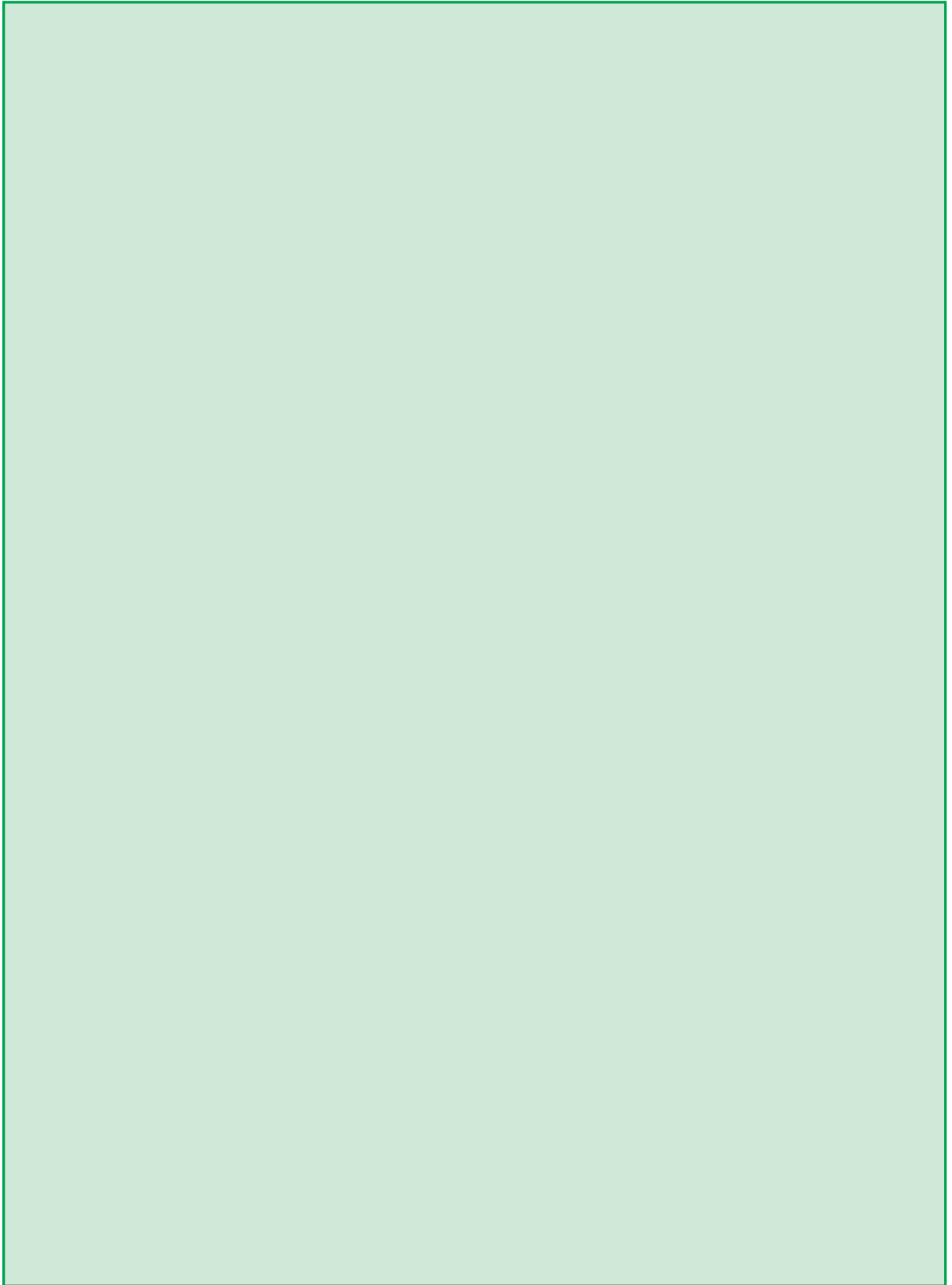
<input type="text"/> <input type="text"/> <input type="text"/>	Minutes
--	---------

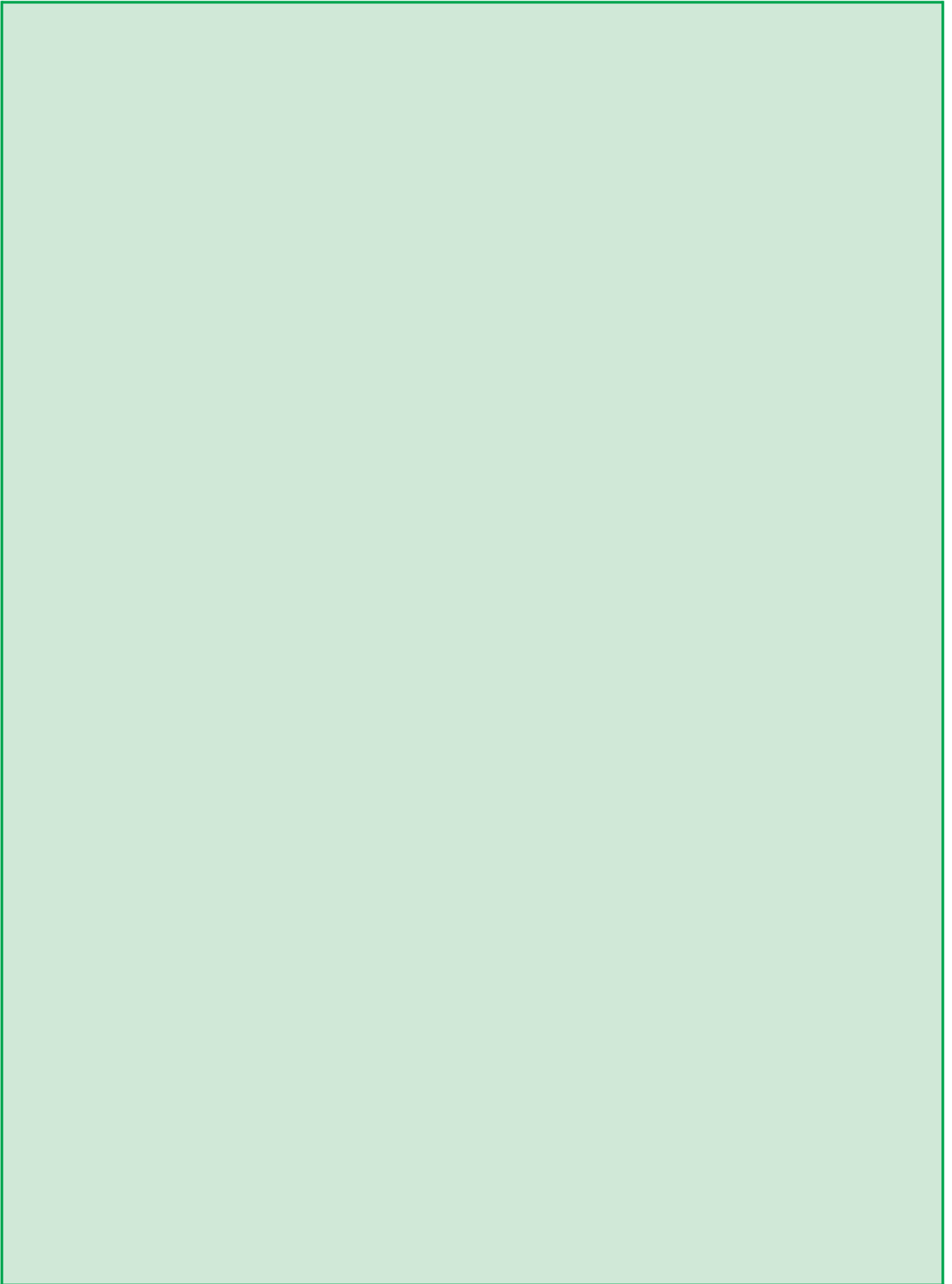
Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.

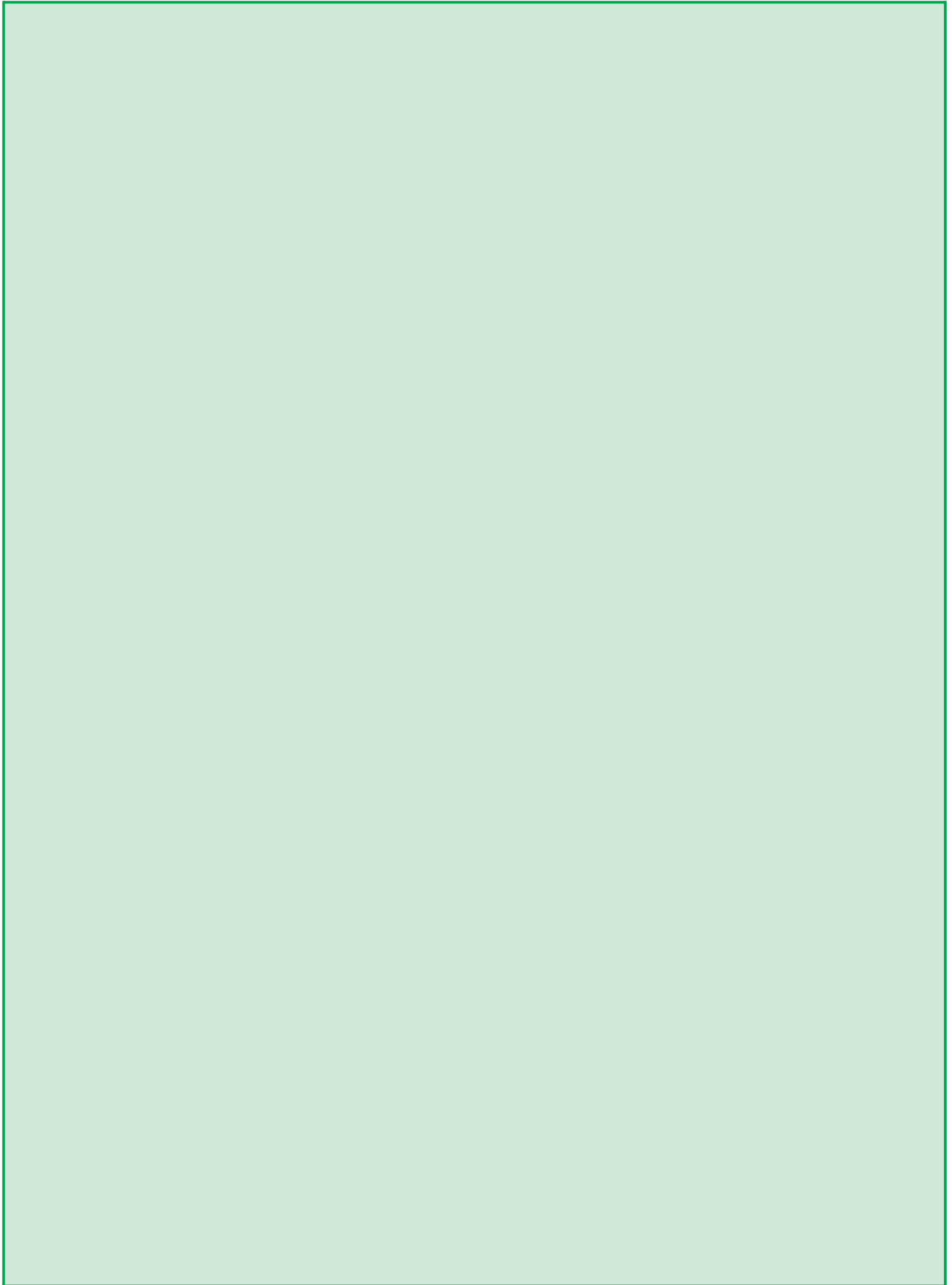
Please return your completed questionnaire
in the enclosed pre-addressed, postage-paid
envelope or mail it to:

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>

