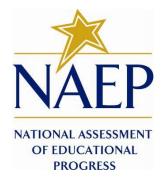
## NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

National Assessment of Educational Progress (NAEP) 2019 and 2020

Appendix K2

NAEP 2019 Teacher Questionnaires

OMB# 1850-0928 v.10



September 2018

Appendix F provides the library of possible items to be used in the NAEP 2019 and 2020 questionnaires. This appendix (Appendix K2) includes the final version of the NAEP 2019 Teacher questionnaires, as well as a summary of any minor, non-substantive, wording changes made as a result of pilot and cognitive interview results and final reviews.

The confidentiality citation has been updated in September 2018. The teacher log-in screen will reflect the new confidentiality citation, as reflected in Part A.

Abbreviation Key
CAFS: Computer Access and Familiarity
NIES: National Indian Education Study

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).

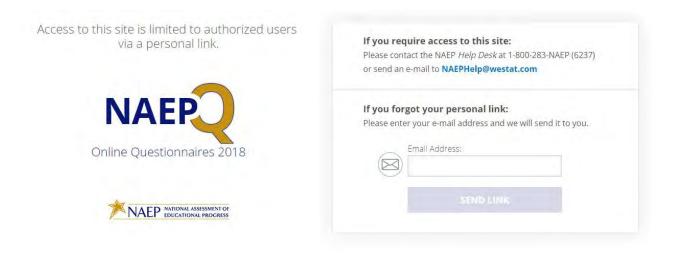
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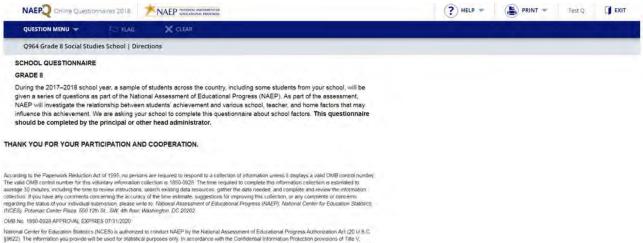
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### **Teacher Questionnaire Login Screens**



WARNING: UNAUTHORIZED ACCESS PROHIBITED

This is a U.S. Federal Government owned computer system, for use by authorized users conducting NAEP business only. Unauthorized access violates U.S. Code sections 1029 & 1030 and other applicable statutes. Violations are punishable by civil and criminal penalties. Use of this system implies consent to have all activities on this system monitored and recorded, which can be provided as evidence to law enforcement officials. Copyright 2018



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2019 Operational Grade 4 Core Teacher								
Previous item	2019 item	D/A/ R/NC+	Rationale					
MIR(22	e	VII/12259+	NC	N/A				
1. What is your sex?	1. What is your sex?			1,7,7				
Ø Male	(5) Male							
(D) Female	D Female							
(2018 Grade 4)	Issue: Gender							
		V11240385	NC	N/A				
2. Are you Hispanic or Latino? Select all squares that apply.	2. Are you Hispanic or Latino? Select all squares that apply.		140					
D No, I am not Hispanic or Latino.	Ø No, I am not Hispanic or Latino.							
D Yes, I am Mexican, Mexican American, or Chicano.	D Yes, I am Mexican, Mexican American, or Chicano.							
© Yes, I am Puerto Rican or Puerto Rican American.	© Yes, I am Puerto Rican or Puerto Rican American.							
Tes, I am Cuban or Cuban American.	Yes, I am Cuban or Cuban American.							
D Yes, I am from some other Hispanic or Latino background.	Yes, I am from some other Hispanic or Latino background.							
(2018 Grade 4)	Issue: Race/Ethnicity							
VITAGO	16 .	V10340386	NC	N/A				
3. Which of the following best describes you? Select all squares that apply.	3. Which of the following best describes you? Select all squares that apply.			,				
(D) White	OD White							
Black or African American	D Black or African American							
© Asian	© Asian							
D American Indian or Alaska Native	D American Indian or Alaska Native							
D Native Hawaiian or other Pacific Islander	Native Hawaiian or other Pacific Islander							
(2018 Grade 4)	Issue: Race/Ethnicity							
VII260		VH240145	NC	N/A				
4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?	4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?		NC					
D 1-2 years	D 1–2 years							
© 3–5 years	© 3-5 years							
@ 6-10 years	© 6–10 years							
@ 11-20 years	© 11–20 years							
© 21 or more years	© 21 or more years							
(2018 Grade 4)	Issue: Teacher Preparation							

Previous item	2019 item	D/A/ R/NC+	Rationale
V1847297	VIE47397	NC	N/A
5. Have you been awarded tenure by the school, district, or diocese where you currently teach?	<ol> <li>Have you been awarded tenure by the school, district, or diocese where you currently teach?</li> </ol>		
The second secon	D Yes		
No     No	D No		
My school, district, or diocese does not award tenure.	<ul> <li>My school, district, or diocese does not award tenure.</li> </ul>		
(2018 Grade 4)	Issue: Teacher Preparation		
viganet	\$11240197	NC	N/A
6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?	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 permanent certificate.		
<ul> <li>Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</li> </ul>	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, but I am currently working toward certification.		
No, and I am not planning to obtain certification.			
(2018 Grade 4)	Issue: Teacher Preparation		
		NC	N1 / A
7. Did you enter teaching through an alternative route to certification program?	7. Did you enter teaching through an alternative route to certification program?	NC	N/A
(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.)	(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	Ø Yes		
D No	D No		
(2018 Grade 4)	Issue: Teacher Preparation		
512(2019)	N/A	D	Due to a lack
<ol> <li>Are you certified by the National Board for Professional Teaching Standards in at least one content area?</li> </ol>			of a clear
(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national			relationship
assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of			to
classroom practice and pass one or more tests of content knowledge.)			achievement
D Yes, I am fully certified by the National Board for Professional Teaching Standards.			and low
D 1 am working towards my National Board certification.			response
© Νυ			-
			variability,
(2018 Grade 4)			this item wa
· /			dropped.

2019 Operational	Grade 4 Core	Teacher
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Previous item					2019 item					D/A/ R/NC+	Rationale													
<ul> <li>What is the highest academic degree you hold?</li> <li>What is the highest academic degree you hold?</li> <li>High school diploma</li> <li>Associate's degree/vocational certification</li> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Education specialist's or professional diploma based on at least one year's work past master's degree</li> <li>Doctorate</li> <li>Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</li> </ul>					<ul> <li>What is the highest academic degree you hold?</li> <li>High school diploma</li> <li>Associate's degree/vocational certification</li> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Education specialist's or professional diploma based on at least one year's work past master's degree</li> <li>Doctorate</li> <li>Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</li> </ul>					N/A	N/A													
(2018 Grade 4) 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.					9. Did you have a major, minor, or s part of your undergraduate course	pecial emphasis ir	any of the following s circle in each row.	subjects as	¥11241753	R	This item is customized													
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject													
a. Biology or other life science	٩	®	O	VHD41768	a. Biology or other life science	Ø	D D	0	VH241768		and has beer													
<ul> <li>Physics, chemistry, or other physical science</li> </ul>	۲	Ð	Ø	V11241769	<li>b. Physics, chemistry, or other physical science</li>	Ø	Ð	0	VH241769		expanded													
c. Earth or space science	۵	Ð	O	VED41770	c. Earth or space science	٩	(D)	Ø	¥H241770	ł				•										
d. Mathematics or mathematics education	٢	Ð	0	VH24(771	d. Mathematics or mathematics education	Ø	Ð	Ø	VH241771		from reading													
e. Science education	٢	۲	O	VIIDA1775	e. Science education	Ø	Ð	Ø	V31243772			1		I		I			l		1	l I		and math to
f. Engineering or engineering education	۲	Ø	Ø	V94241780	f. Engineering or engineering education	۲	Ð	Ø	¥91243740		also include													
g. Education (including elementary or early childhood)	Φ	Ø	Ø	VH2+1762	g. Reading, language arts, or literacy education	۲	Ð	0	VH241758		sub-items fo													
<ul> <li>h. Special education (including students with disabilities)</li> </ul>	0	Ð	Ø	VEDIAL 781	h. English	Ð	0	Ø	V3E241754		science.													
i. English language learning	۵	Ø	Ø	VH241782	i. Other language arts-related subject	٨	D	Ø	V01241764															
					j. Mathematics education	Ø	Ð	Ø	VHD41760															
					k. Mathematics	3	Ø	Ø	VID41761															
					<ol> <li>Other mathematics-related subject such as statistics</li> </ol>	0	Ð	Ø	494345976															
					m. Education (including elementary or early childhood)	Ø	Ð	Ø	VH241762															
					n. Special education (including students with disabilities)	Ø	0	θ	¥H241761															
					o. English language learning	۲	©.	Ø	VHD41762															
2018 Grade 4)					Issue: Teacher Preparation	on																		

2019 Operational Grade 4 Core Teacher						
Previous item	2019 item	D/A/ R/NC+	Rationale			
videose 11. Since completing your undergraduate degree, have you taken any graduate courses? ③ Yes ④ No→Question 12 is not applicable and will be skipped.	vusses 10. Since completing your undergraduate degree, have you taken any graduate courses? ① Yes ① No	NC	Please note skip pattern directions have been removed given the transition			
(2018 Grade 4)	Issue: Teacher Preparation		from PPT to DBA.			

Previous item			2019 item					D/A/ R/NC+	Rationale		
<ol> <li>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.</li> </ol>					<ol> <li>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.</li> </ol>						This item is customized
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject
a. Biology or other life science	٩	æ	Ö	V76241/988	a. Biology or other life science	0	0	Ø	VH241798		and has been
<li>b. Physics, chemistry, or other physical science</li>	Ø	Φ	0	V112411799	<li>b. Physics, chemistry, or other physical science</li>	Ø	۵	Ø	VE1241799		expanded
e. Earth or space science	۲	۲	Ø	V71241800	c. Earth or space science	Ø	Ø	Ø	V34241800		•
<ul> <li>Mathematics or mathematics education</li> </ul>	Ø	Ø	Ø	VH24(80)	d. Mathematics or mathematics education	Ø	Ð	Ø	VER241801		from reading
e. Science education	0	0	Ø	V18241602	e. Science education	٩	®	Q	V28241902		and math to
<ol> <li>Engineering or engineering education</li> </ol>	Φ	œ	0	VH241806	<ul> <li>Engineering or engineering education</li> </ul>	0	œ	Ø	V11243808		also include
<ul> <li>Education (including elementary or early childhood)</li> </ul>	Ø	ø	Ø	V38241795	g. Reading, language arts, or literacy education	Ø	Ð	Ø	V28241791		sub-items fo
<ul> <li>h. Special education (including students with disabilities)</li> </ul>	æ	Ð	0	VH241802	h. English	Ø	Ø	Ø	V81241789		science.
i. English language learning	Ø	¢	0	V91241806	i. Other language arts-related subject	Ø	Ð	0	V18241910		
					j. Mathematics education	Ø	O	0	V18241792		
					k. Mathematics	۲	Ø	Ø	VH241793		
					<ol> <li>Other mathematics-related subject such as statistics</li> </ol>	Ø	Ø	0	V11241794		
					m. Education (including elementary or early childhood)	Ø	œ	0	VH241795		
					<ul> <li>n. Special education (including students with disabilities)</li> </ul>	Ø	Ø	Ø	V81241807		
					o. English language learning	٩	Ð	Ø	V11241805		
2018 Grade 4)			(enternal)	411736191	Issue: Teacher Preparat	tion				D	Due to a lac
<ol> <li>During the last two years, did you development activities related to t</li> </ol>	the teaching of scie	nce? Select one circle	in each row.		N/A						of a clear
		Yes	No								relationship
<ol> <li>College course taken after your firs certification</li> </ol>	it.	۵	٩	V11736192							to
b. Workshop or training session		Ø	٩	YH238193							
c. Mentoring and/or peer observation coaching as part of a formal arrange		۹	Ð	Y01736196							achievemen
d. Co-teaching/team teaching		Ø	٢	V91736202							and to keep
											teacher burden low this item w
2018 Grade 4)											dropped.

Previous item 2019 item							item				
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.					<ol> <li>During the last two years, have you received training from any source in any of the following areas? Select one circle in each row.</li> </ol>					NC	N/A
	No, I am already proficient.	No, I have not.	Yes			No. I am already proficient.	No, I have not.	Yes			
a. Basic computer training	Ø	Ð	0	VH241894	a. Basic computer training		œ	Ō	VH241894		
b. Software applications	۲	Ð	Ø	VH241895	b. Software applications	0	0	0	VIELEN		
c. Use of the Internet	Ø	Ð	0	VH241899	c. Use of the Internet			0	VH241695		
<ul> <li>d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</li> </ul>	۵	Ð	0	VH341647	<ul> <li>d. Use of other internet d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</li> </ul>	0	Ø	0	V11241597		
<ul> <li>Integration of computers and other technology into classroom instruction</li> </ul>	۵	Ð	0	VIDALEVS	e. Integration of computers and other technology into classroom instruction	۵	Ð	Ø	VI1241596		

Previous item	2019 item	D/A/ R/NC+	Rationale
15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?	12. In this school year, did your school offer training for teachers on how to use	NC	N/A
	computers or other digital devices?		
Tes, to an execute Tes, to some teachers	• Yes, to all teachers		
© No	<ul><li>P Yes, to some teachers</li><li>No</li></ul>		
(2018 Grade 4)	Issue: Technology Use		
16. In this school year, have you participated in training on computers or other digital devices through your school?	<ul> <li>13. In this school year, have you participated in training on computers or other digital devices through your school?</li> </ul>	NC	N/A
O No	Ø No		
D Once	D Once		
© Twice	© Twice		
© Several times	Φ Several times		
(2018 Grade 4)	Issue: Technology Use		
<ul> <li>17. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation?</li> <li> <ul> <li>Yes, and I can take it home.</li> <li>Yes, but I cannot take it home.</li> <li>No</li> </ul> </li> <li>(2018 Grade 4)</li> </ul>	N/A	D	Due to a lack of a clear relationship to achievemen and to keep teacher burden low, this item wa
			dropped.
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?	N/A	D	Due to a lack of a clear
<ul> <li>Yes, and I can take it home.</li> </ul>			
D Yes, but I cannot take it home.			relationship
© No			to
			achievemen
			and to keep
			teacher
			burden low,
2018 Grade 4)			this item wa
			dropped.

Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>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.</li> <li>Desktop computers</li> <li>Laptop computers (including Chromebooks)</li> <li>Tablets (for example, Surface Pro, iPad, Kindle Fire)</li> <li>Other digital devices (Please specify):</li></ul>	<ul> <li>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.</li> <li>Desktop computers</li> <li>Laptop computers (including Chromebooks)</li> <li>Tablets (for example, Surface Pro, iPad, Kindle Fire)</li> </ul>	R	The "Other (Please specify)" response option was removed. This response option is only used in pilot
(2018 Grade 4)	Issue: Technology Use		administratio ns.

#### 2019 Operational Grade 4 Core Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ VH592052 VH892052 NC N/A 16. How well do the desktop computers in your school work? 20. How well do the desktop computers in your school work? @ All computers are functional and operate quickly. D All computers are functional and operate quickly. (1) All computers are functional, but some run more slowly than others. D All computers are functional, but some run more slowly than others. C All computers are functional, but all or almost all run slowly. O All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. D Some of the computers do not operate and cannot be used. D I don't know. O I don't know. (2018 Grade 4) **Issue:** Technology Use V115020508 N/A NC 21. How well do the laptop computers (including Chromebooks) in your school work? 17. How well do the laptop computers (including Chromebooks) in your school work? D All computers are functional and operate quickly. All computers are functional and operate quickly. D All computers are functional, but some run more slowly than others. D All computers are functional, but some run more slowly than others. O All computers are functional, but all or almost all run slowly. O All computers are functional, but all or almost all run slowly. D Some of the computers do not operate and cannot be used. D Some of the computers do not operate and cannot be used. D I don't know. O I don't know. (2018 Grade 4) **Issue:** Technology Use VII505067 NC N/A 18. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school 22. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work? work? D All tablets are functional and operate quickly. All tablets are functional and operate quickly. All tablets are functional, but some run more slowly than others. D All tablets are functional, but some run more slowly than others. C All tablets are functional, but all or almost all run slowly. © All tablets are functional, but all or almost all run slowly. D Some of the tablets do not operate and cannot be used. D Some of the tablets do not operate and cannot be used. O I don't know. @ I don't know. (2018 Grade 4) Issue: Technology Use

#### **Previous item**

#### ....

VH304679

VII262652

23. How often do you do the following in this school? Select one circle in each row.	
--	--

24. In your school, how severe is each problem? 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	
<ul> <li>Teach jointly as a team in the same class</li> </ul>	۲	٩	Ø	Ø	Ð	VERDMANA
<ul> <li>b. Observe other teachers' classes and provide feedback</li> </ul>	G	Ð	0	Φ	Ð	V71304099
<ul> <li>Engage in discussions about the learning development of specific students</li> </ul>	Ø	Ø	0	Ø	Ð	VE53054734
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	۵	0	0	Ø	Ð	Y9130+7+0

:019 item							D/A/ R/NC+	Rationale
19. How often do you do the	following	in this sch	ool? Select on	e circle in each 1	ow.	VH304679	NC	N/A
	Never	About on or twice year		a or twice a	Every day or almost every day			
a. Teach jointly as a team in the same class	Θ	ø	Φ	ø	Φ	VH-90409/I		
<ul> <li>b. Observe other teachers' classes and provide feedback</li> </ul>	۲	٩	0	Φ	Ð	VH304698		
<ul> <li>Engage in discussions about the learning development of specific students</li> </ul>	⊛	٢	9	0	θ	VH304736		
d. Work with other teachers in my school to ensure common standards in evaluations for	Ø	θ	0	Ø	θ	\$70304740		
assessing student progress								
assessing student progress ssue: School Clima 20. In your school, how seve	re is each j	mahlam	lect one circl Minor problem	e in each row. Moderate problem	Serious problem	VI063852	NC	N/A
assessing student progress ssue: School Clima 20. In your school, how seve a. The school building needs significant repair.	re is each j	roblem	Minor	Moderate		VH260632 VH262653	NC	N/A
assessing student progress ssue: School Clima 20. In your school, how seve	re is each p	roblem	Minor problem	Moderate problem	problem		NC	N/A
assessing student progress ssue: School Clima 20. In your school, how seve a. The school building needs significant repair. b. Classrooms are	Not a p	roblem	Minor problem ©	Moderate problem	problem ©	V11262433	NC	N/A
assessing student progress ssue: School Clima 20. In your school, how seve a. The school building needs significant repair. b. Classrooms are overcrowded. c. Teachers have too many	Not a p	roblem	Minor problem D	Moderate problem ©	problem ©	VHZAZAS3 VHZAZAS4	NC	N/A

### (2018 Grade 4)

		Not a problem	Minor problem	Moderate problem	Serious problem	1
â,	The school building needs significant repair.	Ø	٩	Ø	0	VH262853
b.	Classrooms are overcrowded.	Ø	⊕	0	۳	VH262654
с.	Teachers have too many teaching hours.	٢	Ð	Ø	0	VH262655
d.	Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	æ	Ð	0	Ø	VYt262658
c.	Teachers do not have adequate instructional materials and supplies.	Ø	Ø	Ð	⊕	V1063657

#### ssue: School Climate

revious item							2019 item							D/A/ R/NC+	Rationale
25. How much does each of the following statements apply to you as a teacher? Select one circle in each row.						VID05005	<ol> <li>How much does each of the following statements apply to you as a teacher? Select one circle in each row.</li> </ol>						NC	N/A	
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			
<ul> <li>I am satisfied with being a teacher at this school.</li> </ul>	Ø	æ	0	θ	Ð	V11305016	<ul> <li>a. I am satisfied with being a teacher at this school.</li> </ul>	Ø	œ	0	Ø	Φ	VICKISOIN		
b. My work inspires me.	۲	Ø	Ø	0	Ø	V10405024	b. My work inspires me.	Ø	œ	0	0	Ð	V78405024		
<ol> <li>I am frustrated as a teacher at my school.</li> </ol>	۲	Ð	0	θ	Ø	VH/905032	<ul> <li>c. I am frustrated as a teacher at my school.</li> </ul>	•	0	0	0	0	V18505032		
d. I am supported by the	Ø	0	0	Ð	Ø	VH305013	d. I am supported by the		-						
teachers at my school.					Ŵ	VPISCOUS	teachers at my school.	۲	Φ	0	Φ	Φ	V16305033		
teachers at my school.						41100044			Ð	¢	Φ	Φ	V18305032		
	es well or poor hat some of th how possible	rly in school n nese things are is it for your	nay depend on e casier for you	a lot of differ	ent	VRXXVII	teachers at my school.	ate s well or poor hat some of th how possible	ly in school n ese things are is it for your	nay depend on	a lot of differ r students to	ent	V18305033	NC	N/A
2018 Grade 4) 26. Whether a student do things. You may feel t than others. In school	es well or poor hat some of th how possible	rly in school n nese things are is it for your	nay depend on e casier for you	a lot of differ	ent		teachers at my school. Issue: School Clim 22. Whether a student doer things. You may feel th than others. In school.	ate s well or poor hat some of th how possible	ly in school n ese things are is it for your	nay depend on	a lot of differ r students to	ent		NC	N/A
2018 Grade 4) 26. Whether a student do things. You may feel t than others. In school following? Select one a. Being intelligent	es well or poor hat some of th how possible circle in each Not at all possible to	rly in school n ese things are is it for your row. A little possible to	nay depend on e casier for you students to ch Somewhat possible to	a lot of differ ir students to ange each of t Quite possible to	ent change che Completely possible to		teachers at my school. Issue: School Clim 22. Whether a student doer things. You may feel th than others. In school.	s well or poor hat some of th how possible tircle in each i Not at all possible to	ly in school n ese things are is it for your ow. A little possible to	nay depend on casier for you students to ch Somewhat possible to	a lot of differ ir students to ange each of t Quite possible to	ent change he Completely possible to		NC	N/A
<ul> <li>2018 Grade 4)</li> <li>26. Whether a student douthings. You may feel t than others. In school following? Select one</li> </ul>	es well or poor hat some of th how possible circle in each Not at all possible to change	rly in school n nese things are is it for your row. A little possible to change	nay depend on casier for you students to ch Somewhat possible to change	a lot of differ ir students to ange each of r Quite possible to change	ent change the Completely possible to change		teachers at my school. Issue: School Clim 22. Whether a student doe things. You may feel th than others. In school, following? Select one c	ate s well or poor hat some of th how possible irrele in each i Not at all possible to change	ly in school n is it for your row. A little possible to change	nay depend on e easier for you students to ch Somewhat possible to change	a lot of differ r students to ange each of t Quite possible to change	ent change he Completely possible to change	VH25966	NC	N/A

## Appendix K-2b: Operational Grade 4 Core

- 1. What is your sex?
  - Male
     Male
  - Female
     Female
     A

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.
- <sup>(D)</sup> Yes, I am Cuban or Cuban American.
- © Yes, I am from some other Hispanic or Latino background.

VH712259

- 3. Which of the following best describes you? Select all squares that apply.

  - Black or African American
  - © Asian
  - American Indian or Alaska Native
  - © Native Hawaiian or other Pacific Islander

- **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
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- **5.** Have you been awarded tenure by the school, district, or diocese where you currently teach?
  - (A) Yes
  - B No
     No
  - © My school, district, or diocese does not award tenure.

- **6.** Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

  - S 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.)

Yes
 Yes

B No
 No

- 8. What is the highest academic degree you hold?
  - High school diploma
     High schol diploma
     High schol diploma
     High schol diploma
     H
  - Associate's degree/vocational certification
  - © Bachelor's degree
  - Master's degree
  - C 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.)

- Yes, a minor or Yes, a major No special emphasis a. Biology or other life science VH241768 A B  $\bigcirc$ b. Physics, chemistry, or other VH241769 A O B physical science c. Earth or space science VH241770 A B  $\odot$ d. Mathematics or mathematics VH241771 A B  $\odot$ education e. Science education VH241772 A B  $\odot$ f. Engineering or engineering VH241780 A B  $\odot$ education g. Reading, language arts, or literacy VH241758 A B  $\bigcirc$ education h. English VH241754 A B  $\odot$ i. Other language arts-related VH241784 A B  $\odot$ subject Mathematics education j. VH241760 A B  $^{\odot}$ k. Mathematics  $\bigcirc$ VH241761 A B 1. Other mathematics-related VH241776 A B  $\odot$ subject such as statistics m. Education (including elementary A B © VH241762 or early childhood) n. Special education (including VH241781 A B  $\bigcirc$ students with disabilities) o. English language learning A B  $\odot$ VH241782
- 9. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

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

Yes
 Yes

B No
 No

	Yes, a major	Yes, a minor or special emphasis	No	
a. Biology or other life science	Ø	®	©	VH241798
b. Physics, chemistry, or other physical science	Ø	®	©	VH241799
c. Earth or space science	A	®	O	VH241800
d. Mathematics or mathematics education	Ø	®	©	VH241801
e. Science education	Ø	®	O	VH241802
f. Engineering or engineering education	۵	®	O	VH241806
g. Reading, language arts, or literacy education	۵	₿	O	VH241791
h. English	Ø	®	©	VH241789
i. Other language arts-related subject	Ø	®	©	VH241810
j. Mathematics education	A	®	Ô	VH241792
k. Mathematics	Ø	®	O	VH241793
1. Other mathematics-related subject such as statistics	æ	®	©	VH241794
m. Education (including elementary or early childhood)	æ	®	©	VH241795
n. Special education (including students with disabilities)	Ø	®	©	VH241807
o. English language learning	Ø	B	©	VH241808

**11.** Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

VH294995

**12.** In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- ᢙ Yes, to all teachers
- <sup>®</sup> Yes, to some teachers
- © No

- **13.** In this school year, have you participated in training on computers or other digital devices through your school?
  - Mo
     No
  - Once
     Once
  - © Twice
  - Several times

a. Basic computer training

d. Use of other technology—for

Web, interactive video,

closed-circuit television,

e. Integration of computers and

example, satellite access, wireless

other technology into classroom

b. Software applications

videoconferencing

instruction

c. Use of the Internet

**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.

A

A

A

A

A

No, I have not.

B

B

B

B

B

- **15.** 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)

VH241894

VH241895

VH241898

VH241897

VH241896

Yes

 $^{\odot}$ 

 $\bigcirc$ 

 $\bigcirc$ 

 $^{\odot}$ 

©

VH241893

VH860597

- 16. How well do the desktop computers in your school work?
  - All computers are functional and operate quickly.
  - ③ 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.

VH592052

#### 17. How well do the laptop computers (including Chromebooks) in your school work?

- All computers are functional and operate quickly.
- ③ 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.

- All tablets are functional and operate quickly.
- ③ 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.

		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	Ø	®	O	Ø	Ē	VH304693
b.	Observe other teachers' classes and provide feedback	Ø	ß	O	Ø	Ē	VH304698
c.	Engage in discussions about the learning development of specific students	Ø	ß	O	Ø	¢	VH304736
d.	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ø	(13)	Ø	Ø	¢	VH304740

**19.** How often do you do the following in this school? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ø	®	O	Ø	VH262653
b. Classrooms are overcrowded.	Ø	®	O	Ø	VH262654
c. Teachers have too many teaching hours.	Ø	®	O	Ø	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	æ	6	O	©	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ø	®	©	D	VH262657

**20.** In your school, how severe is each problem? Select **one** circle in each row.

**21.** 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.	Ø	ß	O	0	¢	VH305016
b. My work inspires me.	A	®	Ô	O	Ē	VH305024
c. I am frustrated as a teacher at my school.	Ø	ß	O	0	Ē	VH305032
d. I am supported by the teachers at my school.	A	B	O	Ø	Ē	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	A	®	Ô	O	Ē	VH329967
b. Putting forth a lot of effort	Ø	®	0	Ø	Ē	VH329968
c. Behaving well in class	A	®	O	O	Ē	VH329970

## **Appendix K-2c: Summary of Changes Pilot Grade 4 Core**

2	2019 Pilot Grade 4 Core Teacher			
Previous item	2019 item		D/A/ R/NC+	Rationale
VII2		VH240385	NC	N/A
1. Are you Hispanic or Latino? Select all squares that apply.	2. Are you Hispanic or Latino? Select all squares that apply.			
③ No, I am not Hispanic or Latino.	No, I am not Hispanic or Latino.			
③ Yes, I am Mexican, Mexican American, or Chicano.	D Yes, I am Mexican, Mexican American, or Chicano.			
<ul> <li>Yes, I am Puerto Rican or Puerto Rican American.</li> <li>Yes, I am Cuban or Cuban American.</li> </ul>	© Yes, I am Puerto Rican or Puerto Rican American.			
	D Yes, I am Cuban or Cuban American.			
Yes, I am from some other Hispanic or Latino background.	© Yes, I am from some other Hispanic or Latino background.			
(2017 Grade 4)	Issue: Race/Ethnicity			
VIE		VH240386	NC	N/A
2. Which of the following best describes you? Select all squares that apply.	3. Which of the following best describes you? Select all squares that apply.		NC	
© White	© White			
Black or African American	Black or African American			
© Asian	© Asian			
© Native Hawaiian or other Pacific Islander	© Native Hawaiian or other Pacific Islander			
(2017 Grade 4)				
	Issue: Race/Ethnicity			
VH240		VH240195	NC	N/A
<ol><li>Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</li></ol>	4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?			
Less than 1 year	Less than 1 year			
① 1–2 years	1–2 years			
© 3–5 years	© 3–5 years			
© 6-10 years	© 6-10 years			
© 11–20 years	© 11–20 years			
© 21 or more years	© 21 or more years			
(2017 Grade 4)	Issue: Teacher Preparation			
VH2201		VH547397		<b>This is a</b>
4. Have you been awarded tenure by the school or district where you currently teach?	5. Have you been awarded tenure by the school, district, or diocese where you		R	This item was
© Yes	currently teach?			revised to
(D) No	(D) Yes			include
© My school or district does not award tenure.	③ No			"diocese" as
	© My school, district, or diocese does not award tenure.			-
	[17] P. Apellan Black score cond. A strike Track 1 of a 1994 Apple sublicity.			source of
(2017 Grade 4)			1	tenure.

# 2019 Pilot Grade 4 Core Teacher 2019 item D/A/ R/NC+

**Previous item** 

		iy ite.	
<ul> <li>5. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</li> <li>Tes, I hold a permanent certificate.</li> <li>Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</li> <li>No, but I am currently working toward certification.</li> <li>No, and I am not planning to obtain certification.</li> </ul>	<ul> <li>OB you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</li> <li>Yes, I hold a permanent certificate.</li> <li>Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</li> <li>No, but I am currently working toward certification.</li> <li>No, and I am not planning to obtain certification.</li> </ul>	NC	N/A
(2017 Grade 4)	Issue: Teacher Preparation		
<ul> <li>6. Did you enter teaching through an alternative route to certification program?</li> <li>(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.)</li> <li>③ Yes</li> <li>③ No</li> <li>(2017 Grade 4)</li> </ul>	<ul> <li>7. Did you enter teaching through an alternative route to certification program?</li> <li>(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.)</li> <li>Tes</li> <li>No</li> </ul>	NC	N/A
<ul> <li>(2017 Grade 4)</li> <li>YIERDING</li> <li>YIERDING</li> <li>A reyou certified by the National Board for Professional Teaching Standards in at least one content area?</li> <li>(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.)</li> <li>Yes, I am fully certified by the National Board for Professional Teaching Standards.</li> <li>I am working towards my National Board certification.</li> <li>No</li> </ul>	N/A	D	To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.
<ul> <li>8. What is the highest academic degree you hold?</li> <li> <ul> <li>High school diploma</li> <li>Associate's degree/vocational certification</li> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Education specialist's or professional diploma based on at least one year's work past master's degree</li> <li>Doctorate</li> <li>Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</li> </ul> </li> <li>(2017 Grade 4)</li> </ul>	<ul> <li>8. What is the highest academic degree you hold?</li> <li> <ul> <li>High school diploma</li> <li>Associate's degree/vocational certification</li> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Education specialist degree</li> <li>Doctor of Education degree (i.e., Ed.D.)</li> <li>Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)</li> <li>Other academic degree (Please specify):</li></ul></li></ul>	R	Response options e, f, and g were revised and an open- ended response option has been added.

Rationale

### 2019 Pilot Grade 4 Core Teacher

Previous item					2019 item				<b>D/A/</b> <b>R/NC+</b> R	Rationale This item is customized	
9. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? Select one circle in each row.				<ol> <li>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.</li> </ol>							
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject and has been
a. Reading, language arts, or literacy education	0	®	0	VH241758	a. Reading, language arts, or literacy education	(3)	®	0	VH241758		
b. English	0	Ð	0	VH241754	b. English	(3)	®	0	VH241754		expanded
<ul> <li>Other language arts-related subject</li> </ul>	۲	®	0	VH241784	<ul> <li>Other language arts-related subject</li> </ul>	۲	®	Ø	VH241784		from reading
d. Mathematics education	۲	٢	O	VH241760	d. Mathematics education	(8)	®	0	VH241760		
e. Mathematics	0	œ	O	VH241761	e. Mathematics	8	(1)	0	VH241761		and math to
f. Other mathematics-related subject such as statistics	۵	®	Ø	VH241776	<li>f. Other mathematics-related subject such as statistics</li>	۲	(6)	©	VH241776		also include
<ul> <li>g. Education (including elementary or early childhood)</li> </ul>	Ø	Ð	0	VH241762	g. Biology or other life science	(8)	1	0	VH241768		sub-items fo
h. Special education (including students with disabilities)	۲	®	0	VH241781	<ul> <li>Physics, chemistry, or other physical science</li> </ul>	(8)	ـ	0	VH241769		science.
i. English language learning	۲	®	0	VH241782	i. Earth or space science	0	®	0	VH241770		science.
		÷			j. Mathematics or mathematics education	۲	6	Ø	VH241771		
					k. Science education	۲	(1)	©	VH241772		
					<ol> <li>Engineering or engineering education</li> </ol>	۲	®	0	VH241780		
					m. Education (including elementary or early childhood)	0	₪	0	VH241762		
					<ul> <li>n. Special education (including students with disabilities)</li> </ul>	0	@	Ø	VH241781		
					o. English language learning	(3)	6	0	VH241782		
2017 Grade 4)					Issue: Teacher Preparation	on					
10. Since completing your undergraduate degree, have you taken any graduate courses?				vieweer 10. Since completing your undergraduate degree, have you taken any graduate courses?					NC	N/A	
				• Yes							
D No Question 11 is not applicable and will be skipped.				OD No							
2017 Grade 4)					Issue: Teacher Preparation	on				1	1

### 2019 Pilot Grade 4 Core Teacher

part of your gaddant counceword. State of unclease in the rest of the final magnetic active in the data with the state in the stat	11. Did you have a major, minor, or special emphasis in any of the following subjects as					2019 item				<b>D/A/</b> <b>R/NC+</b> R	Rationale This item is customized	
1 observed observations including clarentizes related       0						<ol> <li>Did you have a major, minor, or special emphasis in any of the following subjects as</li> </ol>						
a. Reduction lineary of heracy of heracy of the solution of the		Yes, a major		No			Yes, a major	Yes, a minor or special emphasis	No			by subject
B. English     O     O     O     Water       Able Control     Obser language attr-clated     O     O     Water       A Mohamatise extending     O     Obser language attr-clated     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     Water     O     O     Water       S. Mohamatise extending     O     O     O     Water     O     O     Water       I. English language learning     O     O     O     Water     O     Water		8	٩	0	VH241791		®	®	Q	VH241791		and has beer
while       while <td< td=""><td>9</td><td>0</td><td>(1)</td><td>Ø</td><td>VH241789</td><td>REALIZED FAMILY</td><td>Ø</td><td>®</td><td>0</td><td>VH241789</td><td></td><td>expanded</td></td<>	9	0	(1)	Ø	VH241789	REALIZED FAMILY	Ø	®	0	VH241789		expanded
d. Mathematics education 0 0 0 1000000000000000000000000000000000000		0	®	Ø	VH241810	c. Other language arts-related						•
c. Mathematics eland is in the second is and iterating		1975						1		111241703		from reading
<ul> <li>ubicity and a statistics</li> <li>a statistics</li> <li>a backeton (notuding elementary a back back back back back back back ba</li></ul>		Ø	3	Q	VH241793							and math to
or and y-childhood)       is and is an instant       is and is an instant	subject such as statistics	۵	®	0	VH241794	f. Other mathematics-related						also include
h. Special education (including subtities) <ul> <li></li></ul>	or early childhood)	۲	©	©	VH241795					VH241798		sub-items fo
i. English language learning       I. Earth or space science       I. Earth or space science       I. Earth or space science       IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	<ul> <li>h. Special education (including students with disabilities)</li> </ul>	۵	۵	Ø	VH241807		Ø	®	Ø	VH241799		science.
2017 Grade 4)       Vector	i. English language learning	0	٢	0	VH241808		۵	®	0	VH241800		
2017 Grade 4)       Image: Second Secon							۲	¢	O	VH241801		
2017 Grade 4)       Image: Control of the teaching of reading, writing, or interasting of control of the teaching of reading, writing, or interasting of a formal arrangement of a for							@	©	©	VH241802		
2017 Grade 4)       Yes       No       Image: Second and Comparison of the following processional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.       No       Image: Comparison of the following procession of the following							@	®	O	VH241806		
2017 Grade 4) t2. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row. The college course taken after your first concerning and/or peer observation and concerning and/or peer observation and concerning and or peer observation and Concerning/team teaching with disabilities) to reacting the mass of the formal arrangement to the teaching of waters to concerning the down of the formal arrangement to the teaching of waters to concerning the down of the formal arrangement to the teaching of the teaching of the teaching of the teaching to the teaching of the teaching of the teaching of the teaching to the teach						m. Education (including elementary or early childhood)	Ø	۵	Ø	VH241795		
Processional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.     Issue: Teacher Preparation       12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.     Issue: Teacher Preparation       12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.     No       13. College course taken after your first     10     10       14. College course taken after your first     10     10       15. Workshop or training session     10     10       16. College course taken after your first     10     10       16. College course taken after your first     10     10       16. Workshop or training session     10     10       16. College course taken after your first     10     10       17. College course taken after your first     10     10       18. College course taken after your first     10     10       18. College course taken after your first     10     10       18. College course taken after your first     10     10       19. Workshop     10     10     10       19. Workshop     10     10     10       19. Workshop						n. Special education (including students with disabilities)	۵	®	Ø	VH241807		
12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.     No       12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.     No       12. College course taken after your first control of the difference of the teaching of training session of the difference observation and coaching as part of a formal arrangement of the difference of the teaching of training difference observation and coaching as part of a formal arrangement of the difference of the teaching of training difference observation and the teaching of training difference observation and the difference obs						o. English language learning	@	1	0	VH241808		
12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.       MILLINE       D         12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.       MILLINE       D         12. College course taken after your first course taken after your your first course taken after your your first taken after your your first taken after your your first your first your first taken after your your first your your your your your your your your	2017 Grade 4)					Issue: Teacher Preparat	tion					
a. College course taken after your first certification       D       VDLAMAAA         b. Workshop or training session       D       VDLAMAAA         c. Mentoring and/or peer observation and coaching as part of a formal arrangement       D       VDLAMAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	<ol> <li>During the last two years, did you professional development activitie</li> </ol>	s related to the to	eaching of reading, wr	iting, or	VH241842	N/A					D	To create room in the
certificationImage: CertificationImage: CertificationImage: Certification0. Workshop or training sessionImage: CertificationImage: CertificationImage: Vitraisation2. Mentoring and/or peer observation and coaching as part of a formal arrangementImage: CertificationImage: Vitraisation1. Co-teaching/team teachingImage: Image: CertificationImage: VitraisationImage: Vitraisation	. College course taken after vour first											questionnai
Mentoring and/or peer observation and coaching as part of a formal arrangement     Image: Co-teaching/team teaching     Image: Co-teaching/team teaching     Image: Co-teaching/team teaching	certification											for new
coaching as part of a formal arrangement	. Mentoring and/or peer observation a				A COMPANY							developmen
	· · ·	ment			VH241853							and keep
												school
												administrate
												burden low,
												this item wa
2017 Grade 4)	2017 Grade 4)											dropped.

#### 2019 Pilot Grade 4 Core Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ N/A D 13. During the last two years, did you participate in or lead any of the following To create professional development activities related to the teaching of mathematics? Select one circle in each row. room in the questionnaire Yes No a. College course taken after your first for new 6 B certification b. Workshop or training session 0 (1) development c. Mentoring and/or peer observation and coaching as part of a formal arrangement B and keep d. Co-teaching/team teaching 0 1 school (2017 Grade 4) administrator burden low, this item was dropped. VH241893 14. During the last two school years, have you received training from any source in any R 14. During the last two years, have you received training from any source in any of the Example of the following areas? Select one circle in each row. following areas? Select one circle in each row. content was No, I am already No, I have not No. I have not. Yes No, I have not added to subproficient. received training needed training in Yes from any source in this area. this area. a. Basic computer training 0 9 0 items a and b, b. Software applications 1 0 a. Basic computer training (e.g., Use of the Internet ₿ 0 and the moving files, creating folders, or 0 D 0 d. Use of other technology-for using keyboard/mouse) example, satellite access, wireless example Software applications (e.g., Excel, Adobe Acrobat, or Google Docs) Web, interactive video, 0 1 0 0 1 0 closed-circuit television, content for c. Use of the Internet videoconferencing 0 0 d. Use of other digital devices (e.g., e. Integration of computers and sub-item d scanners, mobile devices, Chromebooks, interactive panels) 1 other technology into classroom 0 0 0 1 0 instruction was updated. Integration of computers and other digital devices into 1 0 1852 classroom instruction **Issue:** Teacher Preparation (2017 Grade 4) VH204005 VH294995 NC N/A 12. In this school year, did your school offer training for teachers on how to use 15. In this school year, did your school offer training for teachers on how to use computers or other digital devices? computers or other digital devices? Tes, to all teachers ( Yes, to all teachers B Yes, to some teachers <sup>®</sup> Yes, to some teachers O No O No

**Issue:** Teacher Preparation

(2017 Grade 4)

2019 Pilot Grade 4 Core Teacher							
Previous item	2019 item	D/A/ R/NC+	Rationale				
<ul> <li>16. In this school year, have you participated in training on computers or other digital devices through your school?</li> <li>(2017 Grade 4)</li> </ul>	<ul> <li>In this school year, have you participated in training on computers or other digital devices through your school?</li> <li>No</li> <li>Once</li> <li>Twice</li> <li>Several times</li> </ul>	NC	N/A				
<ul> <li>I7. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation?</li> <li>② Yes, and I can take it home.</li> <li>③ Yes, but I cannot take it home.</li> <li>③ No</li> </ul>	N/A	D	To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.				

2019 Pilot Grade 4 Core Teacher						
Previous item	2019 item	D/A/ R/NC+	Rationale			
<ul> <li>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?</li> <li>Yes, and I can take it home.</li> <li>Yes, but I cannot take it home.</li> <li>No</li> </ul>		D	To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.			
<ul> <li>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.</li> <li>Desktop computers</li> <li>Laptop computers (including Chromebooks)</li> <li>Tablets (for example, Surface Pro, iPad, Kindle Fire)</li> <li>Other digital devices (Please specify):</li> </ul>	<ul> <li>15. 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.</li> <li>Desktop computers</li> <li>Laptop computers (including Chromebooks)</li> <li>Tablets (for example, Surface Pro, iPad, Kindle Fire)</li> <li>Other digital devices (Please specify):</li></ul>	NC	N/A			
(2017 Grade 4)	Issue: Technology Use					
<ul> <li>20. How well do the desktop computers in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul>	<ul> <li>16. How well do the desktop computers in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul>	NC	N/A			
(2017 Grade 4)	Issue: Technology Use					
<ul> <li>21. How well do the laptop computers (including Chromebooks) in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul> (2017 Grade 4)	<ul> <li>17. How well do the laptop computers (including Chromebooks) in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul>	NC	N/A			

#### 2019 Pilot Grade 4 Core Teacher

Previous item						2019 item						D/A/ R/NC+	Rationale
2. How well do the tablets (fo work?	r example, Surface	e Pro, iPad, Kindl	e Fire) in your	school	VH592063	viisessa 18. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?						NC	N/A
③ All tablets are function:	al and operate qui	ckly.				All tablets are functional a	and operate quick	lv.					
③ All tablets are function.			others.			All tablets are functional, I			hers.				
© All tablets are function	al, but all or almo	st all run slowly.				<ul> <li>All tablets are functional, I</li> </ul>							
Some of the tablets do r	not operate and ca	nnot be used.				Some of the tablets do not	operate and can	ot be used.					
© I don't know.						© I don't know.							
2017 Grade 4)						Issue: Technology Us	se						
23. How often do you do the following in this school? Select one circle in each row. 19. How often do you do the following in this school? Select one circle in each row.									NC	N/A			
	Never About or twice year	ce a or twice a		Every day or almost every day		Ne	ever About o or twic year		About once or twice a week	Every day or almost every day			
a. Teach jointly as a team in the same class	© ©	Ø	Ø	Θ	VH304693	a. Teach jointly as a team in the same class	© ©	O	Ø	Ð	VH304693		
<ul> <li>Observe other teachers' classes and provide feedback</li> </ul>	Ø (1)	©	Ø	Ð	VH304698	b. Observe other	@ ®	0	0	©	VH304698		
<li>c. Engage in discussions about the learning development of specific students</li>	۵ ۵	0	Ø	θ	VH304736	c. Engage in discussions	0	Ø	Ø	¢	VH304736		
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ø (1)	©	Ø	¢	VH304740	d. Work with other teachers in my school to ensure common	© ©	0	Đ	Ð	VH304740		
2017 Grade 4) 24. In your school, how sever a. The school building needs	Not a problem	Minor problem	Moderate problem	Serious problem	VH262652	20. In your school, how severe	And the second states of the	Sclect one circle Minor problem	in each row. Moderate problem	Serious problem	VH262652	NC	N/A
significant repair.	۵	Ð	0	Ø	VH262653	significant repair.	۲	®	0	٢	VH262653		
<li>b. Classrooms are overcrowded.</li>	۵	۵	©	Ø	VH262654	<li>b. Classrooms are overcrowded.</li>	٩	®	0	Φ	VH262654		
c. Teachers have too many	۵	⊕	0	Φ	VH262655	c. Teachers have too many teaching hours.	۲	Ð	0	٩	VH262655		
teaching hours.			0	Θ	VH262656	d. Teachers do not have adequate workspace (e.g., for preparation,	۵	@	0	Ø	VH262656		
<ul> <li>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</li> <li>e. Teachers do not have</li> </ul>	۵	٢				collaboration, or meeting with students).							

#### 2019 Pilot Grade 4 Core Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ VH305005 VH30500 N/A 25. How much does each of the following statements apply to you as a teacher? Select one 21. How much does each of the following statements apply to you as a teacher? Select one NC circle in each row. circle in each row. A little bit Exactly like Not at all Somewhat Quite a bit Not at all A little bit Somewhat Quite a bit Exactly like like me like me like me like me me like me like me like me like me me a. I am satisfied with a. I am satisfied with being a teacher at this ( 1 0 0 Ð being a teacher at this 1 0 0 Ð school. school. b. My work inspires me. (6) 0 Ð 0 b. My work inspires me. 1 0 0 1 c. I am frustrated as a c. I am frustrated as a 6 Ð (TD) 0 0 0 D 0 0 D teacher at my school. teacher at my school. d. I am supported by the d. I am supported by the 1 0 0 Ð 0 • 0 0 Ð teachers at my school teachers at my school (2017 Grade 4) Issue: School Climate VH32996 26. Whether a student does well or poorly in school may depend on a lot of different 22. Whether a student does well or poorly in school may depend on a lot of different NC N/A 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 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. following? Select one circle in each row. Not at all A little Somewhat Quite Completely Not at all A little Somewhat Quite Completely possible to possible to possible to ssible to possible to possible to possible to possible to ossible to possible to change a. Being intelligent (1) 0 Ð 0 a. Being intelligent 0 1 O 0 D b. Putting forth a lot of b. Putting forth a lot of 0 1 0 0 Ð effort 0 0 Ð effort c. Behaving well in class 0 1 0 0 Ð Behaving well in class 1 0 0 0 (2017 Grade 4) **Issue:** Desire for Learning VH712259 N/A This item was Α 1. What is your sex? added to ( Male provide Female Female additional contextual Issue: Gender information.

# Appendix K-2d: Pilot Grade 4 Core

- **1.** What is your sex?
  - Male
     Male
  - Female
     Female
     A

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.
- D 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.

  - Black or African American
  - © Asian
  - American Indian or Alaska Native
  - © Native Hawaiian or other Pacific Islander

- **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
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- **5.** Have you been awarded tenure by the school, district, or diocese where you currently teach?
  - (A) Yes
  - B No
     No
  - © My school, district, or diocese does not award tenure.

- **6.** Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

  - S 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.

VH852913

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.)

Yes
 Yes

- B No
   No
- 8. What is the highest academic degree you hold?
  - High school diploma
     High schol diploma
     High schol diploma
     High schol diploma
     H
  - Associate's degree/vocational certification
  - © Bachelor's degree
  - Master's degree
  - © Education specialist degree
  - Doctor of Education degree (i.e., Ed.D.)
  - © Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)
  - Other academic degree (Please specify):

9. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ø	B	Ö	VH241758
b. English	A	®	Ô	VH241754
c. Other language arts-related subject	A	®	©	VH241784
d. Mathematics education	A	®	Ô	VH241760
e. Mathematics	A	B	Ô	VH241761
f. Other mathematics-related subject such as statistics	ه	₿	©	VH241776
g. Biology or other life science	A	®	Ô	VH241768
h. Physics, chemistry, or other physical science	A	₿	©	VH241769
i. Earth or space science	A	®	Ô	VH241770
j. Mathematics or mathematics education	Ø	®	©	VH241771
k. Science education	A	®	Ô	VH241772
1. Engineering or engineering education	Ø	®	©	VH241780
m. Education (including elementary or early childhood)	ه	₿	©	VH241762
n. Special education (including students with disabilities)	Ø	®	©	VH241781
o. English language learning	A	B	Ô	VH241782

VH240204

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

(D) Yes

B No
 No

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ø	®	O	VH241791
b. English	A	B	Ô	VH241789
c. Other language arts-related subject	Ø	®	©	VH241810
d. Mathematics education	A	®	Ô	VH241792
e. Mathematics	A	®	Ô	VH241793
f. Other mathematics-related subject such as statistics	A	®	O	VH241794
g. Biology or other life science	A	®	Ô	VH241798
h. Physics, chemistry, or other physical science	۸	®	Õ	VH241799
i. Earth or space science	A	®	Ô	VH241800
j. Mathematics or mathematics education	A	®	Õ	VH241801
k. Science education	A	®	Ô	VH241802
1. Engineering or engineering education	A	®	©	VH241806
m. Education (including elementary or early childhood)	Ø	®	©	VH241795
n. Special education (including students with disabilities)	Ø	®	©	VH241807
o. English language learning	Ø	®	O	VH241808

**11.** Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

VH294995

VH241785

**12.** In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- ᢙ Yes, to all teachers
- <sup>®</sup> Yes, to some teachers
- © No

- **13.** In this school year, have you participated in training on computers or other digital devices through your school?
  - (D) No
  - Once
     Once
  - © Twice
  - Several times

VH852919

14. During the last **two school years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

		No, I have not needed training in this area.	No, I have not received training from any source in this area.	Yes	
a.	Basic computer training (e.g., moving files, creating folders, or using keyboard/mouse)	Ø	₿	Ø	VH852920
b.	Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	Ø	₿	Ø	VH852921
c.	Use of the Internet	A	B	O	VH852924
d.	Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	0	ഀ	Ø	VH852923
e.	Integration of computers and other digital devices into classroom instruction	0	ഀ	Ø	VH852922

- **15.** 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):

- 16. 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.
- 17. 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.

- **18.** How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?
  - All tablets are functional and operate quickly.
  - (B) 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.

	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	B	B	0	Ø	Ē	VH304693
b. Observe other teachers' classes and provide feedback	(9	6	0	Ø	Ē	VH304698
c. Engage in discussions about the learning development of specific students	8	®	Ø	Ø	Ē	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ø	®	Ø	۵	¢	VH304740

**19.** How often do you do the following in this school? Select **one** circle in each row.

VH592063

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ø	®	O	Ø	VH262653
b. Classrooms are overcrowded.	Ø	®	O	Ø	VH262654
c. Teachers have too many teaching hours.	Ø	®	O	Ø	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	æ	6	O	©	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ø	®	©	D	VH262657

**20.** In your school, how severe is each problem? Select **one** circle in each row.

**21.** 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.	Ø	ß	O	0	¢	VH305016
b. My work inspires me.	A	®	Ô	O	Ē	VH305024
c. I am frustrated as a teacher at my school.	Ø	ß	O	0	Ē	VH305032
d. I am supported by the teachers at my school.	A	B	O	Ø	Ē	VH305033

**22.** 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	Ø	®	Ô	D	Ē	VH329967
b. Putting forth a lot of effort	A	®	O	D	Ē	VH329968
c. Behaving well in class	A	®	©	D	Ē	VH329970

**Appendix K-2e: Summary of Changes Operational Grade 8 Core** 

	Grade 8 Core Teacher			
Previous item	2019 item		D/A/ R/NC+	Rationale
V10712299		VH712259	NC	N/A
1. What is your sex?	1. What is your sex?			
Male     Male	Male			
T Female	(1) Female			
(2018 Grade 8)	Issue: Gender			
VIEWERS		YH240385	NC	N/A
2. Are you Hispanic or Latino? Select all squares that apply.	2. Are you Hispanic or Latino? Select all squares that apply.		INC	N/A
③ No, I am not Hispanic or Latino.	No, I am not Hispanic or Latino.			
(D) Yes, I am Mexican, Mexican American, or Chicano.	Yes, I am Mexican, Mexican American, or Chicano.			
© Yes, I am Puerto Rican or Puerto Rican American.	© Yes, I am Puerto Rican or Puerto Rican American.			
D Yes, I am Cuban or Cuban American.	Yes, I am Cuban or Cuban American.			
D Yes, I am from some other Hispanic or Latino background.	D Yes, I am from some other Hispanic or Latino background.			
(2018 Grade 8)	Issue: Race/Ethnicity			
			NC	N/A
V11240386		VH240386		
3. Which of the following best describes you? Select all squares that apply.	3. Which of the following best describes you? Select all squares that apply.			
White     White	© White			
Black or African American	Black or African American			
© Asian	© Asian			
D American Indian or Alaska Native	<ul> <li>American Indian or Alaska Native</li> </ul>			
D Native Hawaiian or other Pacific Islander	D Native Hawaiian or other Pacific Islander			
(2018 Grade 8)	Issue: Race/Ethnicity			
VID40195		VH240195	NC	N/A
<ol> <li>Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</li> </ol>	<ol> <li>Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</li> </ol>			
Less than 1 year     A     Second Se	Less than 1 year			
T 1–2 years	③ 1–2 years			
© 3–5 years	© 3-5 years			
© 6-10 years	© 6-10 years			
© 11-20 years	© 11-20 years			
D 21 or more years	© 21 or more years			
(2018 Grade 8)	Issue: Teacher Preparation			

m vuoseose g student teaching, how many years have you taught reading, writing, or arts in grades 6 through 12, counting this year? han 1 year ears rears rears rears more years eacher Preparation vuoent student teaching, how many years have you taught mathematics in rrough 12, counting this year? han 1 year ars	D/A/ R/NC+ A	Rationale This item has been added to collect subject- specific teacher training information. This item has been added
s student teaching, how many years have you taught reading, writing, or arts in grades 6 through 12, counting this year? han 1 year ears ears years more years eacher Preparation student teaching, how many years have you taught mathematics in hrough 12, counting this year? han 1 year ars		been added to collect subject- specific teacher training information. This item has
viizeou student teaching, how many years have you taught mathematics in irrough 12, counting this year? han 1 year ars	A	
ars ears years more years eacher Preparation		to collect subject- specific teacher training information.
years nore years	NC	N/A
teach?	NC	N/A
o e ly	years 0 years r more years <b>Ceacher Preparation</b> viter/197 bu been awarded tenure by the school, district, or diocese where you by teach? school, district, or diocese does not award tenure.	0 years r more years reacher Preparation pu been awarded tenure by the school, district, or diocese where you ly teach?

Previous item	2019 item	D/A/ R/NC+	Rationale
V18240197	VID40197	NC	N/A
7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?	9. 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.	System State St		
Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)	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, but I am currently working toward certification.		
D No, and I am not planning to obtain certification.	D No, and I am not planning to obtain certification.		
(2018 Grade 8)	Issue: Teacher Preparation		
VIE40198	VIDADIS	NC	N/A
8. Did you enter teaching through an alternative route to certification program?	10. 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.)	(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	© Yes		
D No	D No		
(2018 Grade 8)	Issue: Teacher Preparation		
<ul> <li>9. Are you certified by the National Board for Professional Teaching Standards in at least one content area?</li> <li>(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.)</li> <li>(D) Yes, I am fully certified by the National Board certification.</li> <li>(D) I am working towards my National Board certification.</li> </ul>	N/A	D	Due to a lack of a clear relationship to achievement and low response variability,
(2018 Grade 8)			this item was dropped.

Previous item			2019 item						Rationale					
<ul> <li>High school diploma</li> <li>Associate's degree/vocational</li> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Education specialist's or profe degree</li> <li>Doctorate</li> </ul>	<ul> <li>Associate's degree/vocational certification</li> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Education specialist's or professional diploma based on at least one year's work past master's degree</li> <li>Doctorate</li> <li>Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</li> </ul> 18 Grade 8)					<ul> <li>What is the highest academic degree you hold?</li> <li>High school diploma</li> <li>Associate's degree/vocational certification</li> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Education specialist's or professional diploma based on at least one year's work past master's degree</li> <li>Doctorate</li> <li>Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</li> </ul>					N/A			
<ol> <li>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.</li> </ol>					<ol> <li>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.</li> </ol>					R	This item is customized			
	Yes, a major	Yes, a minor or special emphasis	No	1.00		Yes, a major	Yes, a minor or	No	1-1		by subject			
a. Biology or other life science	۵	٢	Q	VH241768		ies, a major	special emphasis	INO	-		and has beer			
<li>b. Physics, chemistry, or other physical science</li>	Ø	Ð	©	VH241769	<ul> <li>Reading, language arts, or literacy education</li> </ul>	Ø	Ð	O	VH241758		expanded			
c. Earth or space science	Ø	Φ	©	VH241770	b. English	0	Ð	©	VH241754		•			
<ul> <li>Mathematics or mathematics education</li> </ul>	Ø	Ø	©	VH241771	<li>c. Other language arts-related subject</li>	0	©.	©	VH241784		from reading			
e. Science education	Ø	Ð	O	VH241772	d. Mathematics education	Ø	Ø	O	VH241760		and math to			
<ul> <li>Engineering or engineering education</li> </ul>	Ø	Ð	©	VH241780	e. Mathematics	Ø	Ð	Ø	VH241761		also include			
g. Elementary or secondary	Ø	Φ	©	VH241767	<li>f. Other mathematics-related subject such as statistics</li>	0	Ð	0	VH241776		sub-items for			
education h. Special education (including				-	g. Biology or other life science	۵	Ð	Ø	VH241768					
students with disabilities)	Ø	Ð	©	VH241781	h. Physics, chemistry, or other	Ø	٢	0	VH241769		science.			
i. English language learning	Ø	¢	©	VH241782	physical science i. Earth or space science	0	•	©	VH241770					
					<ol> <li>Mathematics or mathematics</li> </ol>	0		o	VH241771					
					education		Ð	( ) P.	1.00					
					k. Science education 1. Engineering or engineering	Ø	(D)	©	VH241772					
					education	Ø	¢	0	VH241780					
					m. Elementary or secondary education	Ø	Ð	O	VH241767					
					n. Special education (including	~		6	17117 ALTON					
					students with disabilities)	Ø	©.	O	VH241781					
					o. English language learning	Ø	D .	Q	VH241782					
(2018 Grade 8)					Issue: Teacher Preparat	ion								
<ul> <li>12. Since completing your undergrade</li> <li></li></ul>			courses?	VELEVINE	<ul><li>13. Since completing your undergradu</li><li>③ Yes</li><li>④ No</li></ul>	ate degree, have y	vou taken any graduate	courses?	V182402054	NC	N/A			
										1				
(2018 Grade 8)					Issue: Teacher Preparat	_								

revious item					2019 item					D/A/ R/NC+	Rationale
<ol> <li>Did you have a major, minor, or part of your graduate coursework</li> </ol>	special emphasis ir ? Select one circle	1 any of the following in each row.	subjects as	V3E241785	<ol> <li>Did you have a major, minor, or sp part of your graduate coursework?</li> </ol>	pecial emphasis in ? Select one circle	any of the following si in each row.	ibjects as	VH24J785	R	This item is customized
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject
a. Biology or other life science	Ø	Ð	O	VH241798	a. Reading, language arts, or literacy	2.0					and has bee
<li>b. Physics, chemistry, or other physical science</li>	Ø	Ð	0	VH241799	education	0	Ð	©	VH241791		expanded
c. Earth or space science	٩	Ð	Ø	VH241800	b. English	8	Ð	Q	VH241789		from readin
d. Mathematics or mathematics	<b>Q</b>	Ð	Q	VH241801	<ul> <li>Other language arts-related subject</li> </ul>	8	Ð	©	VH241810		and math to
education e. Science education	@	Ð	0	VH241802	d. Mathematics education	8	Ð	Ø	VH241792		
f. Engineering or engineering				VH241806	e. Mathematics	0	Ð	Ø	VH241793		also include
education	Ø	Φ	0	VH241806	<li>f. Other mathematics-related subject such as statistics</li>	0	Ð	©	VH241794		sub-items fo
<ul> <li>Elementary or secondary education</li> </ul>	ø	Ð	©	VH241797	g. Biology or other life science	0	Ð	Ø	VH241798		
<ul> <li>Special education (including students with disabilities)</li> </ul>	Ø	Ð	0	VH241807	<ul> <li>Physics, chemistry, or other physical science</li> </ul>	0	Ð	©	VH241799		science.
English language learning	0	D	Ø	VH241808	i. Earth or space science	Ø	Ø	Ø	VH241800		
					j. Mathematics or mathematics education	@	Ð	0	VH241801		
					k. Science education	0	Ø	Q	VH241802		
					1. Engineering or engineering	@	Ð	0	VH241806		
					education m. Elementary or secondary				-		
					education	Ø	© .	O	VH241797		
					<ul> <li>n. Special education (including students with disabilities)</li> </ul>	60	æ	0	VH241807		
					o. English language learning	Ø	Ð	Ø	VH241808		
018 Grade 8)					Issue: Teacher Preparati	ion					
4. During the last two years, did you	participate in any	of the following profe	ssional	VH736191	N/A					D	Due to a lac
development activities related to t	he teaching of scier	ice? Select one circle in	n each row.								of a clear
		Yes	No								relationship
. College course taken after your firs certification	t	@	Ð	VH736192							to
. Workshop or training session		0	@	VH736193							
<ul> <li>Mentoring and/or peer observation coaching as part of a formal arrange</li> </ul>		8	Ø	VH736196							achievemer
. Co-teaching/team teaching	ansin .	0	Ð	VH736202							and to keep
											teacher
											burden low
											this item wa
											unis item wa
2018 Grade 8)											dropped.

Previous item					2019 item					D/A/ R/NC+	Rationale
15. During the last two years, have y following areas? Select one circle	you received trainin; e in each row.	g from any source in	any of the	VII241893	17. During the last two years, have y following areas? Select one circle	ou received training in each row.	g from any source in a	any of the	¥H2418/3	NC	N/A
	No, I am already proficient.	No, I have not.	Yes			No, I am already proficient.	No, I have not.	Yes			
a. Basic computer training	Ø	Ð	O	VH241894	a. Basic computer training	0	Ð	©	VH241894		
b. Software applications	0	Ð	Q	VH241895	b. Software applications	0	Ð	Q	VH241895		
. Use of the Internet	0	Ð	©	VH241898	c. Use of the Internet	Ø	Ð	Ø	VH241898		
<ol> <li>Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</li> </ol>	ø	Ø	ø	VH241897	<ul> <li>d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</li> </ul>	Ø	Φ	Ø	VH241897		
<ol> <li>Integration of computers and other technology into classroom instruction</li> </ol>	Ø	Ð	0	VH241896	<ul> <li>Integration of computers and other technology into classroom instruction</li> </ul>	9	Ð	Ø	VH241896		
2018 Grade 8)				V112946905	Issue: Teacher Preparati	on					
<ol> <li>In this school year, did your school computers or other digital devices</li> </ol>		eachers on how to u	se	VIENNUS	15. In this school year, did your school computers or other digital devices?	offer training for te	eachers on how to use	e	V18294995	NC	N/A
Yes, to all teachers					Yes, to all teachers						
③ Yes, to some teachers					③ Yes, to some teachers						
© No					© No						
0.19 Crada $9$											
2018 Grade 8)					Issue: Technology Use						
7. In this school year, have you parti devices through your school?	cipated in training o	on computers or othe	er digital	V1295076	16. In this school year, have you partici devices through your school?	pated in training o	n computers or othe	r digital	V1E95076	NC	N/A
D No					Ø No						
③ Once					(D) Once						
© Twice					© Twice						
© Several times											
2018 Grade 8)					Issue: Technology Use						
				VH617404	N/A					D	Due to a lac
8. In this school year, did your school	ol provide you with	a laptop computer (i	ncluding								of a clear
Chromebooks) to use for teaching	5 and class preparati	UIIY									
Yes, and I can take it home.											relationship
Tes, but I cannot take it home											to
© No											achievemer
											and to keep
											teacher
											burden low
											this item w
2018 Grade 8)											
										1	dropped.

	Grade 8 Core Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>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?</li> <li>③ Yes, and I can take it home.</li> <li>④ Yes, but I cannot take it home.</li> <li>④ No</li> </ul>	N/A	D	Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.
<ul> <li>view</li> <li>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.</li> <li>Desktop computers</li> <li>Laptop computers (including Chromebooks)</li> <li>Tablets (for example, Surface Pro, iPad, Kindle Fire)</li> <li>Other digital devices (Please specify):</li></ul>	<ul> <li>18. 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.</li> <li>② Desktop computers</li> <li>③ Laptop computers (including Chromebooks)</li> <li>③ Tablets (for example, Surface Pro, iPad, Kindle Fire)</li> </ul>	1860997 R	The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio ns.
	Issue: Technology Use	139921152 NC	N/A
<ul> <li>21. How well do the desktop computers in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul>	<ul> <li>19. How well do the desktop computers in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul>		
(2018 Grade 8)	Issue: Technology Use		

							2019 item							D/A/ R/NC+	Rationale
<ul> <li>2. How well do the lapto</li> <li>All computers are</li> <li>All computers are</li> <li>All computers are</li> <li>All computers are</li> <li>Some of the comp</li> <li>I don't know.</li> </ul>	functional and functional, bu functional, bu	l operate quicl t some run mo t all or almost	kly. ore slowly tha : all run slowly	n others.	vork?	V1592059	<ul> <li>All computers are full</li> <li>All computers are full</li> <li>All computers are full</li> <li>All computers are full</li> <li>Some of the computer</li> <li>I don't know.</li> </ul>	<ul> <li>20. How well do the laptop computers (including Chromebooks) in your school work?</li> <li>② All computers are functional and operate quickly.</li> <li>③ All computers are functional, but some run more slowly than others.</li> <li>③ All computers are functional, but all or almost all run slowly.</li> <li>③ Some of the computers do not operate and cannot be used.</li> <li>④ I don't know.</li> </ul>						NC	N/A
2018 Grade 8)		-				VH592063	issue: rechnology	Use					VH592063	NC	N/A
<ul> <li>How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</li> <li>All tablets are functional and operate quickly.</li> <li>All tablets are functional, but some run more slowly than others.</li> <li>All tablets are functional, but all or almost all run slowly.</li> <li>Some of the tablets do not operate and cannot be used.</li> <li>I don't know.</li> </ul> 2018 Grade 8) 24. How often do you do the following in this school? Select one circle in each row.						<ul> <li>21. How well do the tablet work?</li> <li>All tablets are func</li> <li>All tablets are func</li> <li>All tablets are func</li> <li>All tablets are func</li> <li>Some of the tablets</li> <li>I don't know.</li> </ul> Issue: Technology	tional and o tional, but s tional, but a do not oper	operate quickly some run more all or almost al	slowly than c I run slowly.		school		NC	N/A	
24. How often do you do	the following	in this school	Select one cit	rcle in each ro	w,	V11304679	22. How often do you do th	ie following	in this school	Select one ci	rcle in each ro	w.	V12104679	INC	N/A
	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			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			
<ul> <li>Teach jointly as a team in the same class</li> </ul>	0	Ð	Ø	۵	Φ	VH304693	<ul> <li>a. Teach jointly as a team in the same class</li> </ul>	٩	Ð	0	Ð	Ð	VH304693		
<ul> <li>b. Observe other teachers' classes and provide feedback</li> </ul>	0	Ð	Ø	0	Φ	VH304698	<ul> <li>Observe other teachers' classes and provide feedback</li> </ul>	Ø	Φ	0	Ð	Ð	VH304698		
<li>c. Engage in discussions about the learning development of specific students</li>	٩	Ð	Ø	Ø	Ð	VH304736	<ul> <li>c. Engage in discussions about the learning development of specific students</li> </ul>	Ø	Ð	Q	Ø	⊕	VH304736		
<li>d. Work with other teachers in my school</li>	Ø	Ð	Ø	Ø	Ð	VH30474D	d. Work with other teachers in my school to ensure common standards in evaluations for	۵	Ð	0	Ø	œ	VH304740		

Previous item							2019 item							D/A/ R/NC+	Rationale
25. In your school, how s	evere is each p	roblem? Selec	t one circle in	each row.		VH262652	23. In your school, how sev	ere is each p	oroblem? Sel	ect one circle i	n each row.		VH262652	NC	N/A
	Not a pr	oblem M	inor M blem 1	Aoderate problem	Serious problem			Not a pr		Minor roblem	Moderate problem	Serious problem			
<ol> <li>The school building ne significant repair.</li> </ol>	eds 🛛 🖉	211-2	Ð	O	٢	VH262653	<ol> <li>The school building need significant repair.</li> </ol>	s ø		Ð	O	Ø	VH262653		
<li>b. Classrooms are overcrowded.</li>	0		θ	0	Φ	VH262654	<ul> <li>b. Classrooms are overcrowded.</li> </ul>	3		Ð	©	Ð	VH262654		
<li>c. Teachers have too man teaching hours.</li>	y 📀		Φ	0	Φ	VH262655	c. Teachers have too many	0		Ð	Ø	0	VH262655		
<li>d. Teachers do not have adequate workspace (e. for preparation, collaboration, or meeti with students).</li>	0		Ð	0	Φ	VH262656-	teaching hours. d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting	0		Φ	Ø	Φ	VH262656		
<li>e. Teachers do not have adequate instructional materials and supplies.</li>	Ø		Ð	Ø	Ø	VH262657	with students). e. Teachers do not have adequate instructional materials and supplies.	Q		Ð	Ø	Ø	¥¥1262657		
2018 Grade 8)							Issue: School Clima	ate							
26. How much does each circle in each row.						V1005005	24. How much does each of t circle in each row.	the following	g statements	apply to you as	a teacher? Sel	lect one	VIEI03005	NC	N/A
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			
<ul> <li>I am satisfied with being a teacher at this school.</li> </ul>	۵	Ð	ø	Φ	Φ	VH305016	<ul> <li>I am satisfied with being a teacher at this school.</li> </ul>	0	Ð	0	θ	Ð	VH305016		
<ul> <li>b. My work inspires me.</li> <li>c. I am frustrated as a</li> </ul>	Ø	Ð	O	٢	Ð	VH305024	b. My work inspires me.	٩	Ð	©	0	Ð	VH306024		
teacher at my school.	0	Ð	Ø	Ø	Θ	VH305032	<li>c. I am frustrated as a teacher at my school.</li>	۵	Ð	0	0	Ð	VH305032		
<ol> <li>I am supported by the teachers at my school.</li> </ol>	۵	Ð	ø	۵	Φ	VH30503.5	<ol> <li>I am supported by the teachers at my school.</li> </ol>	100	Φ	0	0	Ð	VH306033		
2018 Grade 8)	es well or poo	ly in school n	easier for you	ir students to	change	VII329966	Issue: School Clima 25. Whether a student does things. You may feel tha than others. In school, h	well or poor it some of th ow possible	is it for you	re easier for yo	ur students to	o change	VII329966	NC	N/A
27. Whether a student do things. You may feel than others. In school	hat some of th , how possible	is it for your :	reactives co en				following? Select one cit	rcle in each	row.						
27. Whether a student do things. You may feel	hat some of th , how possible circle in each Not at all possible to	is it for your s row. A little possible to	Somewhat possible to	Quite possible to	Completely possible to	T		Not at all	A little	Somewhat	Quite possible to	Completely			
27. Whether a student do things. You may feel than others. In school following? Select one	hat some of th , how possible circle in each Not at all possible to change	is it for your s row. A little possible to change	Somewhat possible to change	possible to change	possible to change	V14329967		Not at all possible to change	A little possible to change		Quite possible to change	possible to change	5		
<ul> <li>27. Whether a student do things. You may feel that there is the shool following? Select one</li> <li>a. Being intelligent</li> <li>b. Putting forth a lot of</li> </ul>	hat some of th , how possible circle in each Not at all possible to	is it for your s row. A little possible to	Somewhat possible to	possible to	possible to	VH329967 VH329968	a. Being intelligent	possible to change ©	possible to change D	possible to change ©	possible to change ©	possible to change ©	VH329967		
<ul> <li>27. Whether a student do things. You may feel than others. In school following? Select one</li> <li>a. Being intelligent</li> </ul>	hat some of th , how possible circle in each Not at all possible to change	is it for your s row. A little possible to change D	Somewhat possible to change ©	possible to change ©	possible to change ©	VH329967 VH329968 VH329970		possible to change	possible to change	possible to change	possible to change	possible to change	5		

# **Appendix K-2f: Operational Grade 8 Core**

- 1. What is your sex?
  - (D) Male
  - Female
     Female
     A

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.
- D 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.

  - Black or African American
  - © Asian
  - American Indian or Alaska Native
  - © Native Hawaiian or other Pacific Islander

VH240385

- **4.** Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

  - 1–2 years
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- **5.** Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?

  - 1–2 years
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- **6.** Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?
  - Less than 1 year
  - 1–2 years
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- 7. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?

  - 1–2 years
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- **8.** Have you been awarded tenure by the school, district, or diocese where you currently teach?
  - (A) Yes
  - B No
     No
  - © My school, district, or diocese does not award tenure.

- **9.** Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

  - S 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.

#### 10. 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
 Yes

B No
 No

VH240200

#### 11. What is the highest academic degree you hold?

- High school diploma
- (B) Associate's degree/vocational certification
- © Bachelor's degree
- Master's degree
- C 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.)

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	۵	®	©	VH241758
b. English	$\textcircled{\label{eq:states}}$	®	©	VH241754
c. Other language arts-related subject	۵	®	©	VH241784
d. Mathematics education	A	®	©	VH241760
e. Mathematics	A	®	©	VH241761
f. Other mathematics-related subject such as statistics	۵	®	©	VH241776
g. Biology or other life science	A	®	©	VH241768
h. Physics, chemistry, or other physical science	A	®	C	VH241769
i. Earth or space science	A	®	©	VH241770
j. Mathematics or mathematics education	A	®	C	VH241771
k. Science education	A	®	©	VH241772

A

A

A

A

B

B

B

B

12. 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.

VH240204

VH241780

VH241767

VH241781

VH241782

O

 $\odot$ 

 $\odot$ 

O

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

( Yes

education

education

1. Engineering or engineering

m. Elementary or secondary

n. Special education (including

students with disabilities) o. English language learning

B No

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ø	B	©	VH241791
b. English	A	B	Ô	VH241789
c. Other language arts-related subject	ه	®	©	VH241810
d. Mathematics education	A	®	Ô	VH241792
e. Mathematics	A	®	©	VH241793
f. Other mathematics-related subject such as statistics	A	₿	©	VH241794
g. Biology or other life science	A	B	©	VH241798
h. Physics, chemistry, or other physical science	۸	®	©	VH241799
i. Earth or space science	A	B	©	VH241800
j. Mathematics or mathematics education	۸	®	©	VH241801
k. Science education	A	®	©	VH241802
<ol> <li>Engineering or engineering education</li> </ol>	Ø	B	©	VH241806
m. Elementary or secondary education	Ø	®	©	VH241797
n. Special education (including students with disabilities)	Ø	®	©	VH241807
o. English language learning	Ø	B	©	VH241808

14. 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.

VH294995

VH241785

**15.** In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- ᢙ Yes, to all teachers
- <sup>®</sup> Yes, to some teachers
- © No

VH241893

- **16.** In this school year, have you participated in training on computers or other digital devices through your school?
  - Ø No
  - Once
     Once
  - © Twice
  - Several times
- 17. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

		No, I am already proficient.	No, I have not.	Yes	
a.	Basic computer training	A	ß	Ô	VH241894
b.	Software applications	A	®	O	VH241895
c.	Use of the Internet	A	ß	Ô	VH241898
d.	Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	0	®	O	VH241897
e.	Integration of computers and other technology into classroom instruction	0	®	O	VH241896

- **18.** 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)

- 19. How well do the desktop computers in your school work?
  - All computers are functional and operate quickly.
  - ③ 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.

VH592063

VH592052

#### 20. How well do the laptop computers (including Chromebooks) in your school work?

- All computers are functional and operate quickly.
- ③ 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.

- All tablets are functional and operate quickly.
- ③ 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.

	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	٨	®	O	Ø	Ē	VH304693
b. Observe other teachers' classes and provide feedback	æ	6	O	Ø	Ē	VH304698
c. Engage in discussions about the learning development of specific students	Ø	6	O	Ø	¢	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	æ	(8)	Ø	Ø	¢	VH304740

**22.** How often do you do the following in this school? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ø	®	O	Ø	VH262653
b. Classrooms are overcrowded.	Ø	®	O	Ø	VH262654
c. Teachers have too many teaching hours.	Ø	®	O	Ø	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	æ	6	O	©	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ø	®	©	D	VH262657

**23.** In your school, how severe is each problem? Select **one** circle in each row.

**24.** 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.	Ø	ß	O	0	¢	VH305016
b. My work inspires me.	A	®	Ô	O	Ē	VH305024
c. I am frustrated as a teacher at my school.	Ø	ß	O	0	Ē	VH305032
d. I am supported by the teachers at my school.	A	B	O	Ø	Ē	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	A	®	Ô	O	Ē	VH329967
b. Putting forth a lot of effort	Ø	®	0	Ø	Ē	VH329968
c. Behaving well in class	A	®	O	O	Ē	VH329970

# **Appendix K-2g: Summary of Changes Pilot Grade 8 Core**

2	019 Pilot Grade 8 Core Teacher					
Previous item	2019 item	2019 item				
<ul> <li>WEAN</li> <li>1. Are you Hispanic or Latino? Select all squares that apply.</li> <li>(a) No, I am not Hispanic or Latino.</li> <li>(b) Yes, I am Mexican, Mexican American, or Chicano.</li> <li>(c) Yes, I am Puerto Rican or Puerto Rican American.</li> <li>(c) Yes, I am Cuban or Cuban American.</li> <li>(c) Yes, I am from some other Hispanic or Latino background.</li> </ul>	<ul> <li>Solution</li> <li>2. Are you Hispanic or Latino? Select all squares that apply.</li> <li>(1) No, I am not Hispanic or Latino.</li> <li>(1) Yes, I am Mexican, Mexican American, or Chicano.</li> <li>(2) Yes, I am Puerto Rican or Puerto Rican American.</li> <li>(2) Yes, I am Cuban or Cuban American.</li> <li>(3) Yes, I am from some other Hispanic or Latino background.</li> </ul>	VII220385	NC	N/A		
<ul> <li>2. Which of the following best describes you? Select all squares that apply.</li> <li> <ul> <li>White</li> <li>Black or African American</li> <li>Asian</li> <li>American Indian or Alaska Native</li> <li>Native Hawaiian or other Pacific Islander</li> </ul> </li> <li>(2017 Grade 8)</li> </ul>		VH240386	NC	N/A		
<ul> <li>3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</li> <li>(a) Less than 1 year</li> <li>(a) 1-2 years</li> <li>(c) 3-5 years</li> <li>(c) 6-10 years</li> <li>(c) 11-20 years</li> <li>(c) 210 r more years</li> </ul>	<ul> <li>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</li> <li> <ul> <li>Less than 1 year</li> <li>1-2 years</li> <li>3-5 years</li> <li>6-10 years</li> <li>11-20 years</li> <li>21 or more years</li> </ul> </li> <li>Issue: Teacher Preparation</li> </ul>	VII24095	NC	N/A		
<ul> <li>4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?</li> <li> <ul> <li>Less than 1 year</li> <li>1-2 years</li> <li>3-5 years</li> <li>6-10 years</li> <li>11-20 years</li> <li>21 or more years</li> </ul> </li> <li>(2017 Grade 8)</li> </ul>	<ul> <li>5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?</li> <li>© Less than 1 year</li> <li>© 1-2 years</li> <li>© 3-5 years</li> <li>© 6-10 years</li> <li>© 11-20 years</li> <li>© 21 or more years</li> </ul> Issue: Teacher Preparation	VH2#202	NC	N/A		

#### 2019 Pilot Grade 8 Core Teacher 2019 item Previous item D/A/ Rationale R/NC+ R This item was 5. Have you been awarded tenure by the school or district where you currently teach? 7. Have you been awarded tenure by the school, district, or diocese where you currently teach? revised to ( Yes ( Yes include (B) No No No O My school or district does not award tenure. "diocese" as a O My school, district, or diocese does not award tenure. source of tenure. **Issue:** Teacher Preparation (2017 Grade 8) VH240197 VH24019 NC N/A 6. Do you hold a regular or standard certificate that is valid in the state in which you 8. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? are currently teaching? Yes, I hold a permanent certificate. Yes, I hold a permanent certificate. (1) Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, ② Yes, I hold a temporary certificate. (This type of certificate may require additional coursework.) student teaching, etc.) student teaching, etc.) O No, but I am currently working toward certification. O No, but I am currently working toward certification. No, and I am not planning to obtain certification. D No, and I am not planning to obtain certification. (2017 Grade 8) **Issue:** Teacher Preparation VH240198 NC N/A 7. Did you enter teaching through an alternative route to certification program? 9. Did you enter teaching through an alternative route to certification program? (An alternative route to certification program is a program that was designed to (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, expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.) district, or university alternative route to certification program.) @ Yes @ Yes <sup>®</sup> No I No **Issue:** Teacher Preparation (2017 Grade 8) VH24019 N/A D To create 8. Are you certified by the National Board for Professional Teaching Standards in at room in the least one content area? questionnaire (The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national for new assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of development classroom practice and pass one or more tests of content knowledge.) (1) Yes, I am fully certified by the National Board for Professional Teaching Standards. and keep I am working towards my National Board certification. school O No administrator burden low, this item was (2017 Grade 8) dropped.

Previous item					2019 item						Rationale
<ul> <li>9. What is the highest academic degree you hold?</li> <li> Ø High school diploma </li> <li> Ø Associate's degree/vocational certification Ø Bachelor's degree </li> <li> Ø Master's degree </li> <li> Ø Eduction are for the product of the</li></ul>					10. What is the highest academic degree you hold?       •         ① High school diploma       •         ③ Associate's degree/vocational certification       •         ③ Bachelor's degree       •						Response options e, f, and g were revised and
<ul> <li>Master's degree</li> <li>Education specialist's or professional diploma based on at least one year's work past master's degree</li> <li>Doctorate</li> <li>Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</li> <li>(2017 Grade 8)</li> </ul>					<ul> <li>Master's degree</li> <li>Education specialist degree</li> <li>Doctor of Education degree (i.e., Ed.D.)</li> <li>Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)</li> <li>Other academic degree (Please specify):</li> </ul> Issue: Teacher Preparation						an open- ended response option has been added.
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.					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.						This item is customized
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject
<ul> <li>Reading, language arts, or literacy education</li> </ul>	۵	٩	0	VH241758	a. Reading, language arts, or literacy	0	®	©	VH241758		and has bee
b. English	۵	۲	©	VH241754	education b. English	0	®	©	VH241754		expanded
<ul> <li>Other language arts-related subject</li> </ul>	۵	٢	©	VH241784	c. Other language arts-related	0	®	0	VH241784		from readin
d. Elementary or secondary education	0	®	Q	VH241767	subject d. Mathematics education	0	•	0	VH241760		
e. Special education (including	۵	®	0	VH241781	e. Mathematics	0	0	0	VH241761		and math to
students with disabilities) f. English language learning	0	0	0	VH241782	f. Other mathematics-related subject such as statistics	0	(1)	0	VH241776		also include
0.0.0.0					g. Biology or other life science	0	®	©	VH241768		sub-items fo
					h. Physics, chemistry, or other physical science	0	⊕	0	VH241769		science.
					i. Earth or space science	0	(1)	©	VH241770		
					j. Mathematics or mathematics education	@	₿	0	VH241771		
					k. Science education	0	®	©	VH241772		
					<ol> <li>Engineering or engineering education</li> </ol>	0	®	0	VH241780		
					m. Elementary or secondary education	Ø	¢	©	VH241767		
					<ul> <li>n. Special education (including students with disabilities)</li> </ul>	۲	٢	0	VH241781		
					o. English language learning	0	٦	©	VH241782		
					Issue: Teacher Preparati	on					
2017 Grade 8)	VIERDOA     VIERDOA     Since completing your undergraduate degree, have you taken any graduate courses?     Vierdoa     Yes     No Question 12 is not applicable and will be skipped.				12. Since completing your undergraduate degree, have you taken any graduate courses?         ③ Yes         ① No						

#### 2019 Pilot Grade 8 Core Teacher

#### **Previous item**

#### 2

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.

	1	Yes, a major	Yes, a minor or special emphasis	No	
	Reading, language arts, or literacy education	۲	Ð	0	VH241791
b. 1	English	0	®	Ø	VH241789
	Other language arts-related subject	0	©	©	VH241810
	Elementary or secondary education	۲	Ð	O	VH241797
e.	Special education (including students with disabilities)	0	©	Ø	VH241807
f. 1	English language learning	0	(1)	Ø	VH241808

					D/A/	Rationale
					R/NC+	
13. Did you have a major, minor, or s part of your graduate coursework	pecial emphasis ir ? Select one circle	n any of the following su in each row.	ubjects as	VH241785	R	This item is customized
	Yes, a major	Yes, a minor or special emphasis	No			by subject
a. Reading, language arts, or literacy education	۵	Œ	©	VH241791		and has been
b. English	0	®	©	VH241789		expanded
<li>c. Other language arts-related subject</li>	0	®	©	VH241810		from reading
d. Mathematics education	٨	Ð	0	VH241792		and math to
e. Mathematics	0	1	0	VH241793		
<li>f. Other mathematics-related subject such as statistics</li>	0	Ð	©	VH241794		also include
g. Biology or other life science	0	®	©	VH241798		sub-items for
<ul> <li>Physics, chemistry, or other physical science</li> </ul>	۲	(1)	0	VH241799		science.
i. Earth or space science	0	®	O	VH241800		
j. Mathematics or mathematics education	٨	۲	0	VH241801		
k. Science education	0	ـ	0	VH241802		
<ol> <li>Engineering or engineering education</li> </ol>	0	®	0	VH241806		
m. Elementary or secondary education	0	D	0	VH241797		
Succession		-	•			
n. Special education (including students with disabilities)	۵	©	©	VH241807		
n. Special education (including			-			
n. Special education (including students with disabilities)	Ø	(D)	Ø	VH241807	D	To create

#### (2017 Grade 8)

13. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row.

Co	the second s	Yes	No	-
	llege course taken after your first rtification	۵	Ð	VH241843
. Wo	orkshop or training session	0	©	VH241844
. Me coa	entoring and/or peer observation and aching as part of a formal arrangement	۵	⊕	VH241847
. Co	-teaching/team teaching	۲	٦	VH241853

#### (2017 Grade 8)

### 2019 Pilot Grade 8 Core Teacher

Previous item					2019 item					D/A/ R/NC+	Rationale
<ol> <li>During the last two years, have y following areas? Select one circle</li> </ol>		g from any source in	any of the	VH241893		<b>16.</b> During the last <b>two school years</b> , have you received training from any source in any of the following areas? Select <b>one</b> circle in each row.					Example content was
	No, I am already proficient.	No, I have not.	Yes			No, I have not needed training in	No, I have not received training	Yes			added to sub-
a. Basic computer training	0	₿	0	VH241894		this area.	from any source in this area.	103			items a and b
b. Software applications	۵	₿	0	VH241895	<b>D</b>		in this area.				
c. Use of the Internet	(3)	ـ	0	VH241898	<ul> <li>Basic computer training (e.g., moving files, creating folders, or</li> </ul>	Ø	Ð	0	VH852920		and the
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television,	۵	⊕	Θ	VH241897	using keyboard/mouse) b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	@	6	0	VH852921		example content for
videoconferencing				-	c. Use of the Internet	0	0	0	VH852924		
e. Integration of computers and other technology into classroom instruction	۲	Ð	©	VH241896	<ul> <li>d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)</li> </ul>	٨	¢	Ø	VH852923		sub-item d was updated.
					e. Integration of computers and other digital devices into classroom instruction	٨	Ð	Ø	VH852922		
(2017 Grade 8)					Issue: Teacher Preparat	ion					
<ul> <li>15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</li> <li>14. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</li> <li>Yes, to all teachers</li> <li>Yes, to some teachers</li> <li>No</li> <li>Yes, to some teachers</li> <li>No</li> </ul>						VH294995	NC	N/A			
(2017 Grade 8)					Issue: Teacher Preparat	ion					
<ul> <li>16. In this school year, have you partic devices through your school?</li> <li>No</li> <li>Once</li> <li>Twice</li> <li>Several times</li> <li>(2017 Grade 8)</li> </ul>	ripated in training o	n computers or other	digital	VH29676	<ul> <li>15. In this school year, have you partidevices through your school?</li> <li>No</li> <li>Once</li> <li>Twice</li> <li>Several times</li> <li>Issue: Technology Use</li> </ul>	icipated in training	on computers or othe	r digital	VH295076	NC	N/A
<ul> <li>17. In this school year, did your school Chromebooks) to use for teaching</li> <li>③ Yes, and I can take it home.</li> <li>③ Yes, but I cannot take it home.</li> <li>③ No</li> </ul>	and class preparatio	a laptop computer (ir on?	ncluding	V16/7804	N/A					D	To create room in the questionnaire for new development and keep school administrator burden low,
(2017 Grade 8)											this item was dropped.

2019 Pilot Grade 8 Core Teacher								
Previous item	2019 item	D/A/ R/NC+	Rationale					
<ul> <li>(2017 Grade 8)</li> </ul>		D	To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.					
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.	<ul> <li>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.</li> <li>Desktop computers</li> <li>Laptop computers (including Chromebooks)</li> <li>Tablets (for example, Surface Pro, iPad, Kindle Fire)</li> <li>Other digital devices (Please specify):</li></ul>	NIESSONG NC	N/A					
<ul> <li>20. How well do the desktop computers in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul> (2017 Grade 8)	<ul> <li>18. How well do the desktop computers in your school work?</li> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul>	NIESZEZ NC	N/A					
<ul> <li>21. How well do the laptop computers (including Chromebooks) in your school work?</li> <li>② All computers are functional and operate quickly.</li> <li>③ All computers are functional, but some run more slowly than others.</li> <li>③ All computers are functional, but all or almost all run slowly.</li> <li>③ Some of the computers do not operate and cannot be used.</li> <li>④ I don't know.</li> </ul> (2017 Grade 8)	<ul> <li>Issue: Technology Use</li> <li>19. How well do the laptop computers (including Chromebooks) in your school work?</li> <li> <ul> <li>All computers are functional and operate quickly.</li> <li>All computers are functional, but some run more slowly than others.</li> <li>All computers are functional, but all or almost all run slowly.</li> <li>Some of the computers do not operate and cannot be used.</li> <li>I don't know.</li> </ul> </li> <li>Issue: Technology Use</li> </ul>	VILISY2059 NC	N/A					

#### 2019 Pilot Grade 8 Core Teacher

						2019 item							D/A/ R/NC+	Rationale
22. How well do the tablets (for work?			ıdle Fire) in your :	school	VH592063	20. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?						VH592063	NC	N/A
All tablets are function     All tablets     All tablet						All tablets are functional and operate quickly.								
<ul> <li>All tablets are function</li> <li>All tablets are function</li> </ul>						$\ensuremath{\mathfrak{D}}$ All tablets are functional, but some run more slowly than others.								
<ul> <li>Some of the tablets do :</li> </ul>			.y.			© All tablets are function								
© I don't know.	iot operate and	cumor be used.				Some of the tablets do	not operat	te and cannot	be used.					
						© I don't know.								
2017 Grade 8)						<b>Issue:</b> Technology l	Jse							
23. How often do you do the following in this school? Select one circle in each row.						21. How often do you do the	following	in this school	Select one ci	rcle in each ro	ow.	VH304679	NC	N/A
	Never or t	ut once wice a year mont	ce a or twice a	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day of almost every day	r		
a. Teach jointly as a team in the same class	0	0 0	Ø	©	VH304693	a. Teach jointly as a team in the same class	(6)	®	Q	Ø	©	VH304693		
<ul> <li>b. Observe other teachers' classes and provide feedback</li> <li>c. Engage in discussions</li> </ul>	۵	0 0	Ø	©	VH304698	b. Observe other teachers' classes and provide feedback	٩	®	¢	۵	©	VH304698		
about the learning development of specific students	۵	© ©	Ø	θ	VH304736	c. Engage in discussions about the learning development of	Θ	©	O	0	Θ	VH304736		
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	۵	0 0	۵	Ū	VH304740	specific students d. Work with other teachers in my school to ensure common standards in evaluations for assessing student	Ø	6	Ø	۵	Ø	VH304740		
						progress								
2017 Grade 8) 24. In your school, how sever	e is each proble	m? Select one ci	rcle in each row.		VH262652	<b>Issue:</b> School Clima 22. In your school, how seven		oroblem? Selec	t one circle in	each row.	2 <u> </u>	VH262652	NC	N/A
	e is each proble Not a proble		rcle in each row. Moderate problem	Serious problem	VH262652			wahloom M	linor M	Aoderate	Serious	VH262652	NC	N/A
<ul><li>24. In your school, how sever</li><li>a. The school building needs</li></ul>		Minor	Moderate		VH262652 VH262653	22. In your school, how sever a. The school building needs	re is each p	oblem M	iinor M oblem j	Aoderate problem	problem	VH262652 VH262653	NC	N/A
	Not a probler	m Minor problem	Moderate problem	problem		<ul> <li>22. In your school, how sever</li> <li>a. The school building needs significant repair.</li> <li>b. Classrooms are</li> </ul>	e is each p Not a pr	oblem M pro	linor M oblem J	Aoderate problem	problem ©	VH262653	NC	N/A
<ul> <li>24. In your school, how sever</li> <li>a. The school building needs significant repair.</li> <li>b. Classrooms are</li> </ul>	Not a problem	m Minor problem	Moderate problem ©	problem ©	VH262653	<ul> <li>22. In your school, how seven</li> <li>a. The school building needs significant repair.</li> <li>b. Classrooms are overcrowded.</li> <li>c. Teachers have too many</li> </ul>	e is each p	oblem M pro	tinor M bblem H D D	©	problem D D		NC	N/A
<ul> <li>24. In your school, how sever significant repair.</li> <li>b. Classrooms are overcrowded.</li> <li>c. Teachers have too many teaching hours.</li> <li>d. Teachers do not have adequate workspace (e.g.,</li> </ul>	Not a problem	n Minor problem	Moderate problem © ©	problem © ©	VH262653 VH262654 VH262655	<ul> <li>22. In your school, how sever</li> <li>a. The school building needs significant repair.</li> <li>b. Classrooms are overcrowded.</li> <li>c. Teachers have too many teaching hours.</li> <li>d. Teachers do not have</li> </ul>	e is each p Not a pr	oblem M pro	linor M oblem J	Aoderate problem	problem ©	VH262653 VH262654	NC	N/A
<ul> <li>24. In your school, how sever significant repair.</li> <li>b. Classrooms are overcrowded.</li> <li>c. Teachers have too many teaching hours.</li> <li>d. Teachers do not have</li> </ul>	Not a problem	m Minor problem ©	Moderate problem ©	problem ©	VH262653	<ul> <li>22. In your school, how seven</li> <li>a. The school building needs significant repair.</li> <li>b. Classrooms are overcrowded.</li> <li>c. Teachers have too many teaching hours.</li> </ul>	e is each p	oblem M pro	tinor M bblem H D D	©	problem D D	VH262653 VH262654	NC	N/A

#### 2019 Pilot Grade 8 Core Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ VH305005 N/A 25. How much does each of the following statements apply to you as a teacher? Select one NC 23. How much does each of the following statements apply to you as a teacher? Select one circle in each row. circle in each row. A little bit Not at all Somewhat Quite a bit Exactly like Quite a bit like me Exactly like Not at all A little bit Somewhat like me like me like me like me me like me like me like me me a. I am satisfied with I am satisfied with being a teacher at this 0 1 0 0 0 being a teacher at this Ø 1 0 0 Ð school. school. b. My work inspires me. 0 1 0 0 Ð My work inspires me. 0 A 0 0 D c. I am frustrated as a 0 D 0 0 Ð c. I am frustrated as a teacher at my school 0 1 0 0 Ð teacher at my school. d. I am supported by the 0 (D) 0 0 Ð d. I am supported by the teachers at my school. Ø Ð 0 0 0 teachers at my school (2017 Grade 8) **Issue:** School Climate VH32996 26. Whether a student does well or poorly in school may depend on a lot of different 24. Whether a student does well or poorly in school may depend on a lot of different NC N/A things. You may feel that some of these things are easier for your students to change 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 than others. In school, how possible is it for your students to change each of the following? Select one circle in each row. following? Select one circle in each row. Not at all A little Somewhat Quite Completely A little Somewhat Completely Not at all Quite possible to change . Being intelligent 1 0 0 0 a. Being intelligent 1 0 0 D Putting forth a lot of Ð b. Putting forth a lot of 0 0 0 effort B 0 0 Ð effort Behaving well in class 1 0 0 0 0 . Behaving well in class 0 0 0 0 Θ (2017 Grade 8) **Issue:** Desire for Learning VH717250 N/A А This item was 1. What is your sex? added to ( Male provide <sup>®</sup> Female additional contextual Issue: Gender information. N/A This trend А 6. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year? item is @ Less than 1 year included in 1-2 years 1-2 year the © 3-5 years questionnaire @ 6-10 years @ 11-20 years because the © 21 or more years mathematics is being assessed in this **Issue:** Teacher Preparation

	administratio
	n.

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

# Appendix K-2h: Pilot Grade 8 Core

- 1. What is your sex?
  - Male
     Male
  - Female
     Female
     A

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.
- <sup>(D)</sup> Yes, I am Cuban or Cuban American.
- © Yes, I am from some other Hispanic or Latino background.

VH712259

- 3. Which of the following best describes you? Select all squares that apply.

  - Black or African American
  - © Asian
  - American Indian or Alaska Native
  - © Native Hawaiian or other Pacific Islander

- **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
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- **5.** Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?

  - 1–2 years
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- **6.** Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?
  - Less than 1 year
  - 1–2 years
  - $\odot$  3–5 years

  - © 11–20 years
  - © 21 or more years

- 7. Have you been awarded tenure by the school, district, or diocese where you currently teach?
  - (D) Yes
  - B No
     No
  - © My school, district, or diocese does not award tenure.

VH240197

- **8.** Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
  - ℬ Yes, I hold a permanent certificate.
  - (1) 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.

9. 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

- **10.** What is the highest academic degree you hold?
  - High school diploma
     High schol diploma
     High schol diploma
     High schol diploma
     H
  - Associate's degree/vocational certification
  - © Bachelor's degree
  - Master's degree
  - © Education specialist degree
  - Doctor of Education degree (i.e., Ed.D.)
  - © Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)
  - Other academic degree (Please specify):

**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. Reading, language arts, or literacy education	Ø	B	C	VH241758
b. English	A	®	Ô	VH241754
c. Other language arts-related subject	æ	₿	©	VH241784
d. Mathematics education	A	®	Ô	VH241760
e. Mathematics	A	®	©	VH241761
f. Other mathematics-related subject such as statistics	Ø	®	©	VH241776
g. Biology or other life science	A	®	Ô	VH241768
h. Physics, chemistry, or other physical science	۲	₿	©	VH241769
i. Earth or space science	A	®	Ô	VH241770
j. Mathematics or mathematics education	æ	B	C	VH241771
k. Science education	A	®	Ô	VH241772
1. Engineering or engineering education	Ø	®	©	VH241780
m. Elementary or secondary education	A	®	©	VH241767
n. Special education (including students with disabilities)	۸	®	©	VH241781
o. English language learning	A	B	©	VH241782

VH240204

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

(D) Yes

B No
 No

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ø	®	©	VH241791
b. English	A	®	Ö	VH241789
c. Other language arts-related subject	۵	®	©	VH241810
d. Mathematics education	A	®	Ö	VH241792
e. Mathematics	A	®	O	VH241793
f. Other mathematics-related subject such as statistics	Ø	®	©	VH241794
g. Biology or other life science	A	®	Ö	VH241798
h. Physics, chemistry, or other physical science	Ø	®	©	VH241799
i. Earth or space science	A	®	Ö	VH241800
j. Mathematics or mathematics education	Ø	®	©	VH241801
k. Science education	A	®	Ö	VH241802
1. Engineering or engineering education	Ø	®	©	VH241806
m. Elementary or secondary education	۵	®	©	VH241797
n. Special education (including students with disabilities)	Ø	®	©	VH241807
o. English language learning	Ø	B	Ö	VH241808

**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.

VH294995

VH241785

**14.** In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- ᢙ Yes, to all teachers
- <sup>®</sup> Yes, to some teachers
- © No

- **15.** In this school year, have you participated in training on computers or other digital devices through your school?
  - (D) No
  - Once
     Once
  - © Twice
  - © Several times

VH852919

**16.** During the last **two school years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

		No, I have not needed training in this area.	No, I have not received training from any source in this area.	Yes	
a.	Basic computer training (e.g., moving files, creating folders, or using keyboard/mouse)	0	ഀ	Q	VH852920
b.	Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	Ø	₿	Ø	VH852921
c.	Use of the Internet	Ø	B	O	VH852924
d.	Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	Ø	₿	O	VH852923
e.	Integration of computers and other digital devices into classroom instruction	0	ഀ	O	VH852922

- 17. 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):

VH592059

- 18. 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.

**19.** 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.

- **20.** How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?
  - All tablets are functional and operate quickly.
  - (B) 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.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	A	ß	0	Ø	Ē	VH304693
b. Observe other teachers' classes and provide feedback	(9	ß	0	0	Ē	VH304698
c. Engage in discussions about the learning development of specific students	8	®	Ø	Ø	Ē	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ø	®	Ø	Ø	¢	VH304740

**21.** How often do you do the following in this school? Select **one** circle in each row.

VH592063

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ø	®	O	Ø	VH262653
b. Classrooms are overcrowded.	Ø	®	O	Ø	VH262654
c. Teachers have too many teaching hours.	Ø	®	O	Ø	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	æ	6	O	©	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ø	®	©	D	VH262657

**22.** In your school, how severe is each problem? Select **one** circle in each row.

**23.** 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.	Ø	ß	O	0	¢	VH305016
b. My work inspires me.	A	®	Ô	O	Ē	VH305024
c. I am frustrated as a teacher at my school.	Ø	ß	O	0	Ē	VH305032
d. I am supported by the teachers at my school.	A	B	O	Ø	Ē	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	A	®	Ô	O	Ē	VH329967
b. Putting forth a lot of effort	Ø	®	0	Ø	Ē	VH329968
c. Behaving well in class	A	®	O	O	Ē	VH329970

# Appendix K-2i: Summary of Changes Operational Grade 4 Reading

Previous item						2019 item						D/A/ R/NC+	Rationale
<ol> <li>Which best describes yo Language arts refers to circle.</li> <li>I do not teach Englis be skipped.</li> <li>I teach all or most st</li> <li>The only subject I te</li> <li>We team teach, and</li> <li>(2017 Grade 4)</li> </ol>	rcading, writing, Ì sh/language arts to ubjects, including E each is English/lang	iterature, and relat this class. <i>Questio</i> : anglish/language ar guage arts.	<ol> <li>Which best describes your Language arts refers to reacircle.</li> <li>I do not teach English/I</li> <li>I teach all or most subject I teach</li> <li>The only subject I teach</li> <li>We team teach, and I height</li> </ol> Issue: Resources for	ding, writing, lii anguage arts to ti cets, including Er n is English/langu ave primary respo	erature, and rela nis class. glish/language ar lage arts. nsibility for teach	ted topics. Sele ts. ning English/la	ect one	VH240015	NC	Please note inline directions are different given transition from PBA to			
				VH	61160			g and mstr			VH261160	-	DBA.
<ol> <li>How many students are in</li> <li>2017 Grade 4)</li> </ol>	this class? Enter tl	ne number of stude	ents.			2. How many students are in						NC	N/A
3. In a typical week, about h English/language arts ins literature, and related top hours and (2017 Grade 4)	truction? Language	e arts refers to read rs and minutes.			7H334214	Issue: Resources f         3. In a typical week, about he English/language arts instruiterature, and related topi	ow much time in ruction? Languag cs. Enter the hou minutes per	total do you sper e arts refers to rea rs and minutes. week	d with this cla ding, writing,	iss on	VH334214	NC	N/A
<ol> <li>To what extent have yo arts class so far this yea</li> </ol>	u provided instruc r? Select one circle	tion in the follow e in each row.	ing in English/	language	VH240522	4. To what extent have you arts class so far this year	provided instruc Select one circle	tion in the follow in each row.	ing in English/	language	VH240522	R	Sub-items were dropped
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			to reduce
a. Fiction	Ø	ـ	©	Ø	VH240523	a. Fiction	®	ـ	©	Ø	VH240523		teacher
b. Literary nonfiction	۲	ـ	O	Ø	VH240524	b. Exposition	۲	۲	©	۵	VH240526		
c. Poetry	Ø	٢	O	Ø	VH240528	c. Argumentation and	0	@	Q	۵	VH240527		burden and
d. Exposition	۲	ـ	0	Ð	VH240526	persuasion	)	÷	Ŷ				create
e. Argumentation and persuasion	۲	ـ	0	Ø	VH240527								
f. Procedural texts and documents	۵	₪	Ø	Ø	VH240525								opportunity for new
(2017 Grade 4)						Issue: Organizatio	n of Instru	ction					development.

revious item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>When reading a story, ask your students to d</li> </ol>	article, or oth o the followin	cr passage wit	th your studen circle in each	ts. how often o	lo you	VH2M2/SP	5. When reading a story, a sk your students to do	article, or oth the followir	er passage wit ig? Select one	th your studer circle in each	nts, how often row.	ı do you	VH334294	R	A sub-item was dropped
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			to reduce teacher
a. Summarize the	Ø	Ø	Q	Ø	always D	VHD612H	a. Summarize the passage	0	₿	0	Θ	©	VH334295		burden and
b. Interpret the meaning	0	0	0	0	Ð	YH261232	b. Interpret the meaning of the passage	۲	Ð	0	Ø	Ð	VH334296		create
of the passage c. Question the motives or feelings of the characters	۵	œ	Ø	Ø	æ	VH261233	c. Question the motives or feelings of the characters	0	9	Θ	Θ	©	VH334299		opportunity for new
d. Identify the main ideas of the passage	Ø	Ð	0	Ø	Φ	VHD61255	d. Identify the themes of the passage	0	₿	0	Θ	Ð	VH335901		developme
e. Identify the themes of the passage	8	œ	0	Ø	Φ	versionale	e. Analyze two or more texts on the same	۲	Ð	0	Ø	©	VH334297		
<ol> <li>Analyze two or more texts on the same topic</li> </ol>	Φ	9	0	Ø	Φ	YH261240	topic								
017 Grade 4) 6. This school year, to w processes when teachi each row.	ng informatio	nal and literar	ry texts in clas	s? Select one c	ircle in	VH261255	Issue: Organizatio 6. This school year, to wh processes when teachir each row.	at extent hav g information	e you emphas nal and literary	y texts in class	? Select one ci	ircle in	VH261255	NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			
<ul> <li>Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</li> </ul>	0	(1)	©	Ø	©	VH261256	<ul> <li>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</li> </ul>	0	®	Ø	Ø	¢	VH261256		
<li>Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</li>	۵	¢	0	Ø	٢	VH261257	<li>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</li>	۲	©	Q	Ð	¢	VH261257		
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or	8	®	Θ	Φ	©	VH261258	c. Critique and evaluate (e.g., evaluate text critically from many					1			

critically from many

perspectives or evaluate overall text quality)

0

Issue: Organization of Instruction

ـ

0

0

O

VH261258

perspectives or

(2017 Grade 4)

evaluate overall text quality)

96

evious item							2019 item							D/A/ R/NC+	Rationale
7. When you teach Engli strategies? Select one	sh/language a circle in each	rts, how ofter row.	n do you use the	following		V11334360	<ol><li>When you teach Engl strategies? Select one</li></ol>	sh/language a circle in each	rts, how often row.	do you use the	following		VIDARNI	R	Sub-items
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			were revise and added t
<ul> <li>a. I teach reading as a whole-class activity.</li> </ul>	@	G	O	0	©	VH334361	<ul> <li>a. I teach reading as a whole-class activity.</li> </ul>	Ø	Ð	0	Ø	θ	VICING		align with
<ul> <li>b. I create student groups with the same achievement level.</li> </ul>	8	⊕	Ø	0	Ð	VH334362	<ul> <li>b. I create student groups with the same achievement level.</li> </ul>	8	8	θ	θ	θ	VICALIEZ		grade 8
c. I create groups by random assignment.	۵	۵	©	Ø	©	VH334363	<ul> <li>c. I create student groups with different achievement levels.</li> </ul>	ø	Ð	0	Φ	Φ	VIPLEMENT		developme
d. I allow students to choose their own	0	⊕	0	θ	Θ	VH334368	d. I create groups by random assignment.	8	Ð	Θ	0	Ø	VHUTCH		
e. I use individualized instruction for reading.	®	0	Ø	0	©	VH334364	<li>c. I allow students to choose their own groups.</li>	Ð	Ð	ø	۵	Φ	VIRIALIS		
<li>f. Students work independently on an assigned plan or goal.</li>	۵	٩	Θ	۵	Θ	VH334365	<ol> <li>I use differentiated instruction for reading (i.e., instruction tailored to student</li> </ol>		9	9		θ	WHERE WE		
g. Students work independently on a goal they choose	@	٩	Ø	Ø	©	VH334366	ability and learning style). g. 1 ask students to work	-	5 m <sup>2</sup> m		24				
themselves.			1				independently on an assignment or task.	60	Ø	0	Ð	Θ	VIESamouk		
							<ul> <li>I ask students to work independently on a task they choose themselves.</li> </ul>	æ	0	0	æ	æ	VIJERNALT		
							<ul> <li>Other strategies (Please specify):</li> </ul>	ø	æ	θ	9	Φ	V165829(0)		

#### **Previous item**

(2017 Grade 4)

a. Build and practice

comprehension d. Practice spelling and

reading projects

(2017 Grade 4)

vocabulary b. Build reading fluency

c. Build reading

grammar e. Access reading-related

websites f. Conduct research for

When you teach English/language arts to your students, how do you use each of the following resources? Select one circle in each row.	
following resources: select one circle in each row.	

		Not used	Supplement	Basis for instruction	
a.	Hardback textbooks, workbooks, or worksheets	۲	⊕	0	VH262697
b.	Electronic textbooks	0	©	O	VH262698
c.	A variety of children's books (e.g., novels, collections of stories, nonfiction)	@	®	0	VH262701
d.	Materials from different curricular areas	۲	©	0	VH262703
e.	Children's newspapers and/or magazines	۲	ـ®	0	VH262704
f.	Reading-related websites or apps	0	®	O	VH262707
g.	Reading-related educational games	۲	Ð	0	VH262714

In your fourth-grade English/language arts class this year, how often do your students use a computer or other digital device to do each of the following? Select one circle in each row.

About once or twice a

year

1

1

1

1

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1

Never

0

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About once or twice a

month

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About once or twice a Every day or almost

every day

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VH61709

VH6171

week

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8. When you teach English							D/A/ R/NC+	Rationale
following resources? Sel	1/language a lect one circ	erts to your stud le in each row.	ents, how do y	ou use each of	the	334484	NC	N/A
h		Not used	Suppleme		sis for ruction			
<ul> <li>Hardback textbooks, work or worksheets</li> </ul>	kbooks,	۵	۲		© VH33	4485		
. Electronic textbooks		•	٢		© VH33	4486		
<ul> <li>A variety of children's boo novels, collections of stori nonfiction)</li> </ul>		Ø	٩		© VH26	2701		
. Materials from different curricular areas		۵	₿		© VH33	4498		
<ul> <li>Children's newspapers and magazines</li> </ul>	ıd/or	(3)	Ð		© VH26	2704		
. Reading-related websites		(6)	۲		© VH33	4495		
<ul> <li>Reading-related education games</li> </ul>	nal	۵ ۵			© VH33	4491		
<b>sue:</b> Organizatio	on of In	structior	ı			ODG1620F	_	
sue: Organizatio	glish/langua	age arts class th Select one circl	nis year, how o e in each row		Every day or	VH844695	R	The phrase "use a
. In your fourth-grade Eng	glish/langua	age arts class th	is year, how o	About once or twice a week	Every day or almost every day	VH844695	R	"use a computer o
. In your fourth-grade Eng students do each of the f	glish/langua following? (	age arts class th Select one circl About once or twice a	his year, how o e in each row About once or twice a	About once or twice a	almost	VH844695 VH844696	R	"use a computer of digital devic
. In your fourth-grade Eng students do each of the f Build and practice vocabulary	glish/langua following? ( Never	age arts class th Select one circl About once or twice a year	is year, how o e in each row About once or twice a month	About once or twice a week	almost every day		R	"use a computer of digital devic to" was
. In your fourth-grade Eng students do each of the f Build and practice vocabulary Build reading fluency	glish/langua following? s Never @	age arts class th Select one circl About once or twice a year ®	his year, how of e in each row. About once or twice a month ©	About once or twice a week	almost every day ©	VH844696	R	"use a computer or digital devic to" was removed to
. In your fourth-grade Eng students do each of the f Build and practice vocabulary Build reading fluency Build reading comprehension	glish/langua following? s Never ©	age arts class th Select one circl About once or twice a year	his year, how e e in each row. About once or twice a month ©	About once or twice a week ©	almost every day ©	VH844696 VH844700	R	"use a computer or digital devic to" was removed to align with
, In your fourth-grade Eng students do each of the f Build and practice vocabulary Build reading fluency Build reading comprehension Practice spelling and	glish/langua following? ( Never © © ©	About once or twice a year	ais year, how of e in each row About once or twice a month © ©	About once or twice a week	almost every day © ©	VH844696 VH844700 VH844698	R	"use a computer or digital devic to" was removed to

							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Suppose your students likely do you think eac circle in each row.</li> </ol>	did very well h of the follow	on their last ving explana	English/langu tions is in this	age arts test. I situation? Sel	How lect one	VH262946	<ol> <li>Suppose your students likely do you think eac circle in each row.</li> </ol>	did very well h of the follow	on their last ving explana	English/langu tions is in this	age arts test. H situation? Sel	low ect one	VH262946	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
<ul> <li>My students did well because they studied and were prepared.</li> </ul>	۵	٩	Ø	Ø	θ	VH262948	<ul> <li>My students did well because they studied and were prepared.</li> </ul>	۵	©	©	Ø	Ð	VH262948	0	
<li>b. My students did well because they put in a lot of effort.</li>	۲	٢	Ø	Ø	Ð	VH262949	b. My students did well because they put in a lot of effort.	٩	ـ	0	Ø	Ð	VH262949		
c. My students did well because they always do well on tests.	۲	ـ	©	۵	¢	VH262950	<li>c. My students did well because they always do well on tests.</li>	0	۲	Ø	Φ	Ð	VH262950		
<ul> <li>d. My students did well because I taught the concepts well.</li> <li>e. My students did well</li> </ul>	۵	٩	Ø	Ø	Ð	VH262951	d. My students did well because I taught the concepts well.	Θ	٢	Ø	Ø	Θ	VH262951		
e. INV students did well		Ð	0	Ø	Ð	VH337286	e. My students did well		1.2.2				1.000	6	
because they guessed well on the test.	۲	G			9		because they guessed	8	۲	0	Ø	Ð	VH337286		
because they guessed	۵	Ð	©	Ð	Ð	VH337287		@ @	0	©	0	Ð	VH337286 VH337287		
because they guessed well on the test. f. My students did well because they are just good at reading. 017 Grade 4)	۵	© Ilowing limi	© it how you te	۵	Ð		because they guessed well on the test. f. My students did well because they are just	© paration	D lowing limit	© t how you tea	۵	D		NC	N/A
because they guessed well on the test. f. My students did well because they are just good at reading. D17 Grade 4) I. In your view, to what ex one circle in each row.	© tent do the fo	© llowing limi	© it how you te	© ach this class	© ? Select	VH337287	because they guessed well on the test. f. My students did well because they are just good at reading. Issue: Teacher Pre 11. In your view, to what ext one circle in each row.	®	D lowing limit	© t how you tea	©	© Select	VH337287	NC	N/A
because they guessed well on the test. f. My students did well because they are just good at reading. 017 Grade 4) 1. In your view, to what ex one circle in each row. Students lacking prerequisite knowledge or	© tent do the fo	D llowing limit	© it how you te: at all	© ach this class: Some	© ? Select A lot	VH337287 VH262634	because they guessed well on the test. f. My students did well because they are just good at reading. Issue: Teacher Pre 11. In your view, to what ext one circle in each row.	© paration rent do the fol	© lowing limit	© t how you tea at all	© ch this class? : Some	© Select A lot	VH337287 VH262634	NC	N/A

# Appendix K-2j: Operational Grade 4 Reading

- I teach all or most subjects, including English/language arts.
- © The only subject I teach is English/language arts.
- <sup>©</sup> We team teach, and I have primary responsibility for teaching English/language arts.

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

VH261160

**3.** In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

**4.** To what extent have you provided instruction in the following in English/language arts class so far this year? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	A	®	0	0	VH240523
b. Exposition	A	®	Ô	0	VH240526
c. Argumentation and persuasion	A	B	O	D	VH240527

5. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	Ø	®	O	Ø	Ē	VH334295
b. Interpret the meaning of the passage	æ	®	O	Ø	Ē	VH334296
c. Question the motives or feelings of the characters	Ø	(6)	O	0	Ē	VH334299
d. Identify the themes o the passage	f @	®	O	Ø	Ē	VH335901
e. Analyze two or more texts on the same topic	Ø	®	Ø	0	Ē	VH334297

VH240522

6. This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select **one** circle in each row.

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
i f	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	0	®	Ø	Ø	¢	VH261256
	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	®	0	Ø	¢	VH261257
	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	0	®	O	Ø	Ē	VH261258

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

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	I teach reading as a whole-class activity.	۵	®	O	Ø	Ē	VH334361
b.	I create student groups with the same achievement level.	Ø	®	Ø	Ø	Ē	VH334362
c.	I create student groups with different achievement levels.	Ø	®	O	Ø	Ē	VH548665
d.	I create groups by random assignment.	A	®	0	Ø	Ē	VH334363
e.	I allow students to choose their own groups.	Ø	®	Ø	Ø	Ē	VH334368
f.	I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	Ø	®	O	Φ	¢	VH562894
g.	I ask students to work independently on an assignment or task.	Ø	®	Ø	Ø	Ē	VH548666
h.	I ask students to work independently on a task they choose themselves.	Ø	®	O	Ø	Ē	VH548667
i.	Other strategies (Please specify):	Ø	6	O	Ø	Ē	VH562900

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	Ø	®	©	VH334485
b. Electronic textbooks	A	®	©	VH334486
c. A variety of children's books (e.g. novels, collections of stories, nonfiction)	A	6	©	VH262701
d. Materials from different curricular areas	Ø	®	©	VH334498
e. Children's newspapers and/or magazines	Ø	®	©	VH262704
f. Reading-related websites or apps	A	®	©	VH334495
g. Reading-related educational games	Ø	®	©	VH334491

8. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

About once Every day or About once About once almost Never or twice a or twice a or twice a every day year month week a. Build and practice VH844696 A B ©  $\odot$ Ð vocabulary b. Build reading fluency VH844700 A B  $\bigcirc$  $\odot$ Ð c. Build reading A B O  $\bigcirc$ Đ VH844698 comprehension d. Practice spelling and VH844697 A B ©  $\odot$ Ð grammar e. Access reading-related © A B  $\odot$ Ð VH844701 websites f. Conduct research for

B

O

 $\odot$ 

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

A

reading projects

VH844695

VH844699

Ð

**10.** Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	Ø	ß	O	Ø	Ē	VH262948
b.	My students did well because they put in a lot of effort.	0	ß	O	Ø	Ē	VH262949
c.	My students did well because they always do well on tests.	Ø	®	Ø	Ø	Ē	VH262950
d.	My students did well because I taught the concepts well.	0	ß	Ø	Ø	Ē	VH262951
e.	My students did well because they guessed well on the test.	0	®	O	Ø	Ē	VH337286
f.	My students did well because they are just good at reading.	Ø	ß	O	Ø	Ē	VH337287

# **11.** In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

VH262634

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	Ø	ß	O	Ø	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	A	(16)	Ø	Ø	VH262637
c. Disruptive students	A	®	O	D	VH262638
d. Uninterested students	A	®	©	D	VH262639

# **Appendix K-2k: Summary of Changes Pilot Grade 4 Reading**

Previous item						2019 item						D/A/	Rationale
												R/NC+	
<ol> <li>Which best describes your Language atts refers to re- circle.</li> <li>I do not teach English/l be skipped.</li> <li>I teach all or most subject The only subject I teacl</li> <li>We team teach, and I have</li> </ol>	iding, writing, l anguage arts to ects, including E n is English/lang	iterature, and re this class. <i>Quest</i> nglish/language guage arts.	lated topics. Se ions 2–11 are n arts.	elect <b>one</b> aot applicable ar	viisiois	<ol> <li>Which best describes you Language arts refers to re- and digital texts. Select o</li> <li>I do not teach English</li> <li>I teach all or most sul</li> <li>The only subject I tea</li> <li>We team teach, and I</li> </ol>	ading, writin ne circle. h/language ar bjects, includ cich is English have primary	g, literature, an ing English/lan /language arts, / responsibility	d related top guage arts. for teaching	ics using print English/langu	væsse	R	The phrase "using print and digital texts" was added. Please note inline directions are different given transition from PBA to
(2017 Grade 4)						Issue: Resources f	or Learr	ing and li	nstructio	on	VIDS1100	_	DBA.
2. How many students are in	this class? Enter	t the number of s	tudents.		Viesuto	2. How many students are s					v1125(160	NC	N/A
(2017 Grade 4)					VH0H214	Issue: Resources f	or Learr	ling and li	nstructio	on	V18656401	_	
<ol> <li>In a typical week, about ho English/language arts instr literature, and related topic  hours and</li> <li>(2017 Grade 4)</li> </ol>	uction? Languag s. Enter the hou	e arts refers to re irs and minutes.			( and )	3. In a typical week, about H English/language arts ins literature, and related top only hours and Issue: Resources f	truction? La bics. Enter the minute	nguage arts refe hours and min es per week	rs to reading, utes and inc	writing. lude in-class tii		R	The phrase "and include in-class time only" was added.
<ol> <li>To what extent have you arts class so far this year?</li> </ol>	provided instruc	tion in the follow	ing in English/	language	VHOMOST2	<ol> <li>To what extent have you pr English/language arts class</li> </ol>	rovided instruc	tion in the follow	ing types of ter		VHK55851	R	In the stem,
arts class so tai tills ycars	Not at all	Small extent	Moderate	Large extent		and and and and a state state	Not at all	Small extent	Moderate	Large extent			the phrase "types of
a. Fiction	00	0	extent	0	V78240523	a. Fiction	۲	۵	©	Ø	VH855052		
b. Literary nonfiction	Ð	0	0	0	V16240524	<li>b. Exposition (i.e., text that aims to explain, inform, or</li>							text" was
c. Poetry	۲	Ø	Q	Ø	VH240528	describe, like newspaper or magazine articles,	B	⊕	0	0	VH855058		added. Sub-
d. Exposition	Ø	Ø	0	Ø	VH240820	textbooks, or informational			1	1			items were
e. Argumentation and persuasion	0	Ð	0	Ø	VH240527	essays) c. Argumentation and							
f. Procedural texts and	Ø	®.	0	0	VH240525	persuasion	Θ	<b>(</b>	0	Ø	VH855056		removed; the
documents						<li>d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)</li>	۲	Ð	C	Ð	v9t855055		parenthetical was added to
(2017 Grade 4)						Issue: Organizatio	on of Inst	ruction					sub-item "b"; and one sub-

Previous item							2019 item							D/A/ R/NC+	Rationale
															item was added.
5. When reading a story, ask your students to o	article, or oth to the followin	er passage wit ig? Select one	h your studen circle in each	ts, how often o row.	do you	VIGNER	<ol> <li>When reading a story, ask your students to d</li> </ol>	article, or oth lo the followin	er passage wit ng activities? S	th your studen Select one circ	ts, how often o le in each row.	do you	AH011/86	R	In the stem,
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	Π		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			"activities" was added;
a. Summarize the passage	ø	٩	0	0	θ	VH281231	a. Summarize the passage	Ø	œ	Ø	Ø	Φ	VI0811999		two sub-
<ul> <li>Interpret the meaning of the passage</li> </ul>	θ	Φ	0	θ	θ	VF05412.82	b. Interpret the meaning of the passage	۵	٩	ø	0	Φ	VIII511997		items were removed; an
<li>Question the motives or feelings of the characters</li>	8	Ð	0	8	θ	V1061233	c. Question the motives or feelings of the characters	۵	0	0	θ	θ	A11611008		one sub-item
<ol> <li>Identify the main ideas of the passage</li> </ol>	۹	٩	Ø	٩	Ø	VH261235	d. Identify the themes of the passage	0	ø	ø	0	θ	VH812001		was added.
<ul> <li>e. Identify the themes of the passage</li> <li>f. Analyze two or more</li> </ul>	۵	⊕	Ø	θ	θ	VH535897	e. Analyze two or more texts on the same	۵	œ	0	۵	θ	VH812005		
texts on the same topic	۲	٢	©	۵	Ø	V11261240	topic f. Analyze the author's organization of information in a	Ø	Ð	Ø	θ	Ð	VH812009		
									the second second						
							g. Critique the author's craft or technique	۲	0	٥	0	θ	YH812011		
							g. Critique the author's	٩	© ©	Ø	0	θ	VII812011 VII855005		
2017 Grade 4) 6. This school year, to w processes when teach each row.						3004255	g. Critique the author's craft or technique h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics.	© on of Ins	Truction	© sized the follo	@ wing tasks wh	œ		R	In the stem, "cognitive
6. This school year, to w processes when teach	ing informatio	nal and literar Very little	y texts in clas	s? Select one c Quite a bit	ircle in A lot of	711Dia 253	<ul> <li>g. Critique the author's craft or technique</li> <li>h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)</li> <li>Issue: Organizatio</li> <li>6. This school year, to w</li> </ul>	© on of Ins	Truction	© sized the follo	@ wing tasks wh	œ	V18655005	R	"cognitive processes"
processes when teach     each row.	ing informatio	nal and literar	y texts în clas	s? Select one c	ircle in	VID4255	<ul> <li>g. Critique the author's craft or technique</li> <li>h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)</li> <li>Issue: Organizatio</li> <li>6. This school year, to w</li> </ul>	© on of Ins hat extent ha il and literary No	D truction ve you empha texts in classi Very little	© sized the follo Select one ci Some	@ wing tasks wh rcle in each ro Quite a bit	en w. A lot of	V18655005	R	"cognitive
<ol> <li>6. This school year, to w processes when teach each row.</li> <li>a. Locate and recall (e.g., identify main ideas or</li> </ol>	ing informatio No emphasis	very little emphasis	y texts în clas Some emphasis	Select one c Quite a bit of emphasis	ircle in A lot of emphasis		<ul> <li>g. Critique the author's craft or technique</li> <li>h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)</li> <li>Issue: Organization</li> <li>6. This school year, to w teaching informationa</li> <li>a. Locate and recall (e.g., identify main ideas or focus on specific</li> </ul>	© on of Ins hat extent ha il and literary No emphasis	Truction truction ve you empha texts in classi Very fittle emphasis	© sized the follo Select one ci Some emphasis	© wing tasks wh rcle in each ro Quite a bit of emphasis	© en w. A lot of emphasis	V18455005 V1812204	R	"cognitive processes" was replaced

Previous item							2019 item							D/A/ R/NC+	Rationale
7. When you teach Engli strategies? Select one	sh/language ai circle in each i	rts, how often row.	do you use the	following		411334380	<ol><li>When you teach Engli strategies? Select one</li></ol>	sh/language a circle in each	rts, how often row.	do you use the	following t	eaching	VH855023	R	In the stem, "teaching"
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			was added
<ul> <li>a. I teach reading as a whole-class activity.</li> </ul>	θ	⊕	0	Ð	θ	VH334361	<ul> <li>a. I teach reading as a whole-class activity.</li> </ul>	0	(1)	O	Ø	©	VH855024		and four sub
<li>b. 1 create student groups with the same achievement level.</li>	0	0	0	0	θ	VH\$34362	<ul> <li>b. I create student groups with the same achievement level.</li> </ul>	0	3	Ø	0	©	VH855025		added.
<ul> <li>c. I create groups by random assignment.</li> <li>d. I allow students to</li> </ul>	۲	Φ	Ø	۵	Ð	VT1334363	<li>c. I create student groups with mixed achievement levels.</li>	0	٩	©	Ø	٢	VH855026		
choose their own groups.	Ø	θ	θ	0	θ	¥11334365	d. I create groups by random assignment.	0	(1)	O	Ø	C	VH855027		
<ul> <li>e. 1 use individualized instruction for reading.</li> </ul>	θ	Φ	0	⊕	θ	VH334364	e. I allow students to choose their own	0	0	Ø	Ø	©	VH855028		
<ol> <li>Students work independently on an assigned plan or goal.</li> </ol>	Ð	ø	Ø	θ	θ	VH334365	groups. f. I use individualized instruction for reading.	0	0	©	0	O	VH855034		
g, Students work independently on a goal they choose themselves.	θ	θ	Ø	θ	θ	V1634066	g. Students work independently on an assigned plan or goal.	۵	®	©	Ø	©	VH855030		
							h. Students work independently on a goal they choose themselves.	۵	٦	Ø	Φ	Φ	VH855031		
							<ol> <li>Students use self-paced reading programs or apps.</li> </ol>	0	ூ	Ø	0	©	VH855032		
							<li>J create opportunities for students to participate in (online or in-person) book clubs.</li>	0	۲	Ø	Θ	Ø	VH855033		
							<ul> <li>k. Students collaborate with peers and experts through the Internet or other digital connections.</li> </ul>	0	٦	Ø	٩	©	VH855029		

8. When you teach English/language arts to following resources? Select one circle in of	each row.	Supple:	ment j	Basis for instruction © © ©	V11262694	<ol> <li>8. When you teach Englis following resources? See</li> <li>a. Hardback or soft cover/p textbooks, workbooks, or worksheets</li> <li>b. Electronic textbooks, wo or worksheets</li> </ol>	aperback	arts to your stu cle in each row. Not used	dents. how do	none	Basis for	VIBSSOR	<b>R/NC+</b> R	Two sub- items were
Hardback textbooks, workbooks, or worksheets     Electronic textbooks     A variety of children's books (e.g., novels, collections of stories, nonfiction)     Materials from different curricular areas     Children's newspapers and/or magazines     Reading-related websites or apps     Reading-related educational	© © © © ©	0	2 2 2 2 2 2 2	© © © ©	V11262407 V11262407 V11262701 V11262703	textbooks, workbooks, o worksheets b. Electronic textbooks, wo or worksheets		Not used	Suppler		Basis for astruction			
or worksheets . Electronic textbooks . A variety of children's books (e.g., novels, collections of stories, nonfiction) . Materials from different curricular areas . Children's newspapers and/or magazines . Reading-related websites or apps . Reading-related educational	© © ©	0 0 0	p	0 0	VH262697 VH262698 VH262701 VH262703	textbooks, workbooks, o worksheets b. Electronic textbooks, wo or worksheets			-					added.
A variety of children's books (e.g., novels, collections of stories, nonfiction)     Materials from different curricular areas     Children's newspapers and/or magazines     Reading-related websites or apps     Reading-related educational	© © ©	0	y	0	V18262695 V18262701 V11262703	worksheets b. Electronic textbooks, wo or worksheets		Ø	®		0	VERSIONA		
novels, collections of stories, nonfiction) Materials from different curricular areas Children's newspapers and/or magazines Reading-related websites or apps Reading-related educational	© ©	0	,	Ø	V14262701 V11262703	or worksheets			1.1.1.5					
curricular areas Children's newspapers and/or magazines Reading-related websites or apps Reading-related educational	@ Ø	Ð	p		¥11262703		1000	۵	®		Ø	V14855085		
magazines Reading-related websites or apps Reading-related educational	0				1	<li>c. Children's books (e.g., no collections of stories, no graphic novels)</li>		۵	۵		Ø	VH855086		
Reading-related educational		Ø		Q	V18262704	d. Materials from different areas (e.g., articles from :		Ø	0		0	V31855087		
	٩		2	Q	V(1262707	<ul> <li>passages from history, et</li> </ul>	:.)	4				Rearbary		
		•	).	Ø	Vf1262714	<ul> <li>Children's newspapers and magazines</li> </ul>	nd/or	Ø	0		0	VH855092		
						f. Reading-related websites		0	Ø	-	Ø	¥11855089		
						<ul> <li>g. Reading-related education</li> <li>games</li> </ul>	nal	Ø	Ø		Ø	911865090		
						h. Materials found on the h	iternet	Ø	٢		Ø	VH855091		
						<ol> <li>Multimedia or non-print (e.g., texts including ima infographies, or animatic</li> </ol>	ges,	۲	θ		0	VHRS5088-		
students use a computer or other digital d circle in each row.	out once Abou	About once or twice a		Every day of almost	r	students do each of the	following a	About once or twice a	About once	each row.	Every day or		R	The phrase "use a
		month	week	every day					or twice a	or twice a	almost			
	Jean and			_		a Build and practice		year	month	week	almost every day			computer o digital devi
. Build and practice		Q	۵	Φ	V11262482	a. Build and practice vocabulary	Ø	year ©	month	week D	almost every day ©	¥H812077		computer o
Build and practice vocabulary Build reading fluency	0	0	0	Ð	V18262482 V18617099	vocabulary b. Build reading fluency	٩	year ©	month ©	week D D	almost every day Φ	VH812077 VH812078		computer o digital devi to" was
. Build and practice vocabulary	0 0			-		vocabulary b. Build reading fluency c. Build reading comprehension		year ©	month	week D	almost every day ©	¥H812077		computer o digital devi to" was removed to
Build and practice vocabulary Build reading fluency Build reading	0 0 0 0	0	0	Ð	V16517099	vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling, grammar.	@ @	year (D) (D) (D) (D)	month © ©	week @ @ @	almost every day Ф Ф	V318)2077 V318)2078 V31812083		computer of digital devi to" was removed to align with
Build and practice vocabulary Build reading fluency Build reading comprehension Practice spelling and		0	0	Ð	V1617099 V1817186	vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling,	٩	year ©	month ©	week D D	almost every day Φ	VH812077 VH812078		computer of digital devi to" was removed to align with grade 8
Build and practice vocabulary © Build reading fluency © Build reading © Comprehension © Practice spelling and grammar © Access reading-related ©		0 0	0	0 0 0	V18617099 V19617186 V19617186	vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling, grammar, capitalization, punctuation, and other	@ @	year (D) (D) (D) (D)	month © ©	week @ @ @	almost every day Ф Ф	V318)2077 V318)2078 V31812083		computer of digital devia to" was removed to align with grade 8 developme
Build and practice     Image: Constraint of the second secon		0 0 0	0 0 0	0 0 0	V18617099 V19617100 V19262485 V19262467	vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling, grammar. capitalization, punctuation, and other mechanics e. Access reading-related	@ @	year D D D D	month © © ©	week D D D D	alimost every day Φ Φ Φ	VH812077 V316)2078 V38120K3 V30512064		computer of digital device to" was removed to align with
Build and practice vocabulary Build reading fluency Build reading comprehension Practice spelling and grammat Access reading-related websites Conduct research for Conduct resea		0 0 0	0 0 0	0 0 0	V18617099 V19617100 V19262485 V19262467	vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling, grammar, capitalization, punctuation, and other mechanics e. Access reading-related websites f. Conduct research for	© © 0	year (D) (D) (D) (D) (D) (D) (D) (D)	month © © ©	week @ @ @ @	alimosi every day Φ Φ Φ Φ	431632077 433692078 433692078 433692078 433692063 433692064 433692066		computer of digital devi to" was removed to align with grade 8 developme and two su

							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Suppose your students of likely do you think each circle in each row.</li> </ol>						VIEMEDIA	<ol> <li>Suppose your students likely do you think eac circle in each row.</li> </ol>						ARDONE	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
<ol> <li>My students did well because they studied and were prepared.</li> </ol>	Ø	Φ	0	θ	θ	VHZAZIVAN	<ul> <li>My students did well because they studied and were prepared.</li> </ul>	۲	œ	ø	Θ	Θ	V11262949		
<li>b. My students did well because they put in a lot of effort.</li>	۵	٩	0	θ	θ	VIDADARY	<ul> <li>b. My students did well because they put in a lot of effort.</li> </ul>	Ø	⊕	0	Ø	θ	VH262949		
<li>c. My students did well because they always do well on tests.</li>	۲	Φ	Ø	Ø	θ	V1082950	c. My students did well because they always do well on tests.	®	Ð	¢	Ø	Φ	VHI262950		
<li>d. My students did well because I taught the concepts well.</li>	٩	Ð	©	Ø	Ø	VHEADAGE	d. My students did well because I taught the	٩	Ð	0	Ø	θ	VH262951		
<li>My students did well because they guessed well on the test.</li>	Ø	⊕	Ø	θ	θ	VIE172246	concepts well. c. My students did well because they guessed	٩	۵	۵	Φ	Ø	V11337256		
<ol> <li>My students did well because they are just good at reading.</li> </ol>	Ø	Φ	Ø	Φ	Φ	V14837287	<ul> <li>well on the test.</li> <li>f. My students did well because they are just good at reading.</li> </ul>	Ø	œ	0	0	θ	VH33/287		
2017 Grade 4) 11. In your view, to what er one circle in cach row.	ctent do the	following lit	nit how you to	each this class?	? Select	VEDIZASA	Issue: Teacher Pr 11. How well has your edu students with the follo	ucation and p	ofessional tra				viiki25au	R	
11. In your view, to what es						V36562434	11. How well has your edu	ucation and pr owing attribut	ofessional tra es? Select on	e circle in eacl	1 row.	Ferrandy	v(8)(25au	R	stem was
<ol> <li>In your view, to what es one circle in each row.</li> <li>a. Students lacking prerequisite knowledge or</li> </ol>	Not appli	icable No	mit how you to ot at all	each this class? Some	ł Select A lot D	VHDs2656	<ol> <li>How well has your edu students with the follo</li> <li>a. Students lacking</li> </ol>	ucation and proving attribut Not well at all	rofessional tra es? Select on A little	e circle in each	Quite a bit	Extremely well		R	stem was revised ar
<ol> <li>In your view, to what esone circle in each row.</li> <li>a. Students lacking prerequisite knowledge of skills</li> <li>b. Students with special needs (e.g., physical</li> </ol>	Not appli	icable No	ot at all D	Some ©	A lot		<ol> <li>How well has your edu students with the following of the following of the students lacking prerequisite knowledge or skills</li> <li>Students with special</li> </ol>	ucation and proving attribut	ofessional tra es? Select on	e circle in eacl	1 row.	Extremely well	V(8)(258)	R	stem was revised ar three sub items wer
<ol> <li>In your view, to what esone circle in each row.</li> <li>Students lacking prerequisite knowledge or skills</li> <li>Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> </ol>	Not appli	icable No	ot at all D	Some ©	A lot D	VH3x3x3x	<ul> <li>How well has your edu students with the follows with the follows and the students with the follows and the students with students with special needs (e.g., physical disabilities, mental or emotional/</li> </ul>	ucation and proving attribut Not well at all	rofessional tra es? Select on A little	e circle in each	Quite a bit	well		R	stem was revised ar three sub-
<ol> <li>In your view, to what esone circle in each row.</li> <li>Students lacking prerequisite knowledge or skills</li> <li>Students with special needs (e.g., physical disabilities, mental or emotional/psychological</li> </ol>	Not appli	icable No	ot at all D	Some ©	A lot		<ul> <li>How well has your edu students with the follow</li> <li>a. Students lacking prerequisite knowledge or skills</li> <li>b. Students with special needs (e.g., physical disabilities, mental or</li> </ul>	ucation and proving attribut	ofessional tra es? Select on A little ©	e circle in each	Quite a bit	Ø	V18s12Sex	R	revised an three sub- items wer
<ol> <li>In your view, to what esone circle in each row.</li> <li>a. Students lacking prerequisite knowledge of skills</li> <li>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> <li>c. Disruptive students</li> </ol>	Not appli	icable No	© 0	Some © ©	A lot D D	VH3x3x3x	<ul> <li>How well has your edu students with the follows with the follows and the students with the follows and the students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> <li>Disruptive students</li> </ul>	ucation and proving attribut Not well at all ©	ofcssional tra est Select on A little D D	e circle in eacl	Quite a bit	æell Ø Ø	V18/12546 V16/15547 V16/15549	R	stem was revised an three sub- items wer
<ol> <li>In your view, to what esone circle in each row.</li> <li>a. Students lacking prerequisite knowledge of skills</li> <li>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> <li>c. Disruptive students</li> </ol>	Not appli	icable No	© 0	Some © ©	A lot D D	VH3x3x3x	<ul> <li>How well has your edu students with the follows students with the follows and the students with states and the students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> <li>Disruptive students</li> <li>Uninterested students</li> </ul>	wing attribut Not well at all © © ©	ofcssional tra est Select on A little D D D	e circle in eacl	Quite a bit	E E E E E E E E E E E E E E E E E E E	V18/12547 V16/1547 V16/1547	R	stem was revised ar three sub- items wer
<ol> <li>In your view, to what esone circle in each row.</li> <li>a. Students lacking prerequisite knowledge of skills</li> <li>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> <li>c. Disruptive students</li> </ol>	Not appli	icable No	© 0	Some © ©	A lot D D	VH3x3x3x	<ul> <li>How well has your edu students with the fold</li> <li>a. Students lacking prerequisite knowledge or skills</li> <li>b. Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)</li> <li>c. Disruptive students</li> <li>d. Uninterested students</li> <li>c. English-language learners (ELLs)</li> </ul>	ucation and proving attribut Not well at all ©	ofcssional tra est Select on A little D D	e circle in eacl	Quite a bit	æell Ø Ø	V18/12546 V16/15547 V16/15549	R	stem was revised ar three sub- items wer
<ol> <li>In your view, to what esone circle in each row.</li> <li>a. Students lacking prerequisite knowledge of skills</li> <li>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> <li>c. Disruptive students</li> </ol>	Not appli	icable No	© 0	Some © ©	A lot D D	VH3x3x3x	<ol> <li>How well has your edu students with the followstudents with the followstudents with the followstudents with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</li> <li>Disruptive students</li> <li>Uninterested students</li> <li>English-language</li> </ol>	wing attribut Not well at all © © ©	ofcssional tra est Select on A little D D D	e circle in eacl	Quite a bit	E E E E E E E E E E E E E E E E E E E	V18/12547 V16/1547 V16/1547	R	stem was revised an three sub- items wer

# Appendix K-21: Pilot Grade 4 Reading

- 1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. Select **one** circle.
  - I do not teach English/language arts to this class.
  - I teach all or most subjects, including English/language arts.
  - © The only subject I teach is English/language arts.
  - <sup>©</sup> We team teach, and I have primary responsibility for teaching English/language arts.

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

VH261160

VH855408

**3.** In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes and include in-class time only.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

4. To what extent have you provided instruction in the following types of text in English/language arts class so far this year? Select one circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
a.	Fiction	${}^{\bigcirc}$	®	0	0	VH855052
b.	Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	0	(9)	Θ	Θ	VH855058
c.	Argumentation and persuasion	Ø	ß	0	0	VH855056
d.	Multimedia or non-print text (e.g., texts including images, infographics, or animations)	0	®	0	0	VH855055

VH855051

٦

5. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities? Select **one** circle in each row.

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	Summarize the passage	۵	B	O	Ø	Ē	VH811995
b.	Interpret the meaning of the passage	۵	B	O	Ø	Ē	VH811997
c.	Question the motives or feelings of the characters	Ø	®	Ø	0	Ē	VH811998
d.	Identify the themes of the passage	۵	B	O	Ø	Ē	VH812001
e.	Analyze two or more texts on the same topic	Ø	ß	Ø	0	Ē	VH812005
f.	Analyze the author's organization of information in a passage	Ø	₿	Ø	Ø	¢	VH812009
g.	Critique the author's craft or technique	Ø	B	0	Ø	Ē	VH812011
h.	Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	۵	℗	Ø	Ø	¢	VH855005

VH812038

	teaching informationa	l and literary	texts in class?	Select one cir	cle in each ro	W.	
		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
а.	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	0	®	O	Ø	Ē	VH812042
b.	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	9	6	0	Ø	θ	VH812044
С.	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	9	℗	Θ	Ø	Ē	VH812047

6. This school year, to what extent have you emphasized the following tasks when teaching informational and literary texts in class? Select **one** circle in each row.

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	I teach reading as a whole-class activity.	Ø	B	O	Ø	Ē	VH855024
b.	I create student groups with the same achievement level.	Ø	ß	Ø	Ø	Ē	VH855025
c.	I create student groups with mixed achievement levels.	0	6	Ø	Ø	Ē	VH855026
d.	I create groups by random assignment.	8	₿	O	0	Ē	VH855027
e.	I allow students to choose their own groups.	Ø	B	0	Ø	Ē	VH855028
f.	I use individualized instruction for reading.	A	B	O	D	Ē	VH855034
g.	Students work independently on an assigned plan or goal.	Ø	ഀ	0	Ø	Ē	VH855030
h.	Students work independently on a goal they choose themselves.	0	©	0	Ø	Ē	VH855031
i.	Students use self-paced reading programs or apps.	0	ß	0	Ø	Ē	VH855032
j.	I create opportunities for students to participate in (online or in-person) book clubs.	0	®	Ø	Ø	Ē	VH855033
k.	Students collaborate with peers and experts through the Internet or other digital connections.	0	©	O	Ø	Ē	VH855029

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

8. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

		Not used	Supplement	Basis for instruction	
a.	Hardback or soft cover/paperback textbooks, workbooks, or worksheets	Ø	®	©	VH855084
b.	Electronic textbooks, workbooks or worksheets	٨	®	Ö	VH855085
c.	Children's books (e.g., novels, collections of stories, nonfiction, graphic novels)	Ø	®	O	VH855086
d.	Materials from different subject areas (e.g., articles from science, passages from history, etc.)	۵	®	O	VH855087
e.	Children's newspapers and/or magazines	۵	®	©	VH855092
f.	Reading-related websites or apps	A	®	©	VH855089
g.	Reading-related educational games	۵	®	©	VH855090
h.	Materials found on the Internet	A	®	©	VH855091
i.	Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	۵	©	©	VH855088

**9.** In your fourth-grade English/language arts class this year, how often do your 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.	Build and practice vocabulary	Ø	®	0	Ø	Œ	VH812077
b.	Build reading fluency	A	®	Ô	O	Ē	VH812078
c.	Build reading comprehension	A	®	0	Ø	Ē	VH812083
d.	Practice spelling, grammar, capitalization, punctuation, and other mechanics	0	®	Q	Ø	¢	VH812084
e.	Access reading-related websites	A	®	0	Ø	Ē	VH812086
f.	Conduct research for reading projects	Ø	®	0	Ø	Ē	VH812088
g.	Read something they have chosen themselves	Ø	ß	Ø	Ø	¢	VH812089
h.	Work in pairs or small groups to talk about something they have read	0	®	0	Ø	¢	VH812091

**10.** Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	0	®	O	Ø	Ē	VH262948
b.	My students did well because they put in a lot of effort.	Ø	®	O	Ø	Ē	VH262949
c.	My students did well because they always do well on tests.	Ø	®	Ø	Ø	Ē	VH262950
d.	My students did well because I taught the concepts well.	Ø	ß	Ø	Ø	Ē	VH262951
e.	My students did well because they guessed well on the test.	Ø	ß	Ø	Ø	Ē	VH337286
f.	My students did well because they are just good at reading.	Ø	®	Q	Ø	Ē	VH337287

		Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a.	Students lacking prerequisite knowledge or skills	Ø	ß	O	Ø	Ē	VH812546
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	٩	®	O	Ø	¢	VH812547
c.	Disruptive students	A	ß	Ó	Ø	e	VH812549
d.	Uninterested students	A	ß	Ó	Ø	e	VH812550
e.	English-language learners (ELLs)	A	₿	0	Ø	Ē	VH812551
f.	Gifted and talented students	A	B	O	Ø	Ē	VH812553
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	۵	®	©	Ø	Ē	VH854948

**11.** How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

# Appendix K-2m: Summary of Changes Operational Grade 8 Reading

Previous item	2019 item	D/A/	Rationale
Previous item	2019 item	R/NC+	Rationale
VIEA0015	VIEROIS	NC	Please note
<ol> <li>Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</li> </ol>	<ol> <li>Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</li> </ol>		inline
I do not teach English/language arts to this class. Questions 2–12 are not applicable and will be skipped.	<ul> <li>I do not teach English/language arts to this class.</li> <li>I teach all or most subjects, including English/language arts.</li> </ul>		directions are different
<ul> <li>I teach all or most subjects, including English/language arts.</li> <li>The device the first state of the state of the</li></ul>	<ul> <li>The only subject I teach is English/language arts.</li> <li>We team teach, and I have primary responsibility for teaching English/language arts.</li> </ul>		0
<ul> <li>The only subject I teach is English/language arts.</li> <li>We team teach, and I have primary responsibility for teaching English/language arts.</li> </ul>			given
	Issue: Resources for Learning and Instruction		transition
(2017 Grade 8)			from PBA to DBA.
VIESING 2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2017 Grade 8)			
	Issue: Resources for Learning and Instruction		
VIENESS 3. In a typical week, about how much time in total do you spend with one of your	VIBLES	NC	N/A
eighth-grade English/language arts classes? Enter the hours and minutes.	<ol><li>In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.</li></ol>		
hours and minutes per week	hours and minutes per week		
(2017 Grade 8)	Issue: Resources for Learning and Instruction		
MUSON			
<ol> <li>Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</li> </ol>	<ol> <li>Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</li> </ol>	NC	N/A
English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.	English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.		
Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.	Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.		
© English/language arts lessons are primarily integrated with instruction in other subjects.	<ul> <li>English/language arts lessons are primarily integrated with instruction in other subjects.</li> </ul>		
(2017 Grade 8)			
	Issue: Organization of Instruction		

vious item							2019 item							D/A/ R/NC+	Rationale
To what extent have you p arts class so far this year? §	rovided instru Select one circ	ction in the fo le in each row	ollowing in Er	nglish/lang	guage	VH240522	5. To what extent have arts class so far this	you provided inst year? Select one ci	ruction in th rcle in each 1	e following i row.	n English/la	inguage	VH240522	R	Sub-items
	Not at all	Small exte	ent Mode exte	erate I	Large extent			Not at al	1 Small o		loderate extent	Large extent			were dropped to reduce
iction	0	(1)	C	>	٩	VH240523	a. Fiction	٩	C	D	©	Ø	VH240523		teacher
iterary nonfiction	۵	(1)	C		۵	VH240524	b. Exposition	۵	C	D	0	Ø	VH240526		
oetry	0	۵	C		٥	VH240528	c. Argumentation and persuasion	0	C	D	0	Ø	VH240527		burden and
xposition	۲	۵	C	>	٩	VH240526	persuasion								creato
argumentation and ersuasion	۲	ـ	C		۵	VH240527									create
rocedural texts and	0	®	C		Ð	VH240525	Issue: Organizati	on of Instr	uction						opportunity
ocuments	9	e e	a		w l		issue. Organizati		uction						
															for new
17 Grada 8)															for new development
17 Grade 8)						Contraction of the							- 101110/104		development
6. When reading a story.	article, or othe	er passage with	your student	s, how ofte	n do you	YIDAZH	6. When reading a stor	y, article, or other	passage with	your studen	ts, how often	n do you	VIII VIII VIII VIII VIII VIII VIII VII	R	
	article, or othe	er passage with g? Select one c	your student ircle in each r	s, how ofte ow.	n do you	YIDNON	<ol> <li>When reading a stor ask your students to</li> </ol>	y, article, or other do the following?	passage with Select one ci	your studen irele in each	ts, how ofter row.	n do you	VIIIId/94	R	development Sub-items
6. When reading a story.	lo the followin	gi Select one c	ircle in each r	ow.	Always o		6. When reading a stor ask your students to	do the following?	Scleet one ci	ircle in each	row.	Always or	VIIGESE	R	development Sub-items were dropped
6. When reading a story.	article, or othe to the followin Never or hardly ever	gi Select one c	your student ircle in each r Sometimes	s, how ofte ow. Often			6. When reading a stor ask your students to	do the following?	Scleet one ci	your studen ircle in each Sometimes	ts, how ofter row. Often	Always or almost	vittana	R	development Sub-items
6. When reading a story.	o the followin Never or hardly ever	gi Select one c Once in a while	ircle in each r Sometimes	ow. Often	Always o almost always	r	ask your students to	do the following? Never or hardly ever	Scleet one ci Once in a while	ircle in each Sometimes	row. Often	Always or almost always		R	development Sub-items were droppe to reduce
<ul> <li>6. When reading a story, ask your students to c</li> <li>a. Summarize the passage</li> </ul>	o the followin	g? Select one c Once in a	ircle in each r	ow.	Always o almost		<ul> <li>6. When reading a stor ask your students to</li> <li>a. Summarize the passage</li> </ul>	do the following?	Scleet one ci	ircle in each	row.	Always or almost	VIIIASA	R	development Sub-items were droppe
<ol> <li>When reading a story, ask your students to c</li> <li>a. Summarize the</li> </ol>	o the followin Never or hardly ever	gi Select one c Once in a while	ircle in each r Sometimes	ow. Often	Always o almost always	r	ask your students to	do the following? Never or hardly ever	Scleet one ci Once in a while	ircle in each Sometimes	row. Often	Always or almost always		R	development Sub-items were droppe to reduce
<ul> <li>6. When reading a story, ask your students to e</li> <li>a. Summarize the passage</li> <li>b. Interpret the meaning of the passage</li> <li>c. Question the motives</li> </ul>	Never or hardly ever @ @	gî Select one c Once in a while D G	Sometimes	ow. Often ©	Always o almost always D D	Г УНОЛЕДИЯ УНОЛЕДИЯ	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives	do the following? Never or hardly ever	Scleet one ci Once in a while D	rcle in each Sometimes ©	often Dften D	Always or almost always D D	91034295 94034296	R	development Sub-items were dropped to reduce teacher
<ul> <li>6. When reading a story, ask your students to of</li> <li>a. Summarize the passage</li> <li>b. Interpret the meaning of the passage</li> </ul>	o the followin Never or hardly ever Ø	gî Select one c Once in a while	ircle in each r Sometimes ©	ow. Often D	Always o almost always	r	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the	do the following? Never or hardly ever	Scleet one ci Once in a while	rcle in cach Sometimes ©	often Ø	Always or almost always	Aftracion	R	development Sub-items were dropper to reduce teacher burden and create
<ul> <li>6. When reading a story, ask your students to call ask your students ask your s</li></ul>	Never or hardly ever @ @	gî Select one c Once in a while D G	Sometimes	ow. Often ©	Always o almost always D D	Г УНОЛЕДИЯ УНОЛЕДИЯ	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o	do the following?	Scleet one ci Dnee in a while Dnee in a while Dnee in a while	rele in each Sometimes © ©	often Øften Ø	Always or almost always D D D	AMPPENA AUTO2020 AUTO2020	R	development Sub-items were droppe to reduce teacher burden and create opportunity
When reading a story, ask your students to o     a. Summarize the passage     b. Interpret the meaning of the passage     c. Question the motives or feelings of the characters     d. Identify the main ideas of the passage	Never or hardly ever	Once in a while	Sometimes © © © © ©	ow. Often © ©	Always o almost always D D D D	r VIELEDIS VIELEDIS VIELEDIS	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o the passage	do the following?	Scleet one ci Once in a while D	rcle in each Sometimes ©	often Dften D	Always or almost always D D	91034295 94034296	R	development Sub-items were droppe to reduce teacher burden and create
<ul> <li>6. When reading a story, ask your students to end ask your students of the passage</li> <li>c. Question the motives of reelings of the characters</li> <li>d. Identify the main ideas of the passage</li> <li>e. Identify the main ideas of the passage</li> </ul>	to the followin Never or hardly ever	Once in a while © ©	Sometimes © © ©	ow. Often © ©	Always o almost always D D D	r VIELEDIS VIELEDIS VIELEDIS	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o	do the following?	Scleet one ci Once in a while	Sometimes © © © ©	often Ø Ø Ø	Always or almost always D D D D	AMPPENA AUTO2020 AUTO2020	R	development Sub-items were dropped to reduce teacher burden and create opportunity for new
<ul> <li>6. When reading a story, ask your students to of a sk your students to of a story, ask your students to of the passage</li> <li>b. Interpret the meaning of the passage</li> <li>c. Question the motives of reelings of the characters</li> <li>d. Identify the main ideas of the passage</li> <li>e. Identify the themes of the passage</li> <li>e. Identify the themes of the passage</li> <li>f. Analyze two or more</li> </ul>	lo the followin hardly ever	g? Select one c Once in a while © © © ©	Sometimes	Often Dift	Always o almost always D D D D D D	YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o the passage c. Analyze two or more texts on the same topic	do the following?	Scleet one ci Dnee in a while Dnee in a while Dnee in a while	rele in each Sometimes © ©	often Øften Ø	Always or almost always D D D	ALE22-601 AADTEE104 AAE276260 AJE276260	R	development Sub-items were dropped to reduce teacher burden and create opportunity for new
<ul> <li>6. When reading a story, ask your students to end ask your students of the passage</li> <li>c. Question the motives of reelings of the characters</li> <li>d. Identify the main ideas of the passage</li> <li>e. Identify the main ideas of the passage</li> </ul>	Never or hardly ever	Once in a while	Sometimes © © © © ©	ow. Often © ©	Always o almost always D D D D	r VIELEDIS VIELEDIS VIELEDIS	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o the passage e. Analyze two or more texts on the same topic [. Analyze the author's	do the following?	Scleet one ci Once in a while	Sometimes © © © ©	often Ø Ø Ø	Always or almost always D D D D	ALE22-601 AADTEE104 AAE276260 AJE276260	R	development Sub-items were dropped to reduce teacher burden and create opportunity
<ul> <li>6. When reading a story, ask your students to a sk your students and a sk your students as a sk your self as a sk your self as a sk your sk y</li></ul>	lo the followin hardly ever	g? Select one c Once in a while © © © ©	Sometimes	Often Dift	Always o almost always D D D D D D	YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o the passage c. Analyze two or more texts on the same topic	do the following?	Scleet one ci Once in a while	Sometimes © © © ©	often Ø Ø Ø	Always or almost always D D D D	ALE22-601 AADTEE104 ALE226260 ALE226262	R	development Sub-items were droppe to reduce teacher burden and create opportunity for new
<ol> <li>When reading a story, ask your students to a a. Summarize the passage</li> <li>Interpret the meaning of the passage</li> <li>Question the motives or feelings of the characters</li> <li>Identify the main ideas of the passage</li> <li>Identify the themes of the passage</li> <li>Identify the themes of the passage</li> <li>Analyze two or more texts on the same topic</li> <li>Evaluate the main evidence in a</li> </ol>	lo the followin hardly ever	g? Select one c Once in a while © © © ©	Sometimes	Often Dift	Always o almost always D D D D D D	YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS           YHELEDIS	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o the passage e. Analyze two or more texts on the same topic I. Analyze the author's organization of information in a passage	do the following?           Never or hardly ever           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø	Select one of one of the select one of the selec	Sometimes © © © © © © © © © © © © ©	Often Ø Ø Ø Ø Ø	Always or almost always	VILLION VILLION VILLION VILLION VILLION VILLION	R	development Sub-items were droppe to reduce teacher burden and create opportunity for new
<ul> <li>6. When reading a story, ask your students to a sk your students and a sk your students as a sk your self as a sk your self as a sk your sk y</li></ul>	lo the followin hardly ever	g? Select one c Once in a while © © © ©	Sometimes Q Q Q Q Q Q Q Q Q	Often Di	Always o almost always Φ Φ Φ Φ Φ Φ	АЗЕЛТБА АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН В	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes or the passage c. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's	do the following?           Never or hardly ever           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø	Select one of one of the select one of the selec	Sometimes © © © © © © © © © © © © ©	Often Ø Ø Ø Ø Ø	Always or almost always	VILLION VILLION VILLION VILLION VILLION VILLION	R	development Sub-items were droppe to reduce teacher burden and create opportunity for new
<ol> <li>6. When reading a story, ask your students to of a set of the passage</li> <li>a. Summarize the passage</li> <li>b. Interpret the meaning of the passage</li> <li>c. Question the motives or feelings of the characters</li> <li>d. Identify the main ideas of the passage</li> <li>e. Identify the themes of the passage</li> <li>f. Analyze two or more texts on the same topic</li> <li>g. Evaluate the main evidence in a persuasive/argument passage</li> <li>h. Analyze the author's</li> </ol>	lo the followin hardly ever	g? Select one c Once in a while © © © ©	Sometimes Q Q Q Q Q Q Q Q Q	Often Di	Always o almost always Φ Φ Φ Φ Φ Φ	АЗЕЛТБА АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН В	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes o the passage e. Analyze two or more texts on the same topic I. Analyze the author's organization of information in a passage	do the following?           Never or hardly ever           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø	Sclect one ci       Once in a       while       Φ       Φ       Φ       Φ       Φ       Φ       Φ       Φ	sometimes co co co co co co co co	Often	Always or almost always	VIELLOV VIELLOV VIELLOV VIELLOV VIELLOV VIELLOV	R	development Sub-items were dropped to reduce teacher burden and create opportunity for new
<ol> <li>6. When reading a story, ask your students to a sk your students and a sk your students and a sk your start and a sk your sk</li></ol>	lo the followin hardly ever	g? Select one c Once in a while © © © ©	Sometimes Q Q Q Q Q Q Q Q Q	Often Di	Always o almost always Φ Φ Φ Φ Φ Φ	АЗЕЛТБА АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН АНТЛЕН В	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes or the passage c. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's	do the following?           Never or hardly ever           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø           Ø	Sclect one ci       Once in a       while       Φ       Φ       Φ       Φ       Φ       Φ       Φ       Φ	sometimes co co co co co co co co	Often	Always or almost always	VIELLOV VIELLOV VIELLOV VIELLOV VIELLOV VIELLOV	R	development Sub-items were droppe to reduce teacher burden and create opportunity for new
<ul> <li>6. When reading a story, ask your students to a sk your students and a sk your students as a sk your students and sk your states and the passage</li> <li>c. Identify the main ideas of the passage</li> <li>c. Identify the themes of the passage</li> <li>f. Analyze two or more texts on the same topic</li> <li>g. Evaluate the main evidence in a persuasive/argument passage</li> <li>h. Analyze the author's organization of</li> </ul>	lo the followin hardly ever	g? Select one c Once in a while	Sometimes O O O O O O O O O O O O O	Often Dite	Always o almost always D D D D D D	Y1034016           Y1034016	ask your students to a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes or the passage c. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's	do the following? Never or hardly ever	Sclect one ci       Once in a       while       0	sometimes co co co co co co co co	Often	Always or almost always	VIELLOV VIELLOV VIELLOV VIELLOV VIELLOV VIELLOV	R	development Sub-items were droppe to reduce teacher burden and create opportunity for new

VH261255

VADORE

### **Previous item**

 This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select one circle in each row.

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	۵	6	0	Ø	Ð	VH261256
b.	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ø	Ø	Ø	Ø	Ø	VH261257
c.	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	۵	\$	Ø	Ø	Ð	VH261258

019 item							D/A/ R/NC+	Rationale
<ol> <li>This school year, to w processes when teachi each row.</li> </ol>	hat extent having informatio	ve you empha nal and literai	sized the follo ry texts in clas	owing cognitive ss? Select one c	ircle in	VH261255	NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			
<ul> <li>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</li> </ul>	۵	®	Ø	Ø	¢	VH261256		
<li>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</li>	۵	œ	Ø	Θ	Ð	VH261257		
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	۲	®	Ø	Φ	Ð	VH261258		
<ol> <li>8. When you teach Englis strategies? Select one of</li> </ol>	circle in each	row.	do you use th	ie following	Always or		NC	N/A
8. When you teach English	circle in each	row. Once in a	do you use th Sometimes	Often	Always or almost		NC	N/A
<ol> <li>When you teach Englis strategies? Select one</li> </ol>	circle in each	row.				VH334361	NC	N/A
<ol> <li>8. When you teach Englisstrategies? Select one of a strategies? Select one of a select one of the selection of t</li></ol>	circle in each Never or hardly ever	row. Once in a while	Sometimes	Often	almost always	VH334361 VH334362	NC	N/A
<ol> <li>8. When you teach Englisstrategies? Select one of the strategies? Select one of the selection o</li></ol>	Never or hardly ever	row. Once in a while	Sometimes	Often ©	almost always ©		NC	N/A
<ol> <li>8. When you teach Engli strategies? Select one of whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different achievement levels.</li> <li>d. I create groups by</li> </ol>	Never or hardly ever	row. Once in a while ©	Sometimes ©	Often © ©	almost always ©	VH334362	NC	N/A
a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own	Never or hardly ever	once in a while D D	Sometimes © ©	Often © ©	almost always ©	VH334362 VH548665	NC	N/A
<ol> <li>8. When you teach Englisstrategies? Select one of strategies? Select one of whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different achievement levels.</li> <li>d. I create groups by random assignment.</li> <li>c. I allow students to</li> </ol>	Never or hardly ever	once in a while	Sometimes © © ©	Often (D) (D) (D) (D) (D) (D) (D) (D)	almost always Φ Φ Φ	VH334362 VH548665 VH334363	NC	N/A
<ol> <li>8. When you teach Englisstrategies? Select one of strategies? Select one of whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different achievement levels.</li> <li>d. I create groups by random assignment.</li> <li>e. I allow students to choose their own groups.</li> <li>f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning</li> </ol>	Never or hardly ever	row. Once in a while	Sometimes © © © ©	Often (D) (D) (D) (D) (D) (D) (D) (D)	almost always © © © ©	VH334362 VH538665 VH334363 VH334368	NC	N/A
<ol> <li>8. When you teach Englisstrategies? Select one of strategies? Select one of whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different achievement levels.</li> <li>d. I create groups by random assignment.</li> <li>e. I allow students to choose their own groups.</li> <li>f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).</li> <li>g. I ask students to work independently on an</li> </ol>	Never or hardly ever       Ø       Ø       Ø       Ø       Ø       Ø       Ø       Ø       Ø       Ø       Ø       Ø       Ø	row. Once in a while	Sometimes © © © ©	Often	almost always © © © ©	VH334862 VH535665 VH535665 VH134563 VH5552804	NC	N/A

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

(2017 Grade 8)

(2017 Grade 8)

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	1
<ul> <li>I teach reading as a whole-class activity.</li> </ul>	۹	Φ	ø	¢,	æ	WEISCH
<li>b. I create student groups with the same achievement level.</li>	æ	Φ	æ	8	Φ	NUMBER
<li>c. I create student groups with different achievement levels.</li>	69	Ф	ø		¢	VIISANS
<ul> <li>I create groups by random assignment.</li> </ul>	6	æ	Ø	\$	æ	WILLIAM D
<li>I allow students to choose their own groups.</li>	æ	Φ	ø	۵	¢	WEISING .
<ol> <li>I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).</li> </ol>	¢.	æ	Ø	₽	θ	VIGAZINI
<li>g. I ask students to work independently on an assignment or task.</li>	æ	Φ	¢		Ð	WIGHNA
<li>h. I ask students to work independently on a task they choose themselves.</li>	69	æ	θ	æ	æ	Will the
<ol> <li>Other strategies (Please specify):</li> </ol>	8	Ф	ø	8	Ð	WILLOW

-	•	• •	
Dro	<b>N/I</b> OI	10 11	-om
F   C	VIUI	45 11	tem

# 2019 item

following resources? Select one	circle in each row.	1			_	<ol> <li>When you teach English following resources? Sel</li> </ol>	ect one circle	e in each row.	-				NC	N/A
	Not used	Supplen		Basis for struction				Not used	Suppleme		asis for struction		þ	
Hardback textbooks, workbooks, or worksheets	Ø	٩		©	VH334485	a. Hardback textbooks, worl or worksheets	cbooks,	۵	®		©	VH334485		
Electronic textbooks	۵	٢	1	O	VH334486	b. Electronic textbooks		0	₿		0	VH334486		
A variety of books (e.g., novels, collections of stories, nonfiction)	٩	®		0	VH262702	c. A variety of books (e.g., n collections of stories, non	ovels, fiction)	0	®		0	VH262702		
Materials from different curricular areas	۵	Ð	i i di la ini	0	VH334498	d. Materials from different curricular areas		0	G		0	VH334498		
Newspapers and/or magazines	۲	٢	1	0	VH262705	e. Newspapers and/or magaz	tines	Ø	•		0	VH262705		
Reading-related websites or apps	۲	٢		0	VH334495	f. Reading-related websites		8	6		0	VH334495		
	1			O	VH334491	g. Reading-related education	**	0	8		0			
Reading-related educational games <b>D17 Grade 8)</b> 3. In your eighth-grade English/la students do each of the followi	© nguage arts class tl g? Select one circ	this year, how o le in each row.	often do your		VH547867	Issue: Organizatio	on of In	structior	n	ften do your		VH334491 VH547867	NC	N/A
games D17 Grade 8) 3. In your eighth-grade English/la	nguage arts class t lg? Select one circ About once	his year, how o	About once or twice a week	Every day or almost every day	VH547867	Issue: Organizatio	on of In	structior	<b>1</b> his year, how o ele in each row.		Every day o. almost every day	VH547867	NC	N/A
games D17 Grade 8) 3. In your eighth-grade English/la students do each of the followi	nguage arts class ti 1927 Select one circ About once or twice a	his year, how o le in each row. About once or twice a	About once or twice a	Every day or almost	VH547867	Issue: Organizatio	on of In nglish/langu e following?	struction age arts class ti Select one circ About once or twice a	his year, how o cle in each row. About once or twice a	About once or twice a	Every day o almost	VH547867	NC	N/A
games D17 Grade 8) 3. In your eighth-grade English/la students do each of the followi Neve . Build and practice	nguage arts class t g? Select one circ a About once or twice a year	his year, how o le in each row About once or twice a month	About once or twice a week	Every day or almost every day	VE547867	games Issue: Organizatio 10. In your eighth-grade E students do each of th a. Build and practice	on of In nglish/langu e following? Never	struction age arts class the Select one circ About once or twice a year	his year, how o cle in each row. About once or twice a month	About once or twice a week	Every day o almost every day	VII507867	NC	N/A
games D17 Grade 8) 3. In your eighth-grade English/la students do each of the followi Neve . Build and practice vocabulary	nguage arts class the second s	his year, how of le in each row About once or twice a month ©	About once or twice a week	Every day or almost every day ©	VE547867	games Issue: Organizatio 10. In your eighth-grade E students do each of th a. Build and practice vocabulary	on of In nglish/langu e following? Never	struction age arts class ti Select one circ About once or twice a year ©	his year, how o cle in each row. About once or twice a month ©	About once or twice a week	Every day o almost every day ©	VH547867 VH547868	NC	N/A
games D17 Grade 8) 3. In your eighth-grade English/la students do each of the followi Neve . Build and practice vocabulary . Build reading fluency . Build reading	nguage arts class the second s	his year, how of le in each row About once or twice a month © ©	About once or twice a week ©	Every day or almost every day ©	VH547867	games Issue: Organizatio Io. In your eighth-grade E students do each of th a. Build and practice vocabulary b. Build reading fluency c. Build reading	on of In nglish/langu e following? Never ©	struction age arts class ti Select one circ About once or twice a year	his year, how o ele in each row. About once or twice a month © ©	About once or twice a week D D	Every day o. almost every day ©	VII547867 VH547868 VH5477114	NC	N/A

D/A/

Rationale

Previ	ious	item
I I C V	ous	ite iii

							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Suppose your students did likely do you think each of circle in each row.</li> </ol>						VIERERAM	<ol> <li>Suppose your students of likely do you think each circle in each row.</li> </ol>	lid very well n of the follo	l on their last wing explana	English/langu tions is in this	age arts test. H s situation? Sel	low ect one	VH262946	NC	N/A
N	lot at all No	t likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
My students did well because they studied and were prepared.	0	Ø	Q	Ø	œ	VHL62948	a. My students did well because they studied and were prepared.	0	Ð	Ø	Φ	Ð	VH262948		
My students did well because they put in a lot of effort.	Ø	θ	θ	0	Φ	APD/C2476	b. My students did well because they put in a lot of effort.	0	Ð	0	Ð	Ð	VH262949		
My students did well because they always do well on tests.	Ø	Φ	Ø	Ø	Φ	VH262950	c. My students did well because they always do well on tests.	θ	Ð	0	Ø	Ð	VH262950		
My students did well because I taught the concepts well.	٩	Φ	Ø	Ø	Φ	YH262951	d. My students did well because I taught the concepts well.	θ	œ	Ø	θ	Ð	VH262951		
My students did well because they guessed well on the test.	Ð	Φ	Ø	Ð	Φ	VH337286	e. My students did well because they guessed well on the test.	0	Ð	0	θ	Θ	VH337286		
My students did well because they are just	ø	œ	ø	ø	-	Los Book	f. My students did well								
good at reading.			9	B	Φ	VH337267	because they are just good at reading.	0	٢	Θ	۵	Ð	VH337287		
good at reading.		owing lim	it how you to	ach this class?	Select	VH537287	because they are just	eparati	iON following lim	it how you te	ach this class?	Select	VH337287 VH262634	NC	N/A
good at reading. <b>17 Grade 8)</b> 12. In your view, to what ext one circle in each row. 4. Students lacking prerequisite knowledge or skills	Not applical	owing lim					because they are just good at reading. Issue: Teacher Pr 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or	eparati tent do the f	iON following lim icable Not					NC	N/A
good at reading. 17 Grade 8) 12. In your view, to what ext one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e., physical disabilities, mental or emotional/psychological impairment)	Not applicat	owing lim	it how you to at all ©	some ©	Select A lot ©	VIESKA VIESKA	because they are just good at reading. Issue: Teacher Pr 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	eparati tent do the f	ion following lim icable Not	it how you te	ach this class? Some	Select A lot	VID42634	NC	N/A
good at reading. <b>17 Grade 8)</b> 12. In your view, to what ext one circle in each row. 4. Students lacking prerequisite knowledge or skills 5. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	Not applical	owing lim	it how you to at all &	some	Select A lot	VIERSSA	because they are just good at reading. Issue: Teacher Pr 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g. physical disabilities, mental or	eparati tent do the f	iON following lim icable Not	it how you te at all	ach this class? Some	Select A lot Ø	VII262634	NC	N/A

# **Appendix K-2n: Operational Grade 8 Reading**

- I do not teach English/language arts to this class.
- I teach all or most subjects, including English/language arts.
- © The only subject I teach is English/language arts.
- <sup>(D)</sup> We team teach, and I have primary responsibility for teaching English/language arts.

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

- VH334255
- **3.** In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

- **4.** Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select **one** circle.
  - © English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
  - Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.
  - © English/language arts lessons are primarily integrated with instruction in other subjects.

VH261160

**5.** To what extent have you provided instruction in the following in English/language arts class so far this year? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	A	®	0	O	VH240523
b. Exposition	A	®	Ô	O	VH240526
c. Argumentation and persuasion	A	B	O	Ø	VH240527

6. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Select **one** circle in each row.

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	Summarize the passage	A	®	O	Ø	Ð	VH334295
b.	Interpret the meaning of the passage	۵	®	O	Ø	Ē	VH334296
c.	Question the motives or feelings of the characters	Ø	ß	Ø	0	Ē	VH334299
d.	Identify the themes of the passage	A	®	0	Ø	Ē	VH335901
e.	Analyze two or more texts on the same topic	Ø	®	Ø	Ø	Ē	VH334297
f.	Analyze the author's organization of information in a passage	Ø	®	O	Ø	Ē	VH334302
g.	Critique the author's craft or technique	A	®	O	Ø	Ē	VH334305

VH334294

7. This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select **one** circle in each row.

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ø	®	O	Ø	¢	VH261256
b.	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	®	O	Ø	¢	VH261257
c.	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	0	(6)	O	Ø	Ē	VH261258

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

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	I teach reading as a whole-class activity.	A	®	O	Ø	Ē	VH334361
b.	I create student groups with the same achievement level.	Ø	®	O	Ø	Ē	VH334362
c.	I create student groups with different achievement levels.	Ø	6	O	Ø	Ē	VH548665
d.	I create groups by random assignment.	A	®	O	D	Ē	VH334363
e.	I allow students to choose their own groups.	۵	®	O	Ø	Ē	VH334368
f.	I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	Ø	®	O	Ø	¢	VH562894
g.	I ask students to work independently on an assignment or task.	Ø	®	O	Ø	Ē	VH548666
h.	I ask students to work independently on a task they choose themselves.	Ø	ß	O	Ø	Ē	VH548667
i.	Other strategies (Please specify):	Ø	ß	O	Ø	¢	VH562900

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	Ø	®	C	VH334485
b. Electronic textbooks	A	®	©	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	Ø	®	©	VH262702
d. Materials from different curricular areas	A	®	©	VH334498
e. Newspapers and/or magazines	Ø	®	©	VH262705
f. Reading-related websites or apps	Ø	®	©	VH334495
g. Reading-related educational games	Ø	®	©	VH334491

**9.** When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

<b>0.</b> In your eighth-grade English/language arts class this year, how often do your students do each of the following? Select <b>one</b> circle in each row.
0

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	Ø	B	O	Ø	Ē	VH547868
b. Build reading fluency	A	®	Ô	O	Ē	VH617114
c. Build reading comprehension	A	B	O	Ø	Ē	VH617116
d. Access reading-related websites	A	B	O	Ø	Ē	VH547871
e. Conduct research for projects	Ø	B	©	Ø	Ē	VH547872

**11.** Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	Ø	ß	O	Ø	Ē	VH262948
b.	My students did well because they put in a lot of effort.	(9	ß	Ø	0	Ē	VH262949
c.	My students did well because they always do well on tests.	Ø	®	Ø	Ø	Ē	VH262950
d.	My students did well because I taught the concepts well.	8	ß	Ø	Ø	Ē	VH262951
e.	My students did well because they guessed well on the test.	(9	ß	Ø	Ø	Ē	VH337286
f.	My students did well because they are just good at reading.	0	ß	0	Φ	Ē	VH337287

# **12.** In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

VH262634

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge o skills	r 🔿	B	O	Ø	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ø	®	Ø	Ø	VH262637
c. Disruptive students	Ø	B	O	D	VH262638
d. Uninterested students	Ø	B	©	D	VH262639

**Appendix K-20: Summary of Changes Pilot Grade 8 Reading** 

Previous item	2019 item	D/A/	Rationale
VIEANIS	945148	R/NC+	
<ol> <li>Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</li> <li>I do not teach English/language arts to this class. Questions 2-12 are not applicable and will be skipped.</li> <li>I teach all or most subjects, including English/language arts.</li> <li>The only subject I teach is English/language arts.</li> <li>We team teach, and I have primary responsibility for teaching English/language arts.</li> </ol>	<ol> <li>Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. Select one circle.</li> <li>I do not teach English/language arts to this class.</li> <li>I teach all or most subjects, including English/language arts.</li> <li>The only subject I teach is English/language arts.</li> <li>We team teach, and I have primary responsibility for teaching English/language arts.</li> </ol>	R	The phrase "using print and digital texts" was added. Please note inline directions are different given transition from PBA to
(2017 Grade 8)	Issue: Resources for Learning and Instruction		DBA.
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2017 Grade 8)	Issue: Resources for Learning and Instruction		
3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.  hours and minutes per week (2017 Grade 8)	3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes and include in-class time only.     hours and minutes per week  Issue: Resources for Learning and Instruction	R	The phrase "and include in-class time only" was added.
VIDAMI		NC	N/A
4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.	<ol> <li>Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</li> </ol>		
Denglish/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.	D English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.		
O Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.	Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.		
© English/language arts lessons are primarily integrated with instruction in other subjects.	© English/language arts lessons are primarily integrated with instruction in other subjects.		
(2017 Grade 8)	Issue: Organization of Instruction		

#### Previous item

2019 item

To what extent have you provided instruction in the following in English/language arts class so far this year? Select one circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	٩	Ð	0	Ø	VEDADODA
b. Literary nonfiction	Ø	Ð	Ø	Ø	V)(240523
c. Poetry	۲	(D)	C	Ø	VH240528
d. Exposition	Ø	(D)	Ø	Ø	VH240326
e. Argumentation and persuasion	٩	⊕	Q	Ø	VH240327
f. Procedural texts and documents	Ø	Ð	0	Ø	VHD 40525

20	19 item							D/A/ R/NC+	Rationale
5	. To what extent have y English/language arts					t in	VH855091	R	In the stem, the phrase
		Not a	t all Sm	all extent	Moderate extent	Large extent			"types of
	Fiction	Ø		Ø	Ø	Φ	VH858052		text" was
	Exposition (i.e., text that aims to explain, inform describe, like newspape magazine articles. textbooks, or information cssays)	or ror		Ø	Ø	Ø	VYEXSON		added. Sub- items were removed; a
	Argumentation and persuasion	۹	-	٩	0	Ø	V14855056		parenthetica
	Multimedia or non-prin text (e.g., texts includin images, infographics, or animations)	g		⊕	0	Ø	VHRSSOS		was added to sub-item "b"
	ue: Organizatio				1	Test December	V10811086-		added.
	ue: Organizatio	article, or oth o the followin Never or	er passage w	ith your stu	circle in each r	ow. Always or almost	VIRIES	R	added. In the stem, "activities" was added;
6	. When reading a story, ask your students to d Summarize the	artiele, or oth o the followin	er passage w ig activities Once in a	ith your stu Select one	circle in each r	ow.	VID(1988	R	In the stem, "activities" was added; two sub-
6 a.	When reading a story, ask your students to d Summarize the passage Interpret the meaning	article, or oth o the followin Never or hardly ever	er passage w 19 activities Once in a while	ith your stu Select one Sometin	circle in each r 1es Often	ow. Always or almost always		R	In the stem, "activities" was added; two sub- items were
6 a. b.	. When reading a story, ask your students to d Summarize the passage	article, or oth o the followin Never or hardly ever	er passage w ng activities Once in a while	Sometin	circle in each r nes Often ©	Always or almost always	V31813995	R	In the stem, "activities" was added; two sub- items were removed; an one sub-item
6 a. c. d.	When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage Question the motives or feelings of the	article, or oth o the followin Never or hardly ever ©	er passage w g activities Once in a while D D	ith your stu Select one Sometin ©	circle in each r nes Often © ©	Always or almost always Ф Ф	A1811564 A19411662	R	In the stem, "activities" was added; two sub- items were removed; an
6 a. b. c. d.	When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage Question the motives or feelings of the characters Identify the themes of	article, or oth o the followin Never or hardly ever © ©	er passage w g activities Once in a while © ©	Sometin	ericle in each r Often Ф Ф Ф	Always or almost always	ALIR ( 1854 ATIV ( 1964 ATIV ( 1964	R	In the stem, "activities" was added; two sub- items were removed; an one sub-item
6 a. b. c. d. e.	When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage Question the motives or feelings of the characters Identify the themes of the passage Analyze two or more texts on the same	article, or oth o the followin Never or hardly ever © © ©	er passage w ng activities Once in a while © © © ©	ith your sto Select one Sometin © © ©	tes Often	Always or almost always	V18(1)997 V18(1)997 V18(1)898	R	In the stem, "activities" was added; two sub- items were removed; an one sub-item
6 a. b. c. d. f.	When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage Question the motives or feelings of the characters Identify the themes of the passage Analyze two or more texts on the same topic Analyze the author's organization of information in a	article, or oth o the followin Never or hardly ever	er passage w g activities Once in a while	ith your stu Select one © © © © © © ©	ters Often	Always or almost always	V18/11/05 V18/11/97 V18/12/01 V98/12/01 V98/12/01	R	In the stem, "activities" was added; two sub- items were removed; an one sub-item

### (2017 Grade 8)

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	Summarize the passage	٩	Ð	Ø	0	Φ	VIELIA
b.	Interpret the meaning of the passage	٩	Φ	O	0	Φ	VEELEN29
с.	Question the motives or feelings of the characters	Θ	Ð	Q	0	Φ	VILSIASI
d.	Identify the main ideas of the passage	٩	Ð	Q	Ø	Ð	VII33428
с.	Identify the themes of the passage	Φ	Ð	Q	Ø	Φ	VHILLING
1.	Analyze two or more texts on the same topic	0	۵	Ø	0	Φ	VIEL5420
g.	Evaluate the main evidence in a persuasive/argument passage	0	⊕	0	Θ	Φ	VTE55430
h.	Analyze the author's organization of information in a passage	0	0	0	0	Φ	V1483430
i.	Critique the author's craft or technique	0	Ð	Q	0	Φ	VIEL3430

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>This school year, to w processes when teachi each row.</li> </ol>	hat extent ha ing informatic	ve you emphas mal and literar	sized the follo y texts in cla	owing cognitive ss? Select one c	r ircle in	VII261255	<ol> <li>This school year, to way teaching informational</li> </ol>	hat extent ha l and literary	ve you empha texts in class	sized the follo Select <b>one</b> ci	owing tasks wh rcle in each ro	en w.	VIB12038	R	In the stem, "cognitive
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			processes"
a. Locate and recall (e.g., identify main ideas or focus on specific	Ø	®	©	©	Φ	VH261256	<ul> <li>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</li> </ul>	۲	θ	ø	θ	Φ	VH412042		was replace with "tasks"
clements of a story) b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ø	Φ	Ø	Ø	Ð	V11261257	<ul> <li>Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</li> </ul>	Ø	٩	O	Ð	œ	V1812544		
<ul> <li>Critique and evaluate</li> <li>(e.g., evaluate text critically from many perspectives or evaluate overall text quality)</li> </ul>	Φ	Θ	0	Θ	θ	VII261258	<li>c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</li>	Ø	Ø	Ø	Ø	Ð	V18/12047		

evious item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>When you teach English/language arts, how often do you use the following strategies? Select one circle in each row.</li> </ol>							<ol> <li>8. When you teach English/language arts, how often do you use the following teaching strategies? Select one circle in each row.</li> </ol>							R	In the stem, "teaching"
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			was added; three sub-
<ul> <li>a. I teach reading as a whole-class activity.</li> </ul>	0	œ	9	Ð	©	VH334361	<ul> <li>a. I teach reading as a whole-class activity.</li> </ul>	0	۲	O	Ø	©	VH855024		items were
<li>b. I create student groups with the same achievement level.</li>	Ø	G	Ø	Ø	Ð	VH334362	<ul> <li>I create student groups with the same achievement level.</li> </ul>	0	6	Ø	Φ	©	VH855025		added; thre
<li>c. I create student groups with different achievement levels.</li>	۵	œ	Ø	Ø	œ	VH548665	<li>c. I create student groups with mixed achievement levels.</li>	Θ	₿	O	۵	©	VH855026		sub-items were revise
<ol> <li>I create groups by random assignment.</li> </ol>	Ø	٩	Ø	0	Ð	VH334363	d. I create groups by random assignment.	0	6	Ø	Ø	©	VH855027		and one sub
<li>e. I allow students to choose their own groups.</li>	۲	Ð	Ø	٢	Ð	VH334368	e. I allow students to choose their own	0	(1)	0	0	©	VH855028		item was
<li>f. I use differentiated instruction for reading (i.e., instruction</li>	۵	60	Ø	ø	œ	VH562894	groups. f. I use individualized instruction for reading.	0	٢	©	Θ	©	VH855034		removed.
tailored to student ability and learning style).							<li>g. Students work independently on an assigned plan or goal.</li>	Θ	٩	O	Ø	٢	VH855030		
<li>g. I ask students to work independently on an assignment or task.</li>	Ø	Ð	Ø	0	¢	VH548666	h. Students work independently on a	0	6	O	Ø	O	VH855031		
<ul> <li>I ask students to work independently on a task they choose</li> </ul>	\$	œ	Ø	0	¢	VH548667	goal they choose themselves. i. Students use			•					
i. Other strategies (Please specify):	۵	30	ø	Ø	œ	VH562900	self-paced reading programs or apps.	0	®	Ø	0	©	VH855032		
_							<li>j. I create opportunities for students to participate in (online or in-person) book clubs.</li>	0	٢	Ø	Φ	Φ	VH855033		
							<ul> <li>k. Students collaborate with peers and experts through the Internet or other digital connections.</li> </ul>	0	٩	0	Ø	Φ	VH855029		
017 Grade 8)							Issue: Organizatio								

Previous item							2019 item						D/A/ R/NC+	Rationale
9. When you teach English/ following resources? Sele				you use each	of the	VIII 1424	<ol> <li>When you teach English/language arts to your students, how do you use each of the following resources? Select one circle in each row.</li> </ol>							Two sub- items were
		Not used	Suppler		Basis for nstruction			Not used	Supple		Basis for nstruction			added.
<ol> <li>Hardback textbooks, workl or worksheets</li> </ol>	cbooks.	Θ	Ð		0	VIDAMAS	a. Hardback or soft cover/paperba							
b. Electronic textbooks		ø	Ø		0	VHAMMA	textbooks, workbooks, or worksheets	3	Œ		O	VH855084		
<li>A variety of books (e.g., no collections of stories, nonfi</li>		۲	0		Ø	V2H262702	<ul> <li>Electronic textbooks, workbool or worksheets</li> </ul>	ks ø	¢		0	VHIBSSORS		
<ol> <li>Materials from different curricular areas</li> </ol>		Ø	(D)	-	0	V11334498	<ul> <li>Books (e.g., novels, collections stories, nonfiction, graphic</li> </ul>	of @	œ		0	VH855094		
e. Newspapers and/or magazi	ines	۲	Ð		0	VH262705	novels)	- (S						
f. Reading-related websites o		Ø	Ø		0	VHV34495	d. Materials from different subject	t						
<ol> <li>Reading-related educationa games</li> </ol>	al	Ø	9		0	V94334491	areas (e.g., articles from science passages from history, etc.)	e, ©	C		0	VHN550W7		
0							e. Newspapers and/or magazines	Ø	Œ		0	VH855096		
							f. Reading-related websites or app	os 💿	C	c	0	V10465089		
							<ul> <li>Reading-related educational games</li> </ul>	Ø	Œ	a i	Ø	VH055000		
							h. Materials found on the Internet	a a	Œ	· · · · · · · · · · · · · · · · · · ·	0	VH855091		
							1 11 1. P							
2017 Grade 8)							i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	© Instruction	0		Φ	YHRSSOR		
						VH2x2375-	(e.g., texts including images, infographics, or animations)	Instruction	this year, how	often do your		VH012500	R	The phrase "use a
10. In your eighth-grade Engl students use a computer of		ital device to c About once or twice a	do each of the About once or twice a	following? Se About once or twice a	lect one Every day or almost	_	(e.g., texts including images, infographics, or animations) Issue: Organization of 10. In your eighth-grade English/I	Instruction language arts class t ring activities? Sele About once	this year, how ct <b>one</b> circle in	often do your	© Every day or almost every day	VH012500	R	"use a computer or
<ol> <li>In your eighth-grade Engl students use a computer of circle in each row.</li> <li>Build and practice</li> </ol>	or other digi	ital device to c	lo each of the About once	following? Se	lect one Every day or	_	(e.g., texts including images, infographics, or animations) Issue: Organization of 10. In your eighth-grade English/ students do each of the follow	Instruction language arts class t ring activities? Sele ver About once or twice a year	this year, how ct one circle in About once or twice a	often do your each row. About once or twice a	Every day or almost	VH012500	R	"use a computer or digital device
<ol> <li>In your eighth-grade Engl students use a computer circle in each row.</li> <li>Build and practice vocabulary</li> </ol>	or other digi Never Ø	About once or twice a year	About once or twice a month	following? Se About once or twice a week ©	lect one Every day or almost every day ©	V81262577	(e.g., texts including images, infographics, or animations)  Issue: Organization of I0. In your eighth-grade English/I students do each of the follow  A. Build and practice vocabulary  B. Build reading fluency  C	Instruction language arts class tring activities? Sele ver About once or twice a year > D	this year, how ct one circle ir About once or twice a month	often do your each row. About once or twice a week	Every day or almost every day	VH812500	R	"use a computer or digital devic to" was
<ol> <li>In your eighth-grade Engl students use a computer of circle in each row.</li> <li>Build and practice vocabulary</li> <li>Build reading fluency</li> <li>Build reading</li> </ol>	or other digi Never	About once or twice a year	About once or twice a month	following? Se About once or twice a week	lect one Every day or almost every day		(e.g., texts including images, infographics, or animations) Issue: Organization of 10. In your eighth-grade English/l students do each of the follow a. Build and practice vocabulary b. Build reading fluency c. Build reading fluency c. Build reading @	Instruction language arts class tring activities? Sele ver About once or twice a year b D D	this year. how ct one circle in About once or twice a month ©	often do your each row. About once or twice a week ©	Every day or almost every day ©	VH012500	R	"use a computer or digital devic to" was removed to
<ol> <li>In your eighth-grade Engl students use a computer of circle in each row.</li> <li>Build and practice vocabulary</li> <li>Build reading fluency</li> </ol>	Never ©	About once or twice a year D	About once or twice a month ©	About once or twice a week ©	Every day or almost every day ©	VH262577 VH5617489	te.g., texts including images, infographics, or animations)	Instruction language arts class tring activities? Sele ver About once or twice a year o D o D o D	this year, how ct one circle in About once or twice a month © ©	often do your each row. About once or twice a week @ 	Every day or almost every day ©	V1812500 V1812514 V1812514	R	"use a computer or digital device to" was removed to align with
<ol> <li>In your eighth-grade Engl students use a computer circle in each row,</li> <li>Build and practice vocabulary</li> <li>Build reading fluency</li> <li>Build reading comprehension</li> <li>Access reading-related</li> </ol>	Never © © ©	About once or twice a year D D	About once or twice a month © ©	About once or twice a week	Every day or almost every day D D D	¥11262577 ¥11617489 ¥11617490	(e.g., texts including images, infographics, or animations)         Issue: Organization of 10. In your eighth-grade English/l students do each of the follow         10. In your eighth-grade English/l students do each of the follow         a. Build and practice vocabulary         b. Build reading fluency         c. Build reading fluency         c. Build reading a comprehension         d. Access reading-related websites         e. Conduct research for reading projects	Instruction language arts class tring activities? Sele ver About once or twice a year 0 0 0 0 0 0 0 0 0 0	About once or twice a month © ©	About once or twice a week	Every day or almost every day D D	V1812200 V1812514 V1812514 V1612515 V1612515	R	"use a computer or digital device to" was removed to align with grade 8
<ol> <li>In your eighth-grade Engl students use a computer of circle in each row.</li> <li>Build and practice vocabulary</li> <li>Build reading fluency</li> <li>Build reading fluency</li> <li>Build reading comprehension</li> <li>Access reading-related websites</li> <li>Conduct research for</li> </ol>	Dever De	About once or twice a year	About once or twice a month © © ©	About once or twice a week © © ©	Every day or almost every day	VHD62577 VH617469 VH617990 VH2/2579	(e.g., texts including images, infographics, or animations)  Issue: Organization of Io. In your eighth-grade English/I students do each of the follow  a. Build and practice vocabulary b. Build reading fluency c. Build reading comprehension d. Access reading-related websites c. Conduct research for	Instruction language arts class tring activities? Sele ver About once or twice a year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	About once or twice a month © © ©	About once or twice a week	Every day or almost every day	V181250 V1812514 V1812514 V1812515 V1812515 V1812518	R	"use a computer or digital device to" was removed to align with grade 8 development and two sub
students use a computer circle in each row.	Dever De	About once or twice a year	About once or twice a month © © ©	About once or twice a week © © ©	Every day or almost every day	VHD62577 VH617469 VH617990 VH2/2579	(e.g., texts including images, infographics, or animations)	Instruction anguage arts class tring activities? Sele ver About once or twice a year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	About once or twice a month © © © ©	About once or twice a week	Every day or almost every day	V1012200 V1812514 V1812514 V1812514 V1812514 V1812514 V1812514	R	"use a computer or digital device to" was removed to align with grade 8 developmen

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Suppose your students di likely do you think each circle in each row.</li> </ol>						VH262960	11. Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select one circle in each row.								N/A
1	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
<ul> <li>My students did well because they studied and were prepared.</li> </ul>	0	Ð	Ø	θ	θ	V11262948	<ol> <li>My students did well because they studied and were prepared.</li> </ol>	Ø	Ð	Ø	Ø	Ð	VH262948		
<ul> <li>My students did well because they put in a lot of effort.</li> </ul>	Ø	0	Φ	θ	θ	V#25/2919	<li>b. My students did well because they put in a lot of effort.</li>	۵	Ð	0	Φ	θ	¥H262649		
<ul> <li>My students did well because they always do well on tests.</li> </ul>	۲	٩	Ø	Φ	Φ	V12362950	<li>c. My students did well because they always do well on tests.</li>	۹	Ð	0	Φ	Θ	VH262950		
d. My students did well because I taught the concepts well.	Ø	⊕	Ø	ø	Φ	VH2/2951	<ul> <li>d. My students did well because I taught the concepts well.</li> </ul>	Ø	æ	Ø	Ø	Ð	100262001		
e. My students did well because they guessed well on the test.	۵	۵	Ø	0	θ	V1037286	<ul> <li>c. My students did well because they guessed well on the test.</li> </ul>	Ø	Ø	0	Ð	θ	VH037286		
f. My students did well because they are just	٩	Ð	e	0	Φ	VEB37287	f. My students did well	۵	Ð	ø	Ø	Ð	VH337287		
good at reading. 2017 Grade 8) 12. In your view, to what ex		following lin	nit how you t	each this class	? Select	VRXXXI	because they are just good at reading. ISSUE: 12. How well has your edu students with the follo	ucation and p	rofessional tra	uning prepared	l you to teach		V18(12540	R	The entire
good at reading.			nit how you t	each this class	? Select A lot	VEDGIGI	good at reading.	ucation and p	rofessional tra tes? Select ond	uning preparec e circle in each	l you to teach 1 row.	Extremely	V1802540	R	stem was
good at reading. 2017 Grade 8) 12. In your view, to what ex	tent do the	icable No				VR262641	good at reading.  ISSUE:  12. How well has your edu students with the follo  a. Students lacking	ucation and p owing attribu Not well at all	rofessional tra select one A little	uning prepared e circle in each Somewhat	l you to teach 1 row. Quite a bit	Extremely well		R	
good at reading. 2017 Grade 8) 12. In your view, to what ex one circle in each row, a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	tent do the	icable No	et at all	Some	A lot	H	a. Students lacking prerequisite b. Students with special needs (c.g., physical disabilities, mental or	ucation and p owing attribut Not well at	rofessional tra tes? Select ond	uning preparec e circle in each	l you to teach 1 row.	Extremely	VIR(254) V/R(254) V/R(254)	R	stem was revised an three sub-
good at reading. 2017 Grade 8) 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (c.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	tent do the	icable No	© 0	Some © ©	A lot D D	V11262636 V11262637 V11262638	good at reading.  ISSUE:  12. How well has your edu students with the follo  a. Students lacking prerequisite knowledge or skills b. Students with special needs (c.g., physical disabilities, mental or emotional/ psychological	ucation and p wing attribu Not well at all Ø	rofessional tra tesi Select one A little ©	uning prepare e circle in cach Somewhat ©	you to teach row. Quite a bit	Extremely well ©	YHII (2546	R	stem was revised an three sub- items were
good at reading. 2017 Grade 8) 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (c.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	tent do the	icable No	© ©	Some ©	A lot D	V14262636	good at reading.  ISSUE:  12. How well has your edu students with the follo  a. Students lacking prerequisite knowledge or skills b. Students with special needs (c.g., physical disabilities, mental or emotional/ psychological impairment)	ucation and p owing attribu Not well at all Ø	rofessional tra res? Select one A little D	contraction of the second seco	i you to teach row. Quite a bit ©	Extremely well ©	YHII (2546	R	stem was revised an three sub- items were
good at reading. 2017 Grade 8) 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	tent do the	icable No	© 0	Some © ©	A lot D D	V1052636 V1052637 V1052638	good at reading.  ISSUE:  12. How well has your edu students with the follo  a. Students lacking prerequisite knowledge or skills b. Students with special needs (c.g., physical disabilities, mental or emotional/ psychological	ucation and p wing attribu Not well at all Ø	rofessional tra tesi Select one A little ©	uning prepare e circle in cach Somewhat ©	you to teach row. Quite a bit	Extremely well ©	V10112546 V10112547	R	stem was revised an three sub- items were
good at reading. 2017 Grade 8) 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	tent do the	icable No	© 0	Some © ©	A lot D D	V1052636 V1052637 V1052638	good at reading.  ISSUE:  12. How well has your edu students with the follo  a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment) c. Disruptive students d. Uninterested students e. English-language	ucation and p owing attribu Not well at all	Tofessional tra res? Select ond A little D D	uning preparece e circle in cach Somewhat © ©	you to teach row. Quite a bit D D	Extremely well © ©	Vfm(2546 Vfm(2547 Vfm(2547	R	stem was revised an three sub- items were
good at reading. 2017 Grade 8) 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	tent do the	icable No	© ©	Some © ©	A lot D D	V1052636 V1052637 V1052638	good at reading.  Issue:  I. How well has your edu students with the follo  a. Students lacking prerequisite knowledge or skills b. Students with special needs (c.g., physical disabilities, mental or emotional/ psychological impairment) c. Disruptive students d. Uninterested students e. English-language learners (ELLs) f. Gifted and talented	ucation and p owing attribu Not well at all Φ Φ Φ	Tofessional transition of the second	somewhat © © © ©	you to teach row. Quite a bit @ @ @ @	Extremely well © ©	VIB(254) VIB(254) VIB(254) VIB(254) VIB(255)	R	stem was revised an three sub- items were
good at reading. 2017 Grade 8) 12. In your view, to what ex one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	tent do the	icable No	© ©	Some © ©	A lot D D	V1052636 V1052637 V1052638	good at reading.  ISSUE:  12. How well has your edu students with the follo  a. Students lacking prerequisite knowledge or skills b. Students with special needs (c.g., physical disabilities, mental or emotional/ psychological impairment) c. Disruptive students d. Uninterested students c. English-language learners (ELLs)	ucation and p owing attribu Not well at all	Tofessional tra select one A little D D D D D D	Somewhat © © © ©	you to teach row. Quite a bit © © © ©	Extremely well © © ©	V18(1254) V18(1254) V18(1254) V18(1254) V18(1254) V18(1255)	R	stem was revised an three sub- items were

# Appendix K-2p: Pilot Grade 8 Reading

- 1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. Select **one** circle.
  - I do not teach English/language arts to this class.
  - I teach all or most subjects, including English/language arts.
  - © The only subject I teach is English/language arts.
  - <sup>©</sup> We team teach, and I have primary responsibility for teaching English/language arts.

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

- **3.** In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes and include in-class time only.
  - \_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

VH334381

- **4.** Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select **one** circle.
  - © English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
  - Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.
  - © English/language arts lessons are primarily integrated with instruction in other subjects.

VH261160

 English/language arts class so far this year? Select one circle in each row.

 Not at all
 Small extent
 Moderate extent
 Large extent

 a. Fiction
 Image: Colored Circle in each row.
 Image: Colored Circle in each row.
 VH855052

 b. Exposition (i.e., text that
 Image: Colored Circle in each row.
 VH855052

B

B

B

O

©

©

 $\odot$ 

 $\odot$ 

 $\odot$ 

**5.** To what extent have you provided instruction in the following types of text in English/language arts class so far this year? Select **one** circle in each row.

A

A

A

aims to explain, inform, or describe, like newspaper or magazine articles,

textbooks, or informational

essays)

persuasion

animations)

c. Argumentation and

d. Multimedia or non-print text (e.g., texts including images, infographics, or VH855051

VH855058

VH855056

6. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities? Select **one** circle in each row.

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	Summarize the passage	۵	B	O	Ø	Ē	VH811995
b.	Interpret the meaning of the passage	۵	B	O	Ø	Ē	VH811997
c.	Question the motives or feelings of the characters	Ø	®	Ø	0	Ē	VH811998
d.	Identify the themes of the passage	Ø	B	0	Ø	Ē	VH812001
e.	Analyze two or more texts on the same topic	Ø	ß	0	0	Ē	VH812005
f.	Analyze the author's organization of information in a passage	Ø	ഀ	0	Ø	¢	VH812009
g.	Critique the author's craft or technique	Ø	B	0	Ø	Ē	VH812011
h.	Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	۵	℗	Ø	Ø	¢	VH855005

VH812038

VH812042

VH812044

VH812047

	teaching informationa	l and literary	texts in class?	Select one cir	rcle in each ro	W.
		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a.	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ø	®	Ø	Ø	Ē
b.	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ø	®	Ø	Ø	Ē
c.	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text	Ø	®	O	Ø	Ē

quality)

7. This school year, to what extent have you emphasized the following tasks when

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	I teach reading as a whole-class activity.	Ø	B	O	Ø	Ē	VH855024
b.	I create student groups with the same achievement level.	Ø	ß	Ø	Ø	Ē	VH855025
c.	I create student groups with mixed achievement levels.	(9	6	Ø	Ø	Ē	VH855026
d.	I create groups by random assignment.	8	₿	O	0	Ē	VH855027
e.	I allow students to choose their own groups.	Ø	B	0	Ø	Ē	VH855028
f.	I use individualized instruction for reading.	A	B	O	D	Ē	VH855034
g.	Students work independently on an assigned plan or goal.	Ø	ഀ	0	Ø	Ē	VH855030
h.	Students work independently on a goal they choose themselves.	0	©	0	Ø	Ē	VH855031
i.	Students use self-paced reading programs or apps.	0	ß	0	Ø	Ē	VH855032
j.	I create opportunities for students to participate in (online or in-person) book clubs.	0	®	Ø	Ø	Ē	VH855033
k.	Students collaborate with peers and experts through the Internet or other digital connections.	0	©	O	Ø	Ē	VH855029

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

**9.** When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

		Not used	Supplement	Basis for instruction	
a.	Hardback or soft cover/paperback textbooks, workbooks, or worksheets	0	®	©	VH855084
b.	Electronic textbooks, workbooks or worksheets	۵	®	O	VH855085
c.	Books (e.g., novels, collections of stories, nonfiction, graphic novels)	Ø	®	Ø	VH855094
d.	Materials from different subject areas (e.g., articles from science, passages from history, etc.)	Ø	®	O	VH855087
e.	Newspapers and/or magazines	A	®	©	VH855096
f.	Reading-related websites or apps	A	®	©	VH855089
g.	Reading-related educational games	۵	®	©	VH855090
h.	Materials found on the Internet	A	®	©	VH855091
i.	Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	0	®	Ø	VH855088

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	A	®	O	Ø	Ē	VH812511
b. Build reading fluency	A	B	Ô	O	Ē	VH812512
c. Build reading comprehension	A	®	O	D	Ē	VH812515
d. Access reading-related websites	A	®	O	Ø	Ē	VH812518
e. Conduct research for reading projects	A	®	O	D	Ē	VH812519
f. Read something they have chosen themselves	Ø	®	O	Ø	¢	VH812521
g. Work in pairs or small groups to talk about something they have	Ø	®	©	Ø	Ē	VH812522

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

read

**11.** Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	0	®	O	Ø	Ē	VH262948
b.	My students did well because they put in a lot of effort.	Ø	®	O	Ø	Ē	VH262949
c.	My students did well because they always do well on tests.	Ø	®	Ø	Ø	Ē	VH262950
d.	My students did well because I taught the concepts well.	Ø	ß	Ø	Ø	Ē	VH262951
e.	My students did well because they guessed well on the test.	Ø	ß	Ø	Ø	Ē	VH337286
f.	My students did well because they are just good at reading.	Ø	®	Q	Ø	Ē	VH337287

		Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a.	Students lacking prerequisite knowledge or skills	Ø	ß	O	Ø	Ē	VH812546
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	٩	®	O	Ø	¢	VH812547
c.	Disruptive students	A	ß	Ó	Ø	e	VH812549
d.	Uninterested students	A	ß	Ó	Ø	e	VH812550
e.	English-language learners (ELLs)	A	₿	0	Ø	Ē	VH812551
f.	Gifted and talented students	A	B	O	Ø	Ē	VH812553
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	۵	®	©	Ø	Ē	VH854948

**12.** How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

# Appendix K-2q: Summary of Changes Operational Grade 4 Mathematics

Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>Which best describes your role in teaching mathematics to this class?</li> <li>I do not teach mathematics to this class. Questions 2–20 are not applicable and will be skipped.</li> <li>I teach all or most subjects, including mathematics.</li> <li>The only subject I teach is mathematics.</li> <li>We team teach, and I have primary responsibility for teaching mathematics.</li> <li>(2017 Grade 4)</li> </ul>	<ul> <li>Which best describes your role in teaching mathematics to this class?</li> <li>I do not teach mathematics to this class.</li> <li>I teach all or most subjects, including mathematics.</li> <li>The only subject I teach is mathematics.</li> <li>We team teach, and I have primary responsibility for teaching mathematics.</li> </ul> Issue: Resources for Learning and Instruction		Please note that no content changes were made to the item but the skip pattern text was removed from the item given the transition from PBA to
vucuum 2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	DBA. N/A
(2017 Grade 4)          . In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.	3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.	R	As per the Standing Committee recommendati on, the text "and include in-class time only" was added to the inline directions to clarify mathematics instruction as the time spent
(2017 Grade 4)	Issue: Resources for Learning and Instruction		

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

Previous item	2019 item	D/A/ R/NC+	Rationale
			instructing in class.
4. Are students assigned to this class by achievement level?	N/A	D	This item was dropped to reduce burden.
<ul> <li>5. Do you create groups within this class for mathematics instruction on the basis of achievement level?</li> <li>@ Yes</li> <li>@ No</li> <li>(2017 Grade 4)</li> </ul>	N/A	D	This item was dropped to reduce burden.
<ul> <li>What kind of calculator do your students usually use during mathematics lessons?</li> <li>None</li> <li>Basic four-function (addition, subtraction, multiplication, division)</li> <li>Scientific (not graphing)</li> <li>Graphing</li> </ul>	<ul> <li>6. What kind of calculator do your students usually use during mathematics lessons?</li> <li> <ul> <li>None</li> <li>Basic four-function (addition, subtraction, multiplication, division)</li> <li>Scientific (not graphing)</li> <li>Craphing</li> </ul> </li> </ul>	NC	N/A
(2017 Grade 4) 7. Approximately how much mathematics homework do you assign to students in this class each day? © None © 15 minutes © 30 minutes © 45 minutes © One hour © More than one hour (2017 Grade 4)	Issue: Resources for learning and instruction 4. Approximately how much mathematics homework do you assign to students in this class each day?	VPEAKES. NC	N/A
<ul> <li>WIDARSS</li> <li>8. To what extent are students permitted to use calculators during mathematics lessons?</li> <li> <ul> <li>O Unrestricted use</li> <li>O Restricted use</li> <li>Calculators are not permitted.</li> </ul> </li> </ul>		NC	N/A

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

							2019 item							D/A/ R/NC+	Rationale
9. When you give stude calculator?	nts a mathen	natics test or q	uiz, how ofter	n do they use a	i l	VH240061	VIEEEEE 7. When you give students a mathematics test or quiz, how often do they use a calculator?							NC	N/A
Never							Never								
							Sometimes     Sometime								
© Always							© Always								
2017 Grade 4)							Issue: Organizatio	on of Ir	nstructio	n					
10. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select one circle in each row.							<ol> <li>In your mathematics cl other digital device (exi following? Select one ci</li> </ol>	luding hand	theld calculate	your students rs) to do each	s use a comput of the	er or	VH269921	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day o almost every day	r		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			
<ul> <li>Practice or review mathematics topics</li> </ul>	0	6	©	٥	٢	VH269922	a. Practice or review mathematics topics	٨	©	0	Φ	٢	VH269922		
<ul> <li>Extend mathematics learning with enrichment activities</li> </ul>	0	٩	©	Ø	Ð	VH269923	b. Extend mathematics learning with enrichment activities	0	٢	0	Θ	Ð	VH269923		
<ol> <li>Research mathematics topics on the Internet</li> </ol>	۲	٩	0	Ø	Ð	VH269924	c. Research mathematics topics on the Internet	۵	٢	O	Ø	Ð	VH269924		
							Issue: Organizatio	on of Ir	octructio	n					
2017 Grade 4) 11. In your mathematics each of the following	class this year Select one ci	r, how often do rcle in each ro	you use asses w.	sment results	to do	VH269858	N/A		ISTIUCTIO					D	
11. In your mathematics	class this yea Select one ci Never	r, how often do rcle in each ro About once or twice a year	you use asses w. About once or twice a month		to do Every day or almost every day	VH269858	-							D	This item wa dropped to reduce
11. In your mathematics	Select one ci	About once or twice a	w. About once or twice a	About once or twice a	Every day or almost	VH269858 VH269862	-		istructio					D	dropped to
<ol> <li>In your mathematics each of the following</li> <li>Discuss the progress your students have made toward individually set goals</li> </ol>	Select one ci	rcle in each ro About once or twice a year	w. About once or twice a month	About once or twice a week	Every day or almost every day		-		ISTUCTIO	1				D	dropped to reduce
<ol> <li>In your mathematics each of the following</li> <li>Discuss the progress your students have made toward individually set goals</li> <li>Adjust your teaching strategies to meet the current learning needs</li> </ol>	Never	About once or twice a year	w. About once or twice a month ©	About once or twice a week	Every day or almost every day D		-	5110111	istructio	1				D	dropped to reduce
<ol> <li>In your mathematics each of the following</li> <li>Discuss the progress your students have made toward individually set goals</li> <li>Adjust your teaching strategies to meet the current learning needs of individual students</li> <li>Adjust your teaching strategies to reflect your instructional objectives for the</li> </ol>	© Select one ci	About once or twice a year D	About once or twice a month ©	About once or twice a week	Every day or almost every day ©	VH169862 VH169864	-		ISTUCTIO	1				D	dropped to reduce

revious item				2019 item			D/A/ R/NC+	Rationale		
<ol> <li>In your mathematics class this year, do you us materials? Select one circle in each row.</li> </ol>	se any of the following	g instructiona]	WD/http:	9. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row.						The data captured by
	Yes	No			c	No, I do not	No, this resource			• •
a. Textbooks provided by your district or school	0	9	VE11/025/7		Yes	prefer to use this resource.	is not available to me.	100		the "other
<ul> <li>b. Other materials provided by your district or school</li> </ul>	Ø	Φ	VHI 70154	a. Textbooks provided by your district or school	۵	¢	Q	VH845833		please specify
c. Materials found on the Internet	٩	Ð	V161/0159	b. Other materials provided by your	0	Ø	0	VH845834		option
d. Materials you have created	00	Ð	V19617626	district or school						informed sub
e. Other materials (Please specify):	Ø	Φ	VEE170260	c. Materials you have created d. Printed workbooks	8	0	0	VH845842 VH845840		
				c. Physical and/or digital	0	0	Q			items to be
				manipulatives	0	ـ	0	VH845837		added.
				f. Digital games	0	ـ	O	VH845841		
				g. Interactive whiteboard	0	۲	Q	VH845844		Previous sub-
										items "c" was
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc 95% responded
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc 95% responded "Yes". Based
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc 95% responded "Yes". Based on the grade
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc 95% responded "Yes". Based on the grade
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc 95% responded "Yes". Based on the grade piloted versio
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc 95% responded "Yes". Based on the grade piloted versio of this item,
2017 Grade 4)				Issue: Resources for Learn	ning and	Instruction				dropped sinc 95% responded "Yes". Based on the grade piloted versio of this item, sub-items "d

# **Grade 4 Mathematics Teacher**

revious item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Thinking about your f emphasis did you plac circle in each row.</li> </ol>	ourth-grade n e on teaching	nathematics cl g your student	asses this yea s each of the	r, how much following? Se	lect one	VH270271	<ol> <li>Thinking about your feedback of the second se</li></ol>					ect one	VH270271	R	Sub-item "a" was dropped
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis				No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			given the combined hig
Determine what the problem is asking and the best way to solve it	0	⊕	0	Φ	θ	VH270272	a. Use alternate methods to solve problems when the first method does not work	۵	®	Ø	Ø	٢	V142.702.74		frequency percentage fo
Use alternate methods to solve problems when the first method does not work	6	®	Ø	۵	٩	VH270274	b. Explain one's thinking and make connections between models and equations	۵	®	Ø	Θ	Ð	VH270275		the responses "Quite a bit"
Explain one's thinking			-				c. Make assumptions	0	1	Ø	0	٢	VH617226		and "A lot".
and make connections between models and	(6)	Ð	0	Ø	Ð	VH270275	d. Make approximations	0	٢	Q	0	٢	VH617227		
equations							<ul> <li>Represent a problem situation with</li> </ul>	1.1					VH270277		
Make assumptions	8	⊕	0	٢	Ð	VH617226	numbers, words,	(1)	®	Ø	Ø	٢	VH270277		
Make approximations	0	9	0	0	Ð	VH617227	pictures, or charts								
Represent a problem situation with numbers, words, pictures, or charts	0	₿	0	Φ	©	VH270277	<ul> <li>f. Understand tools for problem solving and limitations of use</li> <li>g. Use clear and precise</li> </ul>	۵	œ	0	Φ	Ð	VH270278		
Understand tools for problem solving and limitations of use	6	¢	Q	Ø	Ð	VH270278	language to discuss problem solving and reasoning	۲	®	Ø	Ø	٢	VH847655		
Use clear and precise language when students are discussing their problem solving and reasoning	Θ	۲	Q	Φ	Œ	VH270279	Issue: Organization	on of In	structior	ı					
2017 Grade 4) 14. Think about your p emphasis did you or						YH240850	11. Think about your plans emphasis did you or wi						VH240850	R	Sub-item "e' was added fo
		Little or no emphasis	Moder empha		ry emphasis				Little or no emphasis	Model		vy emphasis			2019
a. Numbers and operati	ons	۵	Ð		0	VH240851	a. Numbers and operations		@			Q	VH240851		operational
b. Measurement	1.1.1.1	ØÞ	Φ		Ø	VH240452	b. Measurement	-	0	6		0	VH240852		operational
c. Geometry		Ø	Ð	-	Q	VH240853	c. Geometry		0	0		0	VH240853		for both
d. Data analysis, statist probability	ics, and	Ø	Ø		0	VIELMOR56	d. Data analysis, statistics, probability	and	8	6		0	VH240856		grades 4 and
							e. Algebra and functions		@	(6)		0	VH240854		-
							e. Aigeora and functions		9	(B)		Q	1712400.04		8.
2017 Grade 4)															1

# Grade 4 Mathematics Teacher

vious item						2019 item						D/A/ R/NC+	Rationale
<ol> <li>When you teach mathema following? Select one circl</li> </ol>	tics to your four e in each row.	th-grade class, do	you do any of t	the	VH2am672	12. When you teach mathemati following? Select one circle	ics to your four in each row.	rth-grade class, do	you do any of	the	VH240873	NC	N/A
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			
. Set different achievement standards for some students	Ø	æ	Ø	Ø	4915.aust7.a	<ul> <li>a. Set different achievement standards for some students</li> </ul>	8	Ð	Q	Ø	VH240874		
Supplement the regular course curriculum with additional material for some students	۲	Ø	Ø	Φ	VED40875	b. Supplement the regular course curriculum with additional material for some students	۵	٢	Ø	Ø	VH240875		
<ul> <li>Have some students engage in different classroom activities</li> </ul>	ø	Φ	Ø	Ø	VH240878	c. Have some students engage in different classroom	(3)	®	©	Ø	VH240878		
. Use a different set of methods in teaching some	-00	œ	0	æ	VED.40077	activities d. Use a different set of			Q		VH240877		
students													
	٩	Φ	Ø	Ø	VHL40876	methods in teaching some students e. Pace my teaching differently for some	8	®	©	0	VH240876		
students Pace my teaching differently for some	Q	Φ	Ø	Ø	VHI.4087/	students e. Pace my teaching differently for some students	۵	Œ					
students Pace my teaching differently for some students 17 Grade 4)				Ø	VHLADR76	e. Pace my teaching differently for some students	۵	Œ					This item u
students Pace my teaching differently for some students	ch of the follow	ing to assess stude	ent progress in		VIEWIN	students e. Pace my teaching differently for some students	۵	Œ				D	
students Pace my teaching differently for some students 17 Grade 4) 16. How often do you use ea	ch of the follow:	ing to assess studi ow, Once or twice			VIEWIN	e. Pace my teaching differently for some students	۵	Œ				D	This item w dropped to reduce
students Pace my teaching differently for some students <b>17 Grade 4)</b> 16. How often do you use ca mathematics? Select one a. Multiple-choice tests	ch of the followi circle in each ro Never or	ing to assess studi ow, Once or twice	ent progress in Once or twice	Once or twice	VIEWIN	e. Pace my teaching differently for some students	۵	Œ				D	dropped to reduce
students Pace my teaching differently for some students 17 Grade 4) 16. How often do you use ea mathematics? Select one	ch of the follow circle in each re Never of hardly ever	ing to assess study ow, Once or twice a year	ent progress in Once or twice a month	e Once or twic a week	VIE90351	e. Pace my teaching differently for some students	۵	Œ				D	dropped to

## **Grade 4 Mathematics Teacher**

VH260925

241210465

### **Previous item**

17. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select one circle in each row.

	<	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Regularly discuss each student's current level of performance with them	0	¢	Q	Ø	¢	VH269926
b.	Set goals for specific progress the student would like to make	®	٢	Q	0	¢	VH26992
c.	Discuss progress the student has made toward goals previously set	8	¢	0	٩	¢	VH26993
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	۵	Φ	Q	۵	Ð	VH26993

2019 item							D/A/ R/NC+	Rationale
<ol> <li>In your mathematics of individual students to row.</li> </ol>						VH269925	R	Sub-item ' was revise
	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			to remove the word
a. Discuss each student's current level of performance with them	8	Ū	Q	٩	¢	VH845878		"Regularly for
<ul> <li>Set goals for specific progress the student would like to make</li> </ul>	(8	ـ	Ø	0	©	VH269928		clarificatio
<ul> <li>c. Discuss progress the student has made toward goals previously set</li> </ul>	8	₿	Q	Φ	¢	VH269930		with the response
d. Determine how to adjust your teaching		1			17.7			options.
strategies to meet the student's current learning needs ssue: Organizati 14. Suppose your students	did very wel	l on their last	mathematics	© test. How like	© ly do ircle in	VH2/69931 VH270305	NC	N/A
strategies to meet the student's current learning needs ssue: Organizati	on of In did very wel following exp Not at all	struction	n mathematics n this situation Somewhat	test. How like	ly do ircle in Extremely		NC	N/A
strategies to meet the student's current learning needs ssue: Organizati 14. Suppose your students you think each of the i	on of In did very wel following exp	struction l on their last planations is in	n mathematics 1 this situation	test. How like n? Select one o	ly do ircle in		NC	N/A
stategies to meet the student's current learning needs ssue: Organizati 14. Suppose your students you think each of the each row.	On of In did very wel following exp Not at all likely	struction l on their last olanations is ir Not likely	mathematics n this situation Somewhat likely	test. How like n? Select one c Quite likely	ly do ircle in Extremely likely	VH270365	NC	N/A
stategies to meet the student's current learning needs ssue: Organizati 14. Suppose your students you think each of the each row.	on of In did very wel following exp Not at all likely	struction l on their last planations is ir Not likely	mathematics n this situation Somewhat likely ©	test. How like n? Select one c Quite likely ©	ly do ircle in Extremely likely D	V11270365	NC	N/A
stategies to meet the student's current learning needs ssue: Organizati 14. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they did well	on of In did very wel following exp Not at all likely ©	struction l on their last planations is ir Not likely D D	mathematics n this situation Somewhat likely ©	test. How like n? Select one c Quite likely ©	ly do ircle in Extremely likely D	V11270305 V11270306 V11270306	NC	N/A
stategies to meet the student's current learning needs ssue: Organizati 14. Suppose your students you think each of the each row.	on of In did very wel following exp Not at all likely ©	struction l on their last planations is ir Not likely D D D	mathematics n this situation Somewhat likely © ©	test. How like n? Select one c Quite likely © ©	ly do ircle in Extremely likely D D	V11270305 V11270306 V11270306 V11270307 V11270308	NC	N/A

(2017 Grade 4)

Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select one circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	٩	٩	ø	ø	Ð	VH270304
h.	My students did well because they put in a lot of effort.	٩	Ð	Φ	ø	Φ	VH270307
c.	My students did well because they always do well on tests.	۵	ø	Θ	ø	Φ	<u>үндліася</u>
d.	My students did well because I taught the concepts well.	۵	Ø	Ø	Ø	Φ	vH2/0a0/
e.	My students did well because they guessed well on the test.	æ	00	۵	ത	Φ	VH276311
f.	My students did well because they are just good at math.	8	00	Ø	Ø	60	x) (2703) A

## (2017 Grade 4)

Previous item	2019 item	-	/A/	Rationale
<ul> <li>19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</li> <li> © Never </li> <li> © About once or twice a year © About once or twice a month © About once or twice a week © Every day or almost every day </li> </ul> (2017 Grade 4)	<ul> <li>15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</li> <li>Never</li> <li>About once or twice a year</li> <li>About once or twice a month</li> <li>About once or twice a week</li> <li>Every day or almost every day</li> </ul> Issue: Resources for Learning and Instruction		<u>/NC+</u> C	N/A
<ul> <li>20. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</li> <li>② Never</li> <li>③ Once</li> <li>③ Two or three times</li> <li>④ Four or five times</li> <li>④ More than five times</li> </ul> (2017 Grade 4)	<ul> <li>16. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</li> <li> <ul> <li>Never</li> <li>Once</li> <li>Two or three times</li> <li>Four or five times</li> <li>More than five times</li> </ul> </li> <li>Issue: Resources for Learning and Instruction</li> </ul>	VH27062 NO	с	N/A

# **Appendix K-2r: Operational Grade 4 Mathematics**

VH240054

- 1. Which best describes your role in teaching mathematics to this class?
  - I do not teach mathematics to this class.
  - I teach all or most subjects, including mathematics.
  - © The only subject I teach is mathematics.
  - <sup>©</sup> We team teach, and I have primary responsibility for teaching mathematics.

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

**3.** In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

- **4.** Approximately how much mathematics homework do you assign to students in this class each day?
  - None
     None
  - 15 minutes
  - © 30 minutes
  - © 45 minutes
  - One hour
  - © More than one hour

VH845752

VH261160

- **5.** To what extent are students permitted to use calculators during mathematics lessons?
  - ③ Unrestricted use
  - Restricted use
  - © Calculators are not permitted.
- 6. What kind of calculator do your students usually use during mathematics lessons?
  - None
     None
  - (B) Basic four-function (addition, subtraction, multiplication, division)
  - © Scientific (not graphing)
  - (D) Graphing
- 7. When you give students a mathematics test or quiz, how often do they use a calculator?
  - Never
     Never
  - Sometimes
  - © Always

VH240060

VH240059

**8.** In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	Ø	ß	O	Ø	Ē	VH269922
b. Extend mathematics learning with enrichment activities	Ø	®	Ø	Ø	©	VH269923
c. Research mathematics topics on the Internet	Ø	B	0	Ø	Ē	VH269924

**9.** In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	Ø	ß	O	VH845833
b. Other materials provided by your district or school	Ø	®	O	VH845834
c. Materials you have created	۵	®	©	VH845842
d. Printed workbooks	۵	®	©	VH845840
e. Physical and/or digital manipulatives	Ð	®	O	VH845837
f. Digital games	۲	®	©	VH845841
g. Interactive whiteboard	۲	®	©	VH845844

VH269921

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use alternate methods to solve problems when the first method does not work	0	ß	O	Ø	Ē	VH270274
b.	Explain one's thinking and make connections between models and equations	0	©	0	Θ	¢	VH270275
c.	Make assumptions	$\textcircled{\ }$	ß	0	Ø	Ē	VH617226
d.	Make approximations	$\bigcirc$	ß	0	Ø	Ē	VH617227
e.	Represent a problem situation with numbers, words, pictures, or charts	(9)	ß	Q	Ø	Ē	VH270277
f.	Understand tools for problem solving and limitations of use	Ø	®	O	Ø	Ē	VH270278
g.	Use clear and precise language to discuss problem solving and reasoning	Ø	6	Ø	Ø	Ē	VH847655

**11.** Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	A	®	©	VH240851
b. Measurement	A	®	©	VH240852
c. Geometry	A	®	©	VH240853
d. Data analysis, statistics, and probability	۵	®	©	VH240856
e. Algebra and functions	A	®	©	VH240854

**12.** When you teach mathematics to your fourth-grade class, do you do any of the following? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
а.	Set different achievement standards for some students	Ø	ß	Ø	Ø	VH240874
b.	Supplement the regular course curriculum with additional material for some students	0	®	0	0	VH240875
с.	Have some students engage in different classroom activities	Ø	ß	Ø	0	VH240878
d.	Use a different set of methods in teaching some students	(9	6	0	0	VH240877
e.	Pace my teaching differently for some students	0	®	Ø	Ø	VH240876

VH240873

**13.** In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Discuss each student's current level of performance with them	Ø	ß	O	Ø	¢	VH845878
b.	Set goals for specific progress the student would like to make	Ø	ß	Ø	Ø	¢	VH269928
C.	Discuss progress the student has made toward goals previously set	Ø	®	Ø	Ø	¢	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	6	Ø	Ø	Ē	VH269931

**14.** Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	0	®	O	Ø	Ē	VH270306
b.	My students did well because they put in a lot of effort.	Ø	®	O	Ø	Ē	VH270307
c.	My students did well because they always do well on tests.	Ø	®	Ø	Ø	Ē	VH270308
d.	My students did well because I taught the concepts well.	8	ß	Ø	Ø	Ē	VH270309
e.	My students did well because they guessed well on the test.	0	®	Ø	Ø	Ē	VH270311
f.	My students did well because they are just good at math.	Ø	ß	O	Ø	Ē	VH270313

VH270361

- **15.** In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?
  - Never
     Never
  - <sup>®</sup> About once or twice a year
  - © About once or twice a month
  - About once or twice a week
  - © Every day or almost every day

- **16.** In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?
  - Never
  - Once
     Once
  - © Two or three times
  - Four or five times
  - More than five times

**Appendix K-2s: Summary of Changes Pilot Grade 4 Mathematics** 

Previous item	2019 item	D/A/ R/NC+	Rationale
<ol> <li>Which best describes your role in teaching mathematics to this class?</li> <li>I do not teach mathematics to this class. Questions 2-20 are not applicable and will be skipped.</li> <li>I teach all or most subjects, including mathematics.</li> <li>The only subject I teach is mathematics.</li> <li>We team teach, and I have primary responsibility for teaching mathematics.</li> </ol>	<ul> <li>Which best describes your role in teaching mathematics to this class?</li> <li>I do not teach mathematics to this class.</li> <li>I teach all or most subjects, including mathematics.</li> <li>The only subject I teach is mathematics.</li> <li>We team teach, and I have primary responsibility for teaching mathematics.</li> </ul>	NC	Please note that no content changes were made to the item but the
(2017 Grade 4)	Issue: Resources for Learning and Instruction		skip pattern text was removed from the item given the transition from PBA to DBA.
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2017 Grade 4)	Issue: Resources for Learning and Instruction		
In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.         hours and minutes per week	3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.         hours and minutes per week	R	As per the Standing Committee recommendat ion, the text "and include in-class time only" was added to the inline directions to clarify mathematics instruction as the time spent

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

Previous item	2019 item	D/A/ R/NC+	Rationale
(2017 Grade 4)			instructing in
	Issue: Resources for Learning and Instruction		class.
<ul> <li>4. Are students assigned to this class by achievement level?</li> <li>Ø Yes</li> <li>Ø No</li> </ul>	N/A	D	This item was dropped to reduce burden.
(2017 Grade 4)			
<ul> <li>5. Do you create groups within this class for mathematics instruction on the basis of achievement level?</li> <li>Tes</li> <li>No</li> </ul>	N/A	D	This item was dropped to reduce burden.
(2017 Grade 4)			
<ul> <li>6. What kind of calculator do your students usually use during mathematics lessons?</li> <li>⑦ None</li> <li>③ Basic four-function (addition, subtraction, multiplication, division)</li> <li>③ Scientific (not graphing)</li> <li>④ Graphing</li> </ul>	<ul> <li>What kind of calculator do your students usually use during mathematics lessons?</li> <li>None</li> <li>Basic four-function (addition, subtraction, multiplication, division)</li> <li>Scientific (not graphing)</li> <li>Graphing</li> </ul>	NC	N/A
(2017 Grade 4)	Issue: Resources for Learning and Instruction		
<ul> <li>7. Approximately how much mathematics homework do you assign to students in this class each day?</li> <li>Onoe</li> <li>15 minutes</li> <li>30 minutes</li> <li>45 minutes</li> <li>One hour</li> <li>More than one hour</li> </ul> (2017 Grade 4)		NC	N/A
<ul> <li>8. To what extent are students permitted to use calculators during mathematics lessons?</li> <li>© Unrestricted use</li> <li>© Restricted use</li> <li>© Calculators are not permitted.</li> </ul>		NC	N/A

(2017 Grade 4)

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

Previous item							2019 item D/A/ Ra R/NC+	ationale
							Issue: Organization of instruction	
<ul> <li>9. When you give students calculator?</li> <li>Ø Never</li> <li>Ø Sometimes</li> <li>Ø Always</li> </ul>	a mathemat	ics test or quiz	z, how often d	o they use a		VIE	12. When you give students a mathematics test or quiz, how often do they use a calculator?     NC     N,       Ø Never     Sometimes     Always	/A
2017 Grade 4)							Issue: Organization of instruction	
10. In your mathematics of other digital device (ex following? Select one	cluding hand	theld calculato			iter or	VIEW8021	7. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select <b>one</b> circle in each row.	/Α
	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		About once or twice a year         About once or twice a month         About once ar twice a week         Every day or every day	
<ul> <li>Practice or review mathematics topics</li> </ul>	Ð	⊕	0	₽	Ð	V24269923	a. Practice or review mathematics topics	
<ol> <li>Extend mathematics learning with enrichment activities</li> </ol>	۲	۵	Ø	Ø	Ð	431269923	b. Extend mathematics learning with $\varpi$ $\varpi$ $\varpi$ $\varpi$ $\varpi$ $w^{100023}$	
<ul> <li>Research mathematics topics on the Internet</li> </ul>	Ø	٩	Ø	⊕	Ð	¥¥t389924	c. Research mathematics topics on the Internet D D D VIEw924	
2017 Grade 4)						Minister	Issue: Organization of instruction	
11. In your mathematics e each of the following?	lass this yea Select one ci	r, how often do rele in each ro	you use asses w.	sment results	to do	VIEWIKS	,	nis item was opped to
			_					oppedito
	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			duce
a. Discuss the progress your students have made toward individually set goals	Never	or twice a	or twice a	or twice a	almost	VIII269862		•••
your students have made toward		or twice a year	or twice a month	or twice a week	almost every day	VII269861 VII269864		duce
your students have made toward individually set goals b. Adjust your teaching strategies to meet the current learning needs	٩	or twice a year	or twice a month	or twice a week	almost every day ©			duce
your students have made toward individually set goals b. Adjust your teaching strategies to meet the current learning needs of individual students c. Adjust your teaching strategies to reflect your instructional objectives for the	\$	© twice a year	© ©	or twice a week ©	almost every day ©			duce

Previous item					2019 item				D/A/ R/NC+	Rationale
12. In your mathematics class this yea materials? Select <b>one</b> circle in each		ny of the following in-	structional	VH250256	<ol> <li>In your mathematics class this year, do you us materials? Select one circle in each row.</li> </ol>	se any of the followin	g instructional	VIDI1594	R	Sub-item "a" was revised
P		Yes	No			Yes	No			to include
<ul> <li>Textbooks provided by your district school</li> </ul>		٩	٢	VH270257	a. Textbooks (print or digital) provided by your district or school	0	Ð	VH811602		"(print or
<li>b. Other materials provided by your dis school</li>	strict or	Ø	Ð	VH270158	b. Printed workbooks	۲	٩	VH85417.9		digital)". Sul
c. Materials found on the Internet		Ø	٩	VH270240	c. Physical and/or digital manipulatives	Ø	®	VH854175		
d. Materials you have created		0	Ð	VH617626	d. Digital games	۵	Ð	V10354176		items "b" ar
e. Other materials (Please specify):		3	Ð	V10270366	c. Interactive panel (e.g., SMART board, Promethean ActivPanel)	۲	Θ	VH854179		"d" were pa
2017 C ( 1)					f. Materials you have created	Ø	۲	VHRSLIND		of the 2017
2017 Grade 4)					g. Math software and/or apps	@	ـ	V10854182		
					<ul> <li>h. Other materials provided by your district or school (e.g., math board games, math</li> </ul>	Φ	۵	V1B11624		pilot and
					puzzles)					have been
4. In your mathematics class this yea	r, do you use a	ny of the following ins	tructional	VH548937						included for
materials during instruction? Selec	ct one circle in	each row.			leave. Descurres for leaveing on					
	Yes	No, I do not prefer to use this	No, this resource is not available to		Issue: Resources for learning an	id instruction				the 2019
		resource.	me.	-						pilot; sub-
<ul> <li>Textbooks provided by your district or school</li> </ul>	0	Ð	©	VH548938						item "c" wa
<ul> <li>Other materials provided by your district or school</li> </ul>	Ø	Ð	©	VH548939						combined
c. Materials found on the Internet	0	Ð	©	VH548940						from two
d. Printed workbooks e. Digital manipulatives	8	@ @	0	VH548947 VH548942						distinct sub-
f. Physical manipulatives (for example, ruler, protractor,	60	9	0	VH548945						items that
compass) g. Digital games	٩	Ø	©	VH548948						were in 201
h. Interactive whiteboard	0	0	0	VH548944						pilot; sub-
i. Other materials not listed above (Please specify):	Ø	Ð	Q	VH548941						item "g" is
										new and wa
2017 Grade 8)										added based
										on ADC
										feedback; a
										sub-item "h
									1	has been
										I Has been
										revised base

<ol> <li>Thinking about your fourt emphasis did you place or circle in each row.</li> </ol>	th grada m													R/NC+	
	n teaching	athematics cla , your students	asses this yea s each of the	r, how much following? Se	lect one	VNDW2D	<ol> <li>Thinking about your for emphasis did you plac circle in each row.</li> </ol>					lect one	-VID:80211	R	Previous sub- item "a" was
ei	No mphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			dropped.
<ul> <li>Determine what the problem is asking and the best way to solve it</li> </ul>	Θ	θ	0	θ	θ	VH270172	<ul> <li>a. Use alternate methods to solve problems when the first method does not work</li> </ul>	۲	Ø	G	۵	Φ	V84270274		Previous sub- item "c" was
<ul> <li>b. Use alternate methods to solve problems when the first method does not work</li> </ul>	0	Ð	θ	θ	θ	V#2370374	<ul> <li>b. Explain one's thinking</li> <li>c. Make connections between models and</li> </ul>	Ø	©	0	0	Ð	VH388064 VH388065		split into current sub- items "b" and
<li>c. Explain one's thinking and make connections between models and equations</li>	۹	Ð	θ	θ	θ	VH270275	equations d. Make assumptions using mathematical knowledge to solve a	۵	Ð	Ø	۵	Ð	VII812846		"c". Sub-item
d. Make assumptions	٩	0	0	0	θ	VH617226	problem				A				
e. Make approximations f. Represent a problem	Ø	٩	0	0	Φ	VH617227	e. Make approximations f. Represent a problem	Φ	¢	Ø	Ø	Φ	VH617237		revised based
situation with numbers, words, pictures, or charts	0	۵	0	0	Θ	V1827027?	situation with numbers, words, pictures, or charts	۹	œ	0	Φ	¢	V#1270277		on cog lab data.
g. Understand tools for problem solving and limitations of use	٩	Ð	0	0	θ	VH270278	<ul> <li>g. Understand tools for problem solving and limitations of use</li> </ul>	Θ	œ	0	ø	Φ	VH070278		uutu.
<ul> <li>b. Use clear and precise language when students are discussing their problem solving and reasoning</li> </ul>	8	θ	9	Ð	θ	VH270279	<ul> <li>b. Use clear and precise language when students are discussing their problem solving and reasoning</li> </ul>	۵	Ð	0	Ø	Φ	424270279		
(2017 Grade 4) 14. Think about your plans for emphasis did you or will y						VILLAND	Issue: Organizatic	s for this ma	hematics class				VH240850	R	Sub-item "e"
		Little or no	Mode		ayy emphasis				Little or no	Moder		vy emphasis			was added from the
a. Numbers and operations	-	emphasis ©	emph	lasis	0	VH240851			emphasis	empha	ists				
b. Measurement		6	0		0	VH240851	<ul> <li>a. Numbers and operations</li> <li>b. Measurement</li> </ul>	5	00	0		0 0	VH240851 VH240852		grade 8
c. Geometry		0	0		0	V11240853	c. Geometry		0	0		0	VH240853		version of this
d. Data analysis, statistics, and probability	ıd	۵	œ	>	Ø	VH240856	<ul> <li>d. Data analysis, statistics, probability</li> </ul>	and	٩	0		0	V11240856		item.
							e. Algebra and functions		Ø	Ø		0	VH240654		

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

Previous item						2019 item						D/A/ R/NC+	Rationale
15. When you teach mathema following? Select one circl	tics to your four e in each row.	rth-grade class, do	o you do any of t	he	VH240073	14. When you teach mathemati following? Select one circle	es to your fou in each row,	rth-grade class, do	you do any of	the	VII340671	R	Sub-item "f" is new. It was
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			created to
<ul> <li>a. Set different achievement standards for some students</li> </ul>	٩	Ð	0	0	VI1240874	a. Set different achievement standards for some students	0	8	0	θ	VH240874		address the ADC's
<li>b. Supplement the regular course curriculum with additional material for some students</li>	Ø	Ø	0	₿	V11240875	<li>b. Supplement the regular course curriculum with additional material for some students</li>	Ø	۵	0	θ	VEC-40175		comment on including an
<ul> <li>c. Have some students engage in different classroom activities</li> </ul>	۵	۵	0	Φ	VH140878	<ul> <li>c. Have some students engage in different classroom activities</li> </ul>	Ø	æ	Ø	Ø	V11240878		item that
<ul> <li>Use a different set of methods in teaching some students</li> </ul>	Ø	0	0	₿	¥1040877	d. Use a different set of methods in teaching some	Ø	Ø	Ø	Ø	¥HQ40877		captured a UDL-oriented
<ul> <li>Pace my teaching differently for some students</li> </ul>	۵	Ð	0	9	V10240876	students e. Pace my teaching differently for some students	Ø	@	0	0	VH240876		approach.
						<ol> <li>Provide multiple representations of concepts and guide students to express what they know using various formats</li> </ol>	Ø	Φ	©	Ð	VIBITAR		
(2017 Grade 4)						Issue: Organization of	of Instruc	ction					
<ol> <li>How often do you use each mathematics? Select one of</li> </ol>	of the followin ircle in each roy	ig to assess stude w.	nt progress in	2	VH289351	N/A						D	This item was
	Never or	Once or twice a year	Once or twice a month	Once or twice a week									dropped to reduce
	hardly ever			Ð	VH269353								burden.
a. Multiple-choice tests	mardly ever	Ð	0			1						1	i buluell.
a. Multiple-choice tests b. Small project-based assignments		@ @	0 0	Φ	VH268357								

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>In your mathematics c individual students to row.</li> </ol>	lass this year assess their p	, how often do rogress in mat	you do each hematics? Se	of the followi lect <b>one</b> circle	ng with : in each	VIQNIIQS	<ol> <li>In your mathematics of individual students to row.</li> </ol>						¥1069925	R	Sub-item "a was revised
	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			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			to remove the word
<ul> <li>Regularly discuss each student's current level of performance with them</li> </ul>	Θ	3	Ø	Ð	θ	VH269926	a. Discuss each student's current level of performance with them	٩	Ø	Ø	۵	Φ	VH845878		"Regularly" for
<ul> <li>Set goals for specific progress the student would like to make</li> </ul>	Θ	۵	0	Ø	θ	VH249928	b. Set goals for specific progress the student would like to make	Ø	Ø	Ø	0	Ð	VH269928		clarification with the
<ol> <li>Discuss progress the student has made toward goals previously set</li> </ol>	۵	Ð	Ø	Ø	θ	VH269930	<li>c. Discuss progress the student has made toward goals previously set</li>	æ	Ð	Ø	Ø	Ð	V11269936		response options.
							d. Determine how to		-						options.
8. Suppose your students	© did very wel	D I on their last	© mathematics	© test. How like	D sty do	VIDAOSAI	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students	did very well	on their last				VHI2699A1	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4)	did very wel ollowing exp Not at all	l on their last i	mathematics this situation Somewhat	test. How like 1? Select one o	ely do circle in Extremely		adjust your teaching strategies to meet the student's current learning needs	on of Ins did very wel following exp	truction on their last a lanations is in	mathematics this situation	test. How like N Select one c	ly do sirele in		NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the f each row.	did very wel ollowing exp	l on their last :	mathematics this situation	test. How like	ely do circle in		adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the each row.	on of Ins	truction	mathematics	test. How like	ły do		NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the f each row.	did very wel ollowing exp Not at all	l on their last i	mathematics this situation Somewhat	test. How like 1? Select one o	ely do circle in Extremely		adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the each row.	on of Ins did very wel following exp Not at all	truction on their last a lanations is in	mathematics this situation Somewhat	test. How like N Select one c	ly do arcle in Extremely		NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the f each row. 4. My students did well because they studied and were prepared. 5. My students did well because they put in a lot of effort.	did very wel ollowing exp Not at all likely	l on their last Janations is in Not likely	mathematics this situation Somewhat likely	test. How like 12 Select one o Quite likely	ely do circle in Extremely likely	VHC20005	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the each row.	on of Ins did very well following exp Not at all likely	truction I on their last . lanations is in Not likely	mathematics this situation Somewhat likely	test. How like ? Select one e Quite likely	ły do ircle in Extremely likely	VIETON	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the f each row. 4. My students did well because they studied and were prepared. 5. My students did well because they put in a lot of effort. 6. My students did well because they always do well on tests.	did very wel ollowing exp Not at all likely Ø	l on their last Janations is in Not likely T	mathematics this situation Somewhat likely ©	test. How like n? Select one o Quite likely @	ely do circle in Extremely likely D	VHC20005	adjust your teaching strategies to meet the strutegies to meet the strutent's current learning needs Issue: Organizatio 15. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they always	on of Ins did very wel following exp Not at all likely Ø	truction on their last lanations is in Not likely	mathematics this situation Somewhat likely ©	test. How like n? Select one c Quite likely @	ly do ircle in Extremely likely Ø	VIEZOSAS	NC	N/A
adinst your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the f each row. a. My students did well because they studied and were prepared. b. My students did well because they always do well on tests. d. My students did well because they always do well on tests. d. My students did well because they always do well on tests.	did very wel ollowing exp Not at all likely Ø	l on their last Janations is in Not likely ©	mathematics this situation Somewhat likely ©	est. How like i? Select one of Quite likely @ @	ely do circle in Extremely likely D	VHC203005	adjust your teaching strategies to meet the strutent's current learning needs Issue: Organizatio Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. C. My students did well because they always do well on tests. d. My students did well because that well because they always	on of Ins did very wel following exp Not at all likely @	truction on their last lanations is in Not likely ©	mathematics this situation Somewhat likely ©	rest. How like ? Select one c Quite likely @ 	ly do ircle in Extremely likely D	V107030	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the f each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because they always do well on tests.	did very wel ollowing exp Not at all likely	l on their last lanations is in Not likely D D D	mathematics this situation Somewhat likely © ©	est. How like Select one of Quite likely @ @ @	Extremely likely D D D	VH270305 VH270305 VH270306 VH270306	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the r each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well	on of Ins did very wel following exp Not at all likely © ©	truction on their last lanations is in Not likely (D) (D) (D)	mathematics this situation Somewhat likely © ©	est. How like ? Select one c Quite likely @ @ @	ly do ircle in Extremely likely D D	V1020306 V1020306 V1020306	NC	N/A

#### 2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</li> <li> © Never </li> <li> © About once or twice a year © About once or twice a month © About once or twice a week © Every day or almost every day </li> <li>(2017 Grade 4)</li> </ul>	<ul> <li>16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</li> <li> © 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 </li> <li> Issue: Resources for Learning and Instruction</li></ul>	NC	N/A
20. In this school year, how many times did you provide <b>direct opportunities</b> for your students to participate in mathematics activities <b>outside of school</b> ?		NC	N/A
N/A	<ul> <li>6. How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?</li> <li>Ø Never or hardly ever</li> <li>Ø Once or twice a year</li> <li>Ø Once or twice a month</li> <li>Ø Once or twice a week</li> </ul>	A	This item was part of a matrix. The other sub- items in the matrix were dropped and this item was
	Issue: Organization of instruction		revised to a discrete iter

Previous item	2019 item							D/A/ R/NC+	Rationale
N/A	18. How well has your edu students with the follo	acation and pro owing attribute	ofessional tr s? Select on	aining preparec e circle in each	l you to teach 1 row.		VIRSIANA	А	This item is new and wa
		Not well at all	A little	Somewhat	Quite a bit	Extremely well			added to
	a. Students lacking prerequisite knowledge or skills	٢	٩	۵	۵	Φ	VHISSIN7		math based on it being
	<ul> <li>b. Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)</li> </ul>	Ø	⊕	Ø	Ð	Φ	VHSEROSE		part of coglabs for the 2019
	c. Disruptive students	Ø	Ð	Ø	۵	Ø	VH988069		
	d. Uninterested students	Ð	٩	0	0	Φ	VIBS8070		Reading pilo
	e. English-language learners (ELLs)	θ	Θ	Ø	9	θ	VHS88071		
	f. Gifted and talented students	Θ	8	Θ	Θ	θ	VHR88073		
	g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	æ	⊕	Q	Ø	Φ	VH888073		

# **Appendix K-2t: Pilot Grade 4 Mathematics**

VH240054

VH261160

VH845752

- 1. Which best describes your role in teaching mathematics to this class?

  - I teach all or most subjects, including mathematics.
  - © The only subject I teach is mathematics.
  - We team teach, and I have primary responsibility for teaching mathematics.

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

L 1		-
		1
		1
	_	_

**3.** In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

	Yes	No	
a. Textbooks (print or digital) provided by your district or school	Ø	₿	VH811602
b. Printed workbooks	A	®	VH854173
c. Physical and/or digital manipulatives	A	®	VH854175
d. Digital games	A	®	VH854178
e. Interactive panel (e.g., SMART board, Promethean ActivPanel)	Ø	®	VH854179
f. Materials you have created	A	®	VH854180
g. Math software and/or apps	A	®	VH854182
h. Other materials provided by your district or school (e.g., math board games, math puzzles)	0	ഀ	VH811624

**4.** In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

**5.** In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Discuss each student's current level of performance with them	0	®	Q	Ø	©	VH845878
b.	Set goals for specific progress the student would like to make	0	®	Ø	Ø	Ē	VH269928
c.	Discuss progress the student has made toward goals previously set	0	®	Q	Ø	©	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	®	Ø	Ø	©	VH269931

VH811594

VH858418

- **6.** How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?
  - ( Never or hardly ever
  - <sup>®</sup> Once or twice a year
  - © Once or twice a month
  - Once or twice a week

VH269921

7. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	Ø	®	O	Ø	©	VH269922
b. Extend mathematics learning with enrichment activities	æ	®	O	Ø	¢	VH269923
c. Research mathematic topics on the Internet		®	O	Ø	Ē	VH269924

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use alternate methods to solve problems when the first method does not work	0	®	O	Ø	Ē	VH270274
b.	Explain one's thinking	A	®	Ô	Θ	Ē	VH888064
c.	Make connections between models and equations	0	®	O	Ø	Ē	VH888065
d.	Make assumptions using mathematical knowledge to solve a problem	0	ഀ	Ø	Ø	Ē	VH812846
e.	Make approximations	A	®	©	D	Ē	VH617227
f.	Represent a problem situation with numbers, words, pictures, or charts	0	ß	Ø	Ø	Ē	VH270277
g.	Understand tools for problem solving and limitations of use	Ø	ß	O	Ø	Ē	VH270278
h.	Use clear and precise language when students are discussing their problem solving and reasoning	0	ഀ	Ø	Ø	Ē	VH270279

VH240058

**9.** Approximately how much mathematics homework do you assign to students in this class each day?

- Mone
   None
- 15 minutes
- © 30 minutes
- © 45 minutes
- © One hour
- © More than one hour

- 10. To what extent are students permitted to use calculators during mathematics lessons?
  - O Unrestricted use
  - Restricted use
  - © Calculators are not permitted.
- 11. What kind of calculator do your students usually use during mathematics lessons?
  - Mone
     None
  - Basic four-function (addition, subtraction, multiplication, division)
  - © Scientific (not graphing)
  - <sup>©</sup> Graphing
- 12. When you give students a mathematics test or quiz, how often do they use a calculator?
  - Never
     Never
  - Sometimes
  - © Always

VH240060

VH240059

**13.** Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	Ø	₿	©	VH240851
b. Measurement	A	®	©	VH240852
c. Geometry	A	®	©	VH240853
d. Data analysis, statistics, and probability	۵	®	C	VH240856
e. Algebra and functions	A	®	©	VH240854

14. When you teach mathematics to your fourth-grade class, do you do any of the following? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
а.	Set different achievement standards for some students	Ø	ß	Ø	Ø	VH240874
b.	Supplement the regular course curriculum with additional material for some students	0	®	0	0	VH240875
c.	Have some students engage in different classroom activities	Ø	®	Ø	0	VH240878
d.	Use a different set of methods in teaching some students	Ø	®	Ø	Ø	VH240877
e.	Pace my teaching differently for some students	۵	©	O	Ø	VH240876
f.	Provide multiple representations of concepts and guide students to express what they know using various formats	Ø	6	O	Ø	VH811643

VH240873

**15.** Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	Ø	®	Ø	Ø	Ē	VH270306
b.	My students did well because they put in a lot of effort.	Ø	ß	Ø	Ø	Ē	VH270307
c.	My students did well because they always do well on tests.	(9)	ß	Ø	Ø	Ē	VH270308
d.	My students did well because I taught the concepts well.	(9	ß	Ø	Ø	Ē	VH270309
e.	My students did well because they guessed well on the test.	(9	ß	Ø	Ø	Ē	VH270311
f.	My students did well because they are just good at math.	Ø	ß	Ø	Ø	Ē	VH270313

VH270361

- **16.** In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?
  - Never
     Never
  - <sup>®</sup> About once or twice a year
  - © About once or twice a month
  - About once or twice a week
  - © Every day or almost every day

VH270362

- **17.** In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?
  - Never
  - Once
     Once
  - © Two or three times
  - <sup>©</sup> Four or five times
  - © More than five times

VH888066

**18.** How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

		Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a.	Students lacking prerequisite knowledge or skills	Ø	ß	O	Ø	Ē	VH888067
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	0	®	Ø	Ø	¢	VH888068
c.	Disruptive students	A	®	Ô	D	Ē	VH888069
d.	Uninterested students	A	®	Ô	D	Ē	VH888070
e.	English-language learners (ELLs)	Ø	B	O	Ø	Ē	VH888071
f.	Gifted and talented students	۵	®	O	Ø	Ē	VH888072
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	0	®	©	Ø	Ē	VH888073

# Appendix K-2u: Summary of Changes Operational Grade 8 Mathematics

Previous item	2019 item		D/A/ R/NC+	Rationale
<ul> <li>Which best describes your role in teaching mathematics to this class?</li> <li>I do not teach mathematics to this class. Questions 2–19 are not applicable and will be skipped.</li> <li>I teach all or most subjects, including mathematics.</li> <li>The only subject I teach is mathematics.</li> <li>We team teach, and I have primary responsibility for teaching mathematics.</li> <li>(2017 Grade 8)</li> </ul>	<ol> <li>Which best describes your role in teaching mathematics to this class?</li> <li>I do not teach mathematics to this class.</li> <li>I teach all or most subjects, including mathematics.</li> <li>The only subject I teach is mathematics.</li> <li>We team teach, and I have primary responsibility for teaching mathematics.</li> </ol> Issue: Resources for Learning and Instruction	VII29054	NC	Please note that no content changes were made to the item but the skip pattern text was removed from the item given the transition from PBA to DBA.
VIEADOR 2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	VH261160	NC	N/A
(2017 Grade 8)	Issue: Resources for Learning and Instruction			
3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes hours and minutes per week (2017 Grade 8)	<ul> <li>In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.</li> <li> hours and minutes per week</li> </ul> Issue: Resources for Learning and Instruction	VIB45722	R	As per the Standing Committee recommendat ion, the text "and include in-class time only" was added to the inline directions to clarify mathematics instruction as the time

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

Previous item		2019 item	D/A/ R/NC+	Rationale
				spent instructing in class.
<ul> <li>4. Are students assigned to this class by achievement level?</li> <li> Tes No (2017 Grade 8) </li> </ul>	VH336584	N/A	D	This item was dropped to reduce burden.
<ul> <li>5. What kind of calculator do your students usually use during mathematics lessons?</li> <li>O None</li> <li>O Basic four-function (addition, subtraction, multiplication, division)</li> <li>O Scientific (not graphing)</li> <li>O Graphing</li> </ul>	VH240060	<ul> <li>What kind of calculator do your students usually use during mathematics lessons?</li> <li>O None</li> <li>D Basic four-function (addition, subtraction, multiplication, division)</li> <li>O Scientific (not graphing)</li> <li>O Graphing</li> </ul>	NC	N/A
(2017 Grade 8)		Issue: Resources for Learning and Instruction		

Previous item							2019	item							D/A/ R/NC+	Rationale
<ol> <li>Approximately how mutual this class each day?</li> </ol>	ch mathem	atics homewor	rk do you assi	gn to students	s in	VH240058		proximately how much s class each day?	n mathemati	cs homework	do you assign	1 to students i	n	VH240058	NC	N/A
None     None							(3)	None								
15 minutes							働	15 minutes								
© 30 minutes							© 30 minutes									
© 45 minutes								© 30 minutes © 45 minutes								
© One hour								One hour								
© More than one hour							<ul><li>Den hour</li><li>Den hour</li></ul>									
(2017 Grade 8)							Issue	: Organizatio	on of In	struction	I					
other digital device (exc	•						8.	In your mathematics c other digital device (ex following? Select one c	cluding han	dheld calculato	your student rs) to do each	s use a compu of the	iter or	VH269921	NC	N/A
									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			
<ul> <li>Practice or review mathematics topics</li> </ul>	Ð	Ð	0	θ	Φ	VH269922		Practice or review mathematics topics	0	٢	0	Ø	©	VH269922		
b. Extend mathematics learning with enrichment activities	8	æ	Ð	Ø	œ	Vitimeza	b.	Extend mathematics learning with enrichment activities	0	®	0	Φ	Ð	VH269923		
c. Research mathematics topics on the Internet	Φ	Ð	Ø	Ø	Ð	VH26992A	с.	Research mathematics topics on the Internet	0	G	θ	Ø	Φ	VH269924		
(2017 Grade 8)						VH240061	Issue	: Organizatio	on of In:	struction	l			VH240061	_	
8. When you give students a calculator?	mathemati	ics test or quiz	, how often d	o they use a		VII24000		en you give students a culator?	mathematic	s test or quiz,	how often do	they use a		VH240061	NC	N/A
Never							۲	Never								
③ Sometimes							®	Sometimes								
© Always							0	Always								
(2017 Grade 8)							Issue: Organization of Instruction									
. To what extent are students permitted to use calculators during mathematics lessons?														VH240059	NC	N/A
O Unrestricted use							(8)	Unrestricted use								
							₿	Restricted use								
③ Restricted use								and the second second second second								
							© Calculators are not permitted. Issue: Organization of Instruction									

revious item							2019 item					D/A/ R/NC+	Rationale
<ol> <li>In your mathematics cla materials during instruc</li> </ol>	iss this year, d tion? Select o	o you use any ne círcle in ea	of the following ch row.	instruction	al	VH548937	<ol> <li>In your mathematics class this year, materials? Select one circle in each re</li> </ol>		y of the following ins	structional	VH845832	R	The data captured by
		Yes	No, I do not prefer to use th resource.	his is not a	is resource wailable to me.			Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.			the "other
<ul> <li>Textbooks provided by yo district or school</li> </ul>	ur	۲	®		©	VH548938	a. Textbooks provided by your district or school	(9)	®	Ø	VH845833		please specify
Other materials provided district or school	by your	٩	Ð		0	VH548939	b. Other materials provided by your district or school	(1)	T	O	VH845834		option
Materials found on the In-	ternet	0	®		0	VH548940	c. Materials you have created	0	®	©	VH845842		informed sub
Printed workbooks		0	®		0	VH548947	d. Printed workbooks	0	0	0	VH845840		items to be
Digital manipulatives		0	٢		©	VH548942	e. Physical and/or digital	(1)	0	Q	VH845837		
Physical manipulatives (fe example, ruler, protractor,		0	©		0	VH548945	f. Digital games	0	© ©	0	VH845837 VH845841		added.
compass) Digital games		0	®	-	0	VH548948	g. Interactive whiteboard	0	6	0	VH845844		Previous sub
Interactive whiteboard		0	0		0	VH548944					,		items "c" and
Other materials not listed (Please specify):	l above	@	0		0	VH548941							"f" were
													sub-item "e" was revised t
017 Grade 8)	class this years	, how often do	you use assessm	rent results t	to do	уЩенка	Issue: Resources for Learr	ning and	Instruction			D	responded "Yes". Previo sub-item "e" was revised t include physical manipulative
017 Grade 8) 10. In your mathematics each of the following		rele in each ro	w.				Issue: Resources for Learn	ning and	l Instruction			D	responded "Yes". Previo sub-item "e" was revised t include physical manipulative
10. In your mathematics			w. About once A	bout once 1	to do Every day o almost every day			ning and	l Instruction			D	responded "Yes". Previo sub-item "e" was revised t include physical manipulative This item wa dropped to reduce
<ol> <li>In your mathematics cach of the following</li> <li>a. Discuss the progress your students have made toward individually set goals</li> </ol>	? Select one ci	About once or twice a	w. About once A	bout once 1	Every day o			ning and	l Instruction			D	responded "Yes". Previo sub-item "e" was revised t include physical manipulative This item wa dropped to
<ol> <li>In your mathematics cach of the following</li> <li>a. Discuss the progress your students have made toward</li> </ol>	? Select one ci Never	About once or twice a year	w. About once A or twice a month	bout once 1 or twice a week	Every day o almost every day			ning and	l Instruction			D	responded "Yes". Previo sub-item "e" was revised t include physical manipulative This item wa dropped to reduce
<ol> <li>In your mathematics each of the following</li> <li>a. Discuss the progress your students have made toward individually set goals</li> <li>b. Adjust your teaching strategies to meet the current learning needs</li> </ol>	? Select one ci Never ®	About once or twice a year ©	About once A or twice a comonth Comparison of the comparison of th	bout once 1 or twice a week	Every day o almost every day ©	T VHDAM62		ning and	I Instruction			D	responded "Yes". Previo sub-item "e" was revised t include physical manipulative This item was dropped to reduce
<ol> <li>In your mathematics each of the following</li> <li>a. Discuss the progress your students have made toward individually set goals</li> <li>b. Adjust your teaching strategies to meet the current learning needs of individual students</li> <li>c. Adjust your teaching strategies to reflect your instructional objectives for the</li> </ol>	? Select one ci Never ©	About once or twice a year	w. About once or twice a month	bout once 1 or twice a week	Every day o almost every day ©	r V1550862 V1556864		ning and	I Instruction			D	responded "Yes". Previo sub-item "e" was revised t include physical manipulative This item wa dropped to reduce

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

revious item							2019 item							D/A/ R/NC+	Rationale
11. In your mathematics c materials? Select one c	lass this year, pircle in each	do you use ar row.	y of the follo	wing instruction	onal	VH270256	N/A							D	This version
			Yes		No										of this item
a. Textbooks provided by y	our district o	r	0		6	VH270257									was dropped
school b. Other materials provided	d by your dist	rict or	2	-	2	VH270258									and was
school		1875)	۲		ـ	VH270258 VH270259									replaced by
<ul> <li>Materials found on the I</li> <li>Materials you have creat</li> </ul>			8		0	VH617626									
e. Other materials (Please			@		®	VH270260									VH845832.
2017 Grade 8) 7. Thinking about your e emphasis did you plac circle in each row.	ighth-grade n e on teaching	nathematics c ; your student	asses this yea s each of the	ar, how much following? Sele	ect one	VH547461	11. Thinking about your e emphasis did you plac circle in each row.	ighth-grade n e on teaching	nathematics c g your student	lasses this yea is each of the	ır, how much following? Sel	ect one	VII547461	R	Previous sub item "b" was
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			dropped due
a. Use definitions and notation precisely	0	®	0	Ø	Ð	VH547462	a. Use definitions and	©	©	©	©	©	VH547462		to a high
b. Justify and explain their reasoning	0	٩	O	Ø	©	VH547463	b. Identify and correct						VH547464		percentage
c. Identify and correct flawed mathematical	0	⊕	0	Ø	Θ	VH547464	flawed mathematical reasoning c. Construct arguments	0	¢	Q	Ø	¢	VH54/464		respondents choosing
reasoning d. Construct arguments	-		1.5.2			VH547468	using tables, graphs, or diagrams	@	®	0	Ð	Ð	VH547468		"Quite a bit o
using tables, graphs, or diagrams	۵	۲	Ø	Ø	©	VH54/468	d. Make, test, and validate conjectures	(1)	©	O	Ð	Ø	VH547466		-
e. Make, test, and validate conjectures	٩	Ð	0	Ø	Θ	VH547466	e. Engage in deductive	-		-					emphasis"
f. Use examples or counterexamples to support or refute a mathematical conjecture	0	٩	0	Φ	Ð	VH547467	reasoning and informal proofs	۵	®	Q	Ø	¢	VH547465		and "A lot of emphasis". Previous sub
<ul> <li>Engage in deductive reasoning and informal proofs</li> </ul>	0	⊕	0	Ø	Θ	VH547465									item "f" was
proofs															dropped sin
															current sub-
														1	
															item "d" is
														1	also about
														1	conjectures
															and the
														1	response
															distribution
														1	
							Issue: Organizati	on of in	struction	า					for both was
2017 Grade 8)															similar.

evious item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Thinking about your e emphasis did you plac circle in each row.</li> </ol>	ighth-grade n e on teaching	nathematics e your student	lasses this ye ts each of the	ar, how much following? Sele	ect one	2012/2020	<ol> <li>Thinking about your of emphasis did you plac circle in each row.</li> </ol>					ect one	VH270281	R	This item was revised to
A state of the state of the	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			include a fina
a. Make assumptions	Ø	۵	Q	¢	Ð	936517024		emphasis	emphasis	emphasis	of emphasis	emphasis			set of sub-
b. Make approximations	٩	9	0	0	Ð	VHat7995	<ul> <li>Use clear and precise language to discuss</li> </ul>								
<li>c. Use models to explain calculations</li>	60	90	0	0	Φ	VIC AUSI	problem solving and reasoning	9	®	0	Φ	Ð	VH562965		items for
d. Represent a problem							b. Make assumptions	۲	Ø	0	Ø	Ð	VH617994		2019 based
situation in multiple ways, including	Ø	٩	ø	Ø	Φ	VH1/0185	c. Make approximations	0	®	©	O	Ū	VH617995		on the
numbers, words, pictures, and charts							d. Represent a problem in multiple ways								response data
<ul> <li>Evaluate a problem-solving process</li> </ul>	8	Ø	0	0	Ð	VH270286	including using numbers, words, pictures, and charts	0	®	0	Φ	Ð	VH562967		from the
f. Create equations	Ø	0	Q	ø	Φ	\$94070088	e. Use models to								2017 piloted
<li>g. Relate what your students know to the real world and make sense of it</li>	ß	ø	0	Ð	Ð	VALUE (MEDICAL)	examine real-life and mathematical examples	0	©	0	Ø	Ð	VH549099		and
mathematically		1.000	-				f. Create equations	0	۲	0	0	Ð	VH562985		operational
<ul> <li>b. Use appropriate terminology when referring to the</li> </ul>							g. Examine patterns in tables and graphs to describe relationships	8	₿	0	Θ	©	VH562991		versions.
number system, functions, geometric figures, and data displays	(Z)	æ	0	ø	Ð	AND VIDEO	h. Evaluate a problem-solving process	۲	®	0	Θ	Ð	VH562983		
<ol> <li>Examine patterns in tables and graphs to generate equations and</li> </ol>	6	Φ	θ	ø	θ	VH1 70192	<ol> <li>Evaluate the conclusions of other students</li> </ol>	Θ	®	0	Ø	©	VH549107		
describe relationships							<ol> <li>Relate what your students know to the real world and make sense of it mathematically</li> </ol>	0	®	0	Φ	©	VH562988		

#### 2019 Operational Grade 8 Mathematics Teacher 2019 item D/A/ Previous item Rationale R/NC+ VIEWER 5. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select one circle in each row. Very little emphasis Quite a bit of emphasis A lot of emphasis No emphasis Some a. Use clear and precise language to discuss problem solving and 0 Ð 0 0 Ð reasoning b. Use models to explain calculations Ð Ø 0 1 D Represent a problem in multiple ways including using numbers, words, 0 Ð ø 9 Ð pictures, and charts d. Use models to examine real-life and $\odot$ Ð 0 Ð Φ mathematical examples e. Evaluate a problem-solving 0 0 0 . Φ process f. Create equations Ø ٢ 0 0 Φ g. Relate what your students know to the real world and make 0 0 0 0 Ð sense of it mathematically h. Use appropriate terminology when referring to the number system. 0 Ð 0 Ð Ð functions, geometric tigures, and data displays i. Evaluate the conclusions of other 0 Ð 0 . Φ students Examine patterns in tables and graphs to describe relationship 0 Ð 0 0 Ð (2017 Grade 8)

evious item							2019 item							D/A/ R/NC+	Rationale
. Think about your plar emphasis did you or w						VH240850	12. Think about your plans emphasis did you or wil	for this math Il you give eac	ematics cla h of the foll	ss for the entir owing? Select o	year. How ne circle in	much each row.	VH240850	NC	N/A
		Little or n emphasis	o Mod s emp	erate hasis	Heavy emphasis			19	Little or no emphasis	Mode emph	ate Isis H	eavy emphasis			
Numbers and operation	5	6	(	D	©	VH240851	a. Numbers and operations		(9)	®		O	VH240851		
Measurement		۲		D	Ø	VH240852	b. Measurement c. Geometry		8	6		0	VH240852 VH240853		
Geometry Data analysis, statistics	and	۵		Ð	O	VH240853	d. Data analysis, statistics,	and					VH240856		
probability Algebra and functions		0		D	0	VH240856 VH240854	probability e. Algebra and functions		0	6		0	VH240856		
)17 Grade 8)		(a)			0	VII240834		on of Inc							
14. When you teach ma following? Select or	thematics to e circle in eac	your eighth- ch row.	grade class, do t	you do any o	of the	VH240HW	Issue: Organizatio	hematics to yo	our eighth-g		u do any ol	the	VH240899	NC	N/A
	Not	t at all S	imall extent	Moderate extent	Large extent			Not	at all Sr	all extent	Moderate extent	Large extent			
<ul> <li>Set different achiever standards for some students</li> </ul>		Θ	¢,	ø	ø	134240900	a. Set different achievem standards for some students	ent	D	٩	0	Ø	VH240900		
<li>b. Supplement the regul course curriculum wi additional material for some students</li>	th	Ø	Φ	Ø	Ø	¥1:230901	<ul> <li>b. Supplement the regula course curriculum wit additional material for some students</li> </ul>	h	D	٩	Ø	Ø	VH240901		
<ul> <li>c. Have some students of in different classroon activities</li> </ul>	ngage	Ð	Φ	Ø	Ø	VH28980	<ul> <li>c. Have some students er in different classroom activities</li> </ul>	ngage Q	Ø	Φ	0	Ø	VH240904		
d. Use a different set of methods in teaching students	some	0	œ	0	Ð	¥112.00-851	d. Use a different set of methods in teaching se students	ome a	Ø	@	0	۵	VH240903		
<ul> <li>Pace my teaching differently for some students</li> </ul>		0	٩	0	Φ	VH240902	e. Pace my teaching differently for some students	a	D	٩	©	Ø	VH240902		
017 Grade 8) 8. In your mathematics of strategies when teaching	lass this year, ng? Select one Never or hardly ever	how often e e circle in ea Once in a while	lo you use each ch row. Sometimes	of the follow Often	Always or almost always	VH6172m	Issue: Organizatio	ass this year.	how often	do you use ea ach row.		n Always almos	to I I	R	Current sub item "c" wa added to as
I teach mathematics as a whole-class activity.	٩	Φ	Ø	ø	0	H617189	a. I teach mathematics as	۵	®	O	0	alway	5 VII617289		about mixir
I create student groups with the same achievement level.	ø	Ð	0	Ø	Ø	14617290	a whole-class activity. b. I create student groups with the same	0	8	0	0		VH617289 VH617290		ability level This sub-ite
l create groups by random assignment.	8	œ	0	8	D I	H617291	achievement level. c. I create student groups			-	-	-	_		is already p
I allow students to choose their own group.	۵	θ	θ	0	Ð	1961,7293	with different achievement levels.	0	₿	Ø	۵	Ð	VH887867		of other
							d. I create groups by random assignment.	۲	•	©	0	٢	VH617291		questionna
							<ul> <li>e. I allow students to choose their own groups.</li> </ul>	8	₿	©	۵	©	VH852844		

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

evious item							2019 item							D/A/ R/NC+	Rationale
5. How often do you use e: mathematics? Select on	ach of the foll le circle in eac	owing to asso h row.	ess student pr	ogress in		VH269351	N/A							D	This item was
	Never hardly e			ce or twice month	Once or twice a week										dropped to reduce
Multiple-choice tests	۵		B	0	٥	VH269353									burden.
Small project-based assignments	٩		D	Q	۵	VH269357									burden.
Individual students collaborating on group assignments	Ø		Ð	0	Φ	VH336538									
individual students to a						VH269925	14. In your mathematics of	class this yea	r, how often do	you do each o	of the followin	ng with	V11269925	R	
individual students to a row.					e in each		<ol> <li>In your mathematics of individual students to row.</li> </ol>	class this yea assess their Never	r, how often do progress in mat About once or twice a year	you do each c hematics? Sel About once or twice a month	of the followir ect one circle About once or twice a week	in each		R	Sub-item "a" was revised t remove the word
row. Regularly discuss each student's current level of performance with them	assess their pr	ogress in mat About once or twice a	hematics? Se About once or twice a	About once or twice a	e in each Every day o almost		a. Discuss each student's current level of	assess their Never	About once or twice a year	About once or twice a month	About once or twice a week	in each Every day or almost every day		R	was revised t remove the word "Regularly" f
individual students to a row. Regularly discuss each student's current level of performance with	assess their pr	ogress in mat About once or twice a year	hematics? Se About once or twice a month	About once or twice a week	e in cach Every day o almost every day	r	a. Discuss each student's current level of performance with them	assess their	About once or twice a	hematics? Sel- About once or twice a	About once or twice a	in each Every day or almost		R	was revised remove the word
individual students to a row. Regularly discuss each student's current level of performance with them Set goals for specific progress the student would like to make Discuss progress the student has made toward goals	Never	About once or twice a year	hematics? Sel About once or twice a month ©	About once or twice a week	e in each Every day o almost every day ©	r VH269926	<ul> <li>a. Discuss each student's current level of performance with them</li> <li>b. Set goals for specific progress the student would like to make</li> <li>c. Discuss progress the</li> </ul>	assess their Never	About once or twice a year	About once or twice a month	About once or twice a week	in each Every day or almost every day		R	was revised a remove the word "Regularly" f clarification with the response
individual students to a row. Regularly discuss each student's current level of performance with them Set goals for specific progress the student would like to make Discuss progress the student has made	Never ©	About once or twice a year D	hematics? Se About once or twice a month ©	About once or twice a week ©	Every day o almost every day © ©	r VH269926 VH269928	a. Discuss each student's current level of performance with them b. Set goals for specific progress the student	assess their Never Ø	About once or twice a year	About once or twice a month	About once or twice a week	in each Every day or almost every day ©	VH845878	R	was revised to remove the word "Regularly" fo clarification with the

							2019 item							D/A/ R/NC+	Rationale
17. Suppose your student you think each of the each row.	s did very well following exp	l on their last lanations is ir	mathematics a this situation	test. How like n? Select one c	ly do ircle in	VH270305	<ol> <li>Suppose your students of you think each of the for each row.</li> </ol>	did very well blowing exp	l on their last lanations is ir	mathematics t a this situation	est. How like ? Select one c	ly do ircle in	VH270305	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	1	· · · · · · · · · · · · · · · · · · ·	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
<ul> <li>My students did well because they studied and were prepared.</li> </ul>	۵	®	©	Ø	Ð	VH270306	<ol> <li>My students did well because they studied and were prepared.</li> </ol>	۹	Ð	©	Ø	Đ	VH270306		
<li>My students did well because they put in a lot of effort.</li>	۵	۲	Ø	Φ	٢	VH270307	<ul> <li>b. My students did well because they put in a lot of effort.</li> </ul>	Θ	Ð	0	Ø	Φ	VH270307		
<li>My students did well because they always do well on tests.</li>	0	ـ	0	Θ	©	VH270308	<ul> <li>c. My students did well because they always do well on tests.</li> </ul>	0	Ð	Ø	Ø	Φ	VFE170308		
d. My students did well because I taught the concepts well.	(3)	₿	0	Φ	θ	VH270309	<ul> <li>d. My students did well because I taught the concepts well.</li> </ul>	θ	Ð	9	0	Ð	VH270309		
e. My students did well because they guessed well on the test.	۵	⊕	Ø	Ø	θ	VH270311	e. My students did well because they guessed well on the test.	θ	Ð	Ø	Θ	Φ	VH2/D311		
<ol> <li>My students did well because they are just good at math.</li> </ol>	۵	ـ®	Ø	Ø	Ð	VH270313	f. My students did well because they are just good at math.	0	Ð	0	Θ	Ð	VH270313		
2017 Grade 8)							Issue: Teacher Pr	eparati	on						
8. In your mathematics cl				age your stude	ents	VH270361	16. In your mathematics cla						VH270361	NC	N/A
to participate in mathe	matics activit.	ies outside of	school?				to participate in mathem				rage your stud	ents			,
to participate in mathe Never		les outside of	school?								rage your stud	lents			,
to participate in mathe Never About once or twice	e a year	ics outside of	school?				to participate in mathen	natics activit a year			rage your stud	lents			
to participate in mathe Never About once or twice About once or twice	e a year e a month	ics outside of	school?				to participate in mathen Never About once or twice About once or twice	natics activit a year a month			rage your stud	lents			
to participate in mathe Never About once or twice	e a year e a month e a week	les outside of	school?				to participate in mathen	natics activit a year a month a week			rage your stud	lents			
to participate in mathe Never About once or twice About once or twice Every day or almost	e a year e a month e a week	ics outside of	school?				to participate in mathen Never About once or twice About once or twice About once or twice	natics activit a year a month a week every day	ties outside ol	f school?		lents			
to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8)	e a year e a month e a week t every day w many times	did you provi	de direct oppo		our	VH270362	to participate in mathen The Never About once or twice About once or twice About once or twice Every day or almost	a year a month a week every day o for Lea many times	arning an	f school? nd Instru	uction		V11270362	NC	N/A
to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8)	e a year e a month e a week t every day w many times	did you provi	de direct oppo		our	VIE7882	to participate in mathen Never About once or twice About once or twice About once or twice Every day or almost Issue: Resources 17. In this school year, how	a year a month a week every day o for Lea many times	arning an	f school? nd Instru	uction		V31270562		
<ul> <li>to participate in mather</li> <li>Never</li> <li>About once or twice</li> <li>About once or twice</li> <li>About once or twice</li> <li>About once or twice</li> <li>Every day or almost</li> </ul> 2017 Grade 8) 19. In this school year, how students to participate	e a year e a month e a week t every day w many times	did you provi	de direct oppo		our	¥11270562	to participate in mathen The Never About once or twice About once or twice About once or twice Every day or almost Issue: Resources 17. In this school year, how students to participate i	a year a month a week every day o for Lea many times	arning an	f school? nd Instru	uction		VH2N062		
to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8) 19. In this school year, how students to participate Never	e a year e a month e a week t every day w many times	did you provi	de direct oppo		our	чиглова	to participate in mathen The Never About once or twice About once or twice About once or twice Every day or almost Issue: Resources 17. In this school year, how students to participate i Never	a year a month a week every day o for Lea many times	arning an	f school? nd Instru	uction		¥11270362		
to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8) 19. In this school year, how students to participate Never Once	e a year e a month e a week t every day w many times	did you provi	de direct oppo		our	¥1127052	to participate in mathen Never About once or twice About once or twice About once or twice Every day or almost Issue: Resources 17. In this school year, how students to participate i Never Once	a year a month a week every day o for Lea many times	arning an	f school? nd Instru	uction		VIETOMZ		
<ul> <li>to participate in mather</li> <li>Never</li> <li>About once or twice</li> <li>About once or twice</li> <li>About once or twice</li> <li>Every day or almost</li> </ul> 2017 Grade 8) 19. In this school year, hor students to participate <ul> <li>Never</li> <li>Once</li> <li>Two or three times</li> </ul>	e a year e a month e a week t every day w many times in mathemati	did you provi	de direct oppo		our	VIEROSE2	to participate in mathem Never About once or twice About once or twice About once or twice Every day or almost Issue: Resources 17. In this school year, how students to participate i Never Once Two or three times	a year a month a week every day a for Lea many times n mathemat	arning an	f school? nd Instru	uction		¥31270562		

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

revious item							2019 item	D/A/ R/NC+	Rationale
<ol> <li>Thinking about your e incorporate the followi each row.</li> </ol>	ighth-grade m ing practices v	athematics c when teaching	lasses this year, g your students	, how often o ? Select one	lo you circle in	VH547430	N/A	D	This item was dropped since
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always				a high
a. Posing questions					atways				percentage of
during a lesson that will help students to reason and make sense	Ø	ـ	Ø	Φ	Ð	VH547431			respondents
of mathematical connections and	•								chose "Often"
relationships b. Using overall learning					1				and "Always
goals to guide instructional decisions	۹	₿	Q	Ø	©	VH547434			or almost
2. Building procedural understanding to	i në mili	100	1000		1.77				always" across all sub-
encourage the use of multiple problem-solving	Θ	₿	0	Φ	Θ	VH547433			
strategies I. Providing				-					items, indicating
opportunities for students to	Ø	@	Ø	Φ	©	VH547432			that this item
productively struggle with mathematical ideas and relationships	e e		9	<sup>a</sup>					may elicit
rucas and relationships									socially
									desirable
2017 Grade 8)									responses.

# **Appendix K-2v: Operational Grade 8 Mathematics**

**1.** Which best describes your role in teaching mathematics to this class?

- I do not teach mathematics to this class.
- I teach all or most subjects, including mathematics.
- © The only subject I teach is mathematics.
- <sup>©</sup> We team teach, and I have primary responsibility for teaching mathematics.

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

**3.** In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

- **4.** Approximately how much mathematics homework do you assign to students in this class each day?
  - None
     None
  - I 15 minutes
  - © 30 minutes

  - One hour
  - © More than one hour

VH845752

VH261160

VH240054

- **5.** To what extent are students permitted to use calculators during mathematics lessons?
  - ③ Unrestricted use
  - Restricted use
  - © Calculators are not permitted.
- 6. What kind of calculator do your students usually use during mathematics lessons?
  - None
     None
  - (B) Basic four-function (addition, subtraction, multiplication, division)
  - © Scientific (not graphing)
  - (D) Graphing
- 7. When you give students a mathematics test or quiz, how often do they use a calculator?
  - Never
     Never
  - Sometimes
  - © Always

VH240060

8. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	A	®	O	Ø	Ē	VH269922
b. Extend mathematics learning with enrichment activities	æ	®	Ø	Ø	©	VH269923
c. Research mathematics topics on the Internet	Ø	®	O	D	Ē	VH269924

**9.** In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	æ	®	O	VH845833
b. Other materials provided by your district or school	Ø	®	©	VH845834
c. Materials you have created	A	®	©	VH845842
d. Printed workbooks	A	®	©	VH845840
e. Physical and/or digital manipulatives	æ	®	©	VH845837
f. Digital games	A	®	©	VH845841
g. Interactive whiteboard	A	®	©	VH845844

VH845832

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use clear and precise language to discuss problem solving and reasoning	0	®	O	Ø	Ē	VH562965
b.	Make assumptions	A	ß	Ó	Ø	e	VH617994
c.	Make approximations	A	®	Ô	Θ	Ē	VH617995
d.	Represent a problem in multiple ways including using numbers, words, pictures, and charts	0	6	Ø	Ø	Ē	VH562967
e.	Use models to examine real-life and mathematical examples	Ø	ß	O	Θ	Ē	VH549099
f.	Create equations	A	®	Ô	0	Ē	VH562985
g.	Examine patterns in tables and graphs to describe relationships	Ø	ß	Ø	Ø	Ē	VH562991
h.	Evaluate a problem-solving process	Ø	ß	Ø	Ø	Ē	VH562983
i.	Evaluate the conclusions of other students	(9)	ß	Ø	0	Ē	VH549107
j.	Relate what your students know to the real world and make sense of it mathematically	Ø	®	O	Ø	Ē	VH562988

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use definitions and notation precisely	B	B	O	Ø	Ē	VH547462
b.	Identify and correct flawed mathematical reasoning	Ø	ß	Ø	Ø	Ē	VH547464
c.	Construct arguments using tables, graphs, or diagrams	Ø	®	O	Ø	Ē	VH547468
d.	Make, test, and validate conjectures	۵	®	O	Ø	Ē	VH547466
e.	Engage in deductive reasoning and informal proofs	۵	®	©	Ø	Ē	VH547465

**12.** Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	A	®	©	VH240851
b. Measurement	A	®	©	VH240852
c. Geometry	A	®	©	VH240853
d. Data analysis, statistics, and probability	۵	®	©	VH240856
e. Algebra and functions	A	®	©	VH240854

**13.** When you teach mathematics to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
а.	Set different achievement standards for some students	Ø	₿	Ø	Ø	VH240900
b.	Supplement the regular course curriculum with additional material for some students	0	9	0	0	VH240901
с.	Have some students engage in different classroom activities	Ø	ß	Ø	0	VH240904
d.	Use a different set of methods in teaching some students	(9	6	0	0	VH240903
e.	Pace my teaching differently for some students	Ø	ß	Ø	Ø	VH240902

VH240899

VH240850

210

**14.** In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Discuss each student's current level of performance with them	0	6	O	Ø	C	VH845878
b.	Set goals for specific progress the student would like to make	Ø	ß	O	Ø	Ē	VH269928
c.	Discuss progress the student has made toward goals previously set	Ø	®	Ø	Ø	¢	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	6	Ø	Ø	¢	VH269931

**15.** Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	0	®	O	Ø	Ē	VH270306
b.	My students did well because they put in a lot of effort.	Ø	®	O	Ø	Ē	VH270307
c.	My students did well because they always do well on tests.	Ø	®	Ø	Ø	Ē	VH270308
d.	My students did well because I taught the concepts well.	Ø	ß	O	Ø	Ē	VH270309
e.	My students did well because they guessed well on the test.	8	®	Ø	Ø	Ē	VH270311
f.	My students did well because they are just good at math.	Ø	ß	Ø	Ø	Ē	VH270313

VH270361

- **16.** In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?
  - Never
     Never
  - <sup>®</sup> About once or twice a year
  - © About once or twice a month
  - About once or twice a week
  - © Every day or almost every day

VH270362

- **17.** In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?
  - le Never
  - Once
     Once
  - © Two or three times
  - <sup>©</sup> Four or five times
  - © More than five times

VH617288

**18.** In your mathematics class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	I teach mathematics as a whole-class activity.	Ø	ß	O	Ø	Ē	VH617289
b.	I create student groups with the same achievement level.	0	ß	Ø	Ø	Ē	VH617290
c.	I create student groups with different achievement levels.	0	®	Ø	Ø	Ē	VH887867
d.	I create groups by random assignment.	۵	B	O	Ø	Ē	VH617291
e.	I allow students to choose their own groups.	0	®	O	Ø	Ē	VH852844

**Appendix K-2w: Summary of Changes Pilot Grade 8 Mathematics** 

#### 2019 Pilot Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>VODEMENT</li> <li>1. Which best describes your role in teaching mathematics to this class?</li> <li>(D) I do not teach mathematics to this class. Questions 2–19 are not applicable and will be skipped.</li> <li>(D) I teach all or most subjects, including mathematics.</li> <li>(D) The only subject I teach is mathematics.</li> <li>(D) We team teach, and I have primary responsibility for teaching mathematics.</li> <li>(2017 Grade 8)</li> </ul>	<ul> <li>Which best describes your role in teaching mathematics to this class?</li> <li>I do not teach mathematics to this class.</li> <li>I teach all or most subjects, including mathematics.</li> <li>The only subject I teach is mathematics.</li> <li>We team teach, and I have primary responsibility for teaching mathematics.</li> </ul> Issue: Resources for Learning and Instruction	NC	Please note that no content changes were made to the item but the skip pattern text was removed from the item given the transition from PBA to
N/A	<ul> <li>Which best describes how mathematics instruction is organized for eighth-grade students at this school? Select one circle.</li> <li>Mathematics is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</li> <li>Some mathematics instruction is integrated with other subjects, and some mathematics instruction is presented as a discrete subject.</li> <li>Mathematics lessons are primarily integrated with instruction in other subjects.</li> </ul>	A A	DBA. This was added from Reading as a parallel item to the Mathematics pilot assessment. The pilot data will determine whether this item should be further considered for the 2021 Mathematics operational assessment.

2019 Pilot Grade 8 Mathematics Teacher						
Previous item	2019 item	D/A/ R/NC+	Rationale			
2. How many students are in this class? Enter the number of students.	3. How many students are in this class? Enter the number of students.	NC	N/A			
(2017 Grade 8)	Issue: Resources for Learning and Instruction					
3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes hours and minutes per week (2017 Grade 8)	<ul> <li>4. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.</li> <li> hours and minutes per week</li> <li>Issue: Resources for Learning and Instruction</li> </ul>	R	As per the Standing Committee recommendat ion, the text "and include in-class time only" was added to the inline directions to clarify mathematics instruction as the time spent instructing in class.			
<ul> <li>4. Are students assigned to this class by achievement level?</li> <li> <ul> <li>Ø Yes</li> <li>Ø No</li> </ul> </li> </ul>	N/A	D	This item was dropped to reduce burden.			
(2017 Grade 8) 5. What kind of calculator do your students usually use during mathematics lessons? © None © Basic four-function (addition, subtraction, multiplication, division) © Scientific (not graphing) © Graphing (2017 Grade 8)	<ul> <li>What kind of calculator do your students usually use during mathematics lessons?</li> <li>None</li> <li>Basic four-function (addition, subtraction, multiplication, division)</li> <li>Scientific (not graphing)</li> <li>Graphing</li> </ul> Issue: Resources for Learning and Instruction	NC	N/A			

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

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Approximately how mu this class each day?</li> </ol>	ch məthema	tics homewor	k do you assig	n to students	in	VIE3003	<ol> <li>Approximately how muthis class each day?</li> </ol>	ch mathem	atics homewor	k do you assi <sub>j</sub>	gn to students	in	V1[240058	NC	N/A
(D) None							Ø None								
15 minutes							① 15 minutes     ③								
© 30 minutes							© 30 minutes								
© 45 minutes							© 45 minutes								
D One hour							© One hour								
More than one hour     A second seco							D More than one hour								
2017 Grade 8)						Issue: Organizatio	on of ins	struction							
other digital device (ex						VH289923	<ol> <li>In your mathematics cl other digital device (exi following? Select one c</li> </ol>	cluding han	dheld calculate	) your student ors) to do each	s use a compu of the	ter or	1312109071	NC	N/A
	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			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	r		
a. Practice or review mathematics topics	Ø	Ø	0	Ð	Φ	VH28923	a. Practice or review mathematics topics	Ø	œ	0	Ð	Ð	VH269922		
<ul> <li>Extend mathematics learning with enrichment activities</li> </ul>	Ø	θ	0	8	θ	VH269923	<ul> <li>Extend mathematics learning with enrichment activities</li> </ul>	0	Ø	0	Ð	θ	VII260923		
c. Research mathematics topics on the Internet	۹	Ð	0	0	Φ	VH209924	c. Research mathematics topics on the Internet	Ø	Ø	Ø	۵	Ø	V11269924		
(2017 Grade 8)							Issue: Organizatio	on of ins	struction						
8. When you give students calculator?	a mathemat	ics test or qui:	z, how often d	o they use a		/VI(240061	<ol> <li>When you give students calculator?</li> </ol>	s a mathem	atics test or qu	iz, how often	do they use a		VH28061	NC	N/A
Never							Never								
D Sometimes							Sometimes								
© Always							© Always								
(2017 Grade 8)							Issue: Organizatio	on of ins	truction						
9. To what extent are stud lessons?	ents permitt	ed to use calcı	ilators during	mathematics		VH240059	11. To what extent are stude lessons?	ents permitt	ed to use calcu	ilators during	mathematics		V1[240059	NC	N/A
( Unrestricted use							<ul> <li>Unrestricted use</li> </ul>								
D Restricted use							@ Restricted use								
© Calculators are not j	ermitted.						© Calculators are not p	ermitted.							
														1	1

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

### 2019 Pilot Grade 8 Mathematics Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ N/A D This item was 10. In your mathematics class this year, how often do you use assessment results to do each of the following? Select one circle in each row. dropped to About once About once About once Every day or reduce Never or twice a month or twice a week almost every day or twice a vear burden. a. Discuss the progress your students have 1 0 0 0 Ð made toward individually set goals Adjust your teaching strategies to meet the (TD) 0 0 0 Φ current learning needs of individual students Adjust your teaching strategies to reflect your instructional 9 0 0 0 0 objectives for the classroom d. Discuss class progress with school 3 Ð 0 0 Ø administrators Discuss class progress with other colleagues 0 0 Ð 0 0 (2017 Grade 8) VH27025 VIRILIAN Sub-item "a" 11. In your mathematics class this year, do you use any of the following instructional 7. In your mathematics class this year, do you use any of the following instructional R materials? Select one circle in each row. materials? Select one circle in each row. was revised Yes No Yes No to include a. Textbooks provided by your district or Textbooks (print or digital) provided by 0 Ð 0 D school "(print or your district or school b. Other materials provided by your district o b. Printed workbooks 0 (1) 0 D school digital)". Sub-Physical and/or digital manipulatives 0 Ð Materials found on the Internet 0 0 d. Digital games items "b" and 0 Ð 1. Materials you have created 0 Ð e. Interactive panel (e.g., SMART board, e. Other materials (Please specify): • D "d" were part 3 ٢ Promethean ActivPanel) Materials you have created 0 Ð of the 2017 (2017 Grade 8) Math software and/or apps 0 0 h. Other materials provided by your district or pilot and school (e.g., math board games, math 3 Ð puzzles) have been included for Issue: Resources for learning and instruction the 2019 pilot: subitem "c" was combined from two distinct subitems that were in 2017

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

pilot; sub-

### 2019 Pilot Grade 8 Mathematics Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ item "g" is 4. In your mathematics class this year, do you use any of the following instructional materials during instruction? Select one circle in each row. new and was No, I do not prefer to use this No, this resource added based Yes is not available to resource. me. on ADC Textbooks provided by your The second s 0 0 district or school feedback: and Other materials provided by your ٢ 1 Ø district or school sub-item "h" Materials found on the Internet ٢ 1 0 Niese. Printed workbooks 0 3 0 has been Digital manipulatives 0 1 0 revised based Physical manipulatives (for example, ruler, protractor, Ð 0 3 on ADC compass) Digital games 3 $\odot$ 0 feedback. h. Interactive whiteboard ۲ 0 0 LISES .. Other materials not listed above (Please specify): Ð 1 0 (2017 Grade 8) VHYTICK VH270281 12. Thinking about your eighth-grade mathematics classes this year, how much R Current sub-9. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select one emphasis did you place on teaching your students each of the following? Select one item "a" was circle in each row. circle in each row. revised for Quite a bit of emphasis No Very little Some A lot of No Very little Some Quite a bit A lot of emphasis emphasis emphasis emphasis emphasis emphasis emphasis of emphasis emphasis 2021 a. Make assumptions 0 Φ B O 0 Make assumptions b. Make approximations 0 0 0 0 0 using mathematical development Φ 0 0 0 0 knowledge to solve a c. Use models to explain (TO) Ð 0 0 Ø problem calculations as per ADC d. Represent a problem b. Make approximations 0 Ð 0 0 Ø (1200 feedback; situation in multiple Represent a problem ways, including 0 D 0 0 0 situation in multiple numbers, words, current subways, including 00 ch 0 0 ¢ pictures, and charts numbers, words, items "d" and . Evaluate a pictures, and charts problem-solving 0 Ð 0 0 Ð d. Use models to "h" were part process examine real-life and 0 1 0 0 Φ Create equations 0 0 0 0 Ø mathematical of the 2017 Relate what your examples students know to the Create equations 0 1 0 0 Ð pilot and real world and make 0 D 0 0 Ð Examine patterns in sense of it mathematically tables and graphs to 3 0 0 Ø have been 0 describe relationships Use appropriate included for terminology when g. Evaluate a problem-solving referring to the 00 3 0 0 D the 2019 11270290 number system 6 0 0 0 O process functions, geometric h. Evaluate the figures, and data pilot; current conclusions of other 3 0 (D) 0 0 15491 displays students sub-item "f" Examine patterns in Relate what your tables and graphs to 0 0 Ð students know to the 0 0 generate equations and describe relationships was revised. real world and make 0 0 0 0 Φ sense of it mathematically (2017 Grade 8) **Issue:** Organization of Instruction

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

evious item							2019 item				D/A/ R/NC+	Rationale
<ol> <li>Thinking about your e emphasis did you plac circle in each row.</li> </ol>	eighth-grade n ce on teaching	nathematics cl g your students	asses this yea s each of the	r, how much following? S	elect one	VH270281						
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasi	A lot of emphasis							
Use clear and precise language to discuss problem solving and reasoning	0	G	0	Ø	©	VH562965						
Use models to explain calculations	@	٩	Ø	Ø	٢	VH562966						
Represent a problem in multiple ways including using numbers, words, pictures, and charts	۹	٩	Θ	Ø	©	VH562967						
Use models to examine real-life and mathematical examples	۵	Φ	Θ	۵	©	VH549099						
Evaluate a problem-solving process	0	۲	0	Φ	٢	VH562983						
Create equations	0	G	0	0	O	VH562985						
Relate what your students know to the real world and make sense of it mathematically	0	Θ	9	Φ	©	VH562988						
Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	Ø	Φ	Ø	Φ	Ø	VH562989						
Evaluate the conclusions of other students	8	\$	0	٩	٢	VH549107						
Examine patterns in tables and graphs to describe relationships	0	®	0	۵	٢	VH562991						
017 Grade 8) 3. Think about your plan						VH240850	<ol> <li>Think about your plans for this r emphasis did you or will you give</li> </ol>	nathematics class fo	r the entire year.	How much	ete NC	N/A
emphasis did you or w	ill you give ea	Little or no	wing? Select o Moder				emphasis did you or will you give	Little or no	g? Select one circ Moderate	1 1	1	
		emphasis	empha	asis	avy emphasis			emphasis	emphasis	Heavy emphasis		
Numbers and operation	5	Ø	•		0	VH240851 VH240852	a. Numbers and operations	Ø	Ð	© VH248	1	
deasurement Geometry		8	0		0	VH240852 VH240853	b. Measurement c. Geometry	0	@	© VH2408/	-	
Data analysis, statistics	, and	Ð	0	-	0	VEIZ40956	<ul> <li>d. Data analysis, statistics, and</li> </ul>	Ø	Ø			
probability Algebra and functions	-	0	0		0	VEI240854	probability c. Algebra and functions	۵	Ð		2	

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

						2019 item						D/A/ R/NC+	Rationale
14. When you teach mathema following? Select one circl	tics to your eigl le in each row.	nth-grade class, do	o you do any of t	he	VIE246899	15. When you teach mathemati following? Select one circle	ics to your eigh in each row.	nth-grade class, do	you do any of	the	V1/2408/99	R	Sub-item "f" is new. It was
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			created to
<ul> <li>Set different achievement standards for some students</li> </ul>	Θ	Ð	Q	Ø	V11240900	<ul> <li>a. Set different achievement standards for some students</li> </ul>	۲	œ	Ø	Ð	VH240900		address the ADC's
<li>b. Supplement the regular course curriculum with additional material for some students</li>	0	⊕	0	0	VH240901	<li>b. Supplement the regular course curriculum with additional material for some students</li>	Ø	Ð	Φ	Ð	VH240901		comment on including an
<ul> <li>c. Have some students engage in different classroom activities</li> </ul>	Θ	8	θ	0	VH240904	<ul> <li>c. Have some students engage in different classroom activities</li> </ul>	Ø	۹	Q	Ø	VH240904		item that
<li>d. Use a different set of methods in teaching some students</li>	٢	Ð	Ø	Ø	VH240903	d. Use a different set of methods in teaching some students	\$	®	¢	Ø	VH240403		captured a UDL-oriented
e. Pace my teaching differently for some students	۵	œ	Ø	Φ	Y11240902	e. Pace my teaching differently for some students	Θ	٩	Ø	ø	VH2a0H3		approach.
						<ol> <li>Provide multiple representation of concepts, and guide students to express what they know using various formats</li> </ol>	Ø	œ	Ø	Ø	VERITANN		
(2017 Grade 8)						Issue: Organization of	of Instruc	tion					
15. How often do you use each	h of the followir pircle in each roy	ig to assess stude w.	nt progress in		VII200351	N/A						D	This item was dropped to
mathematics? Select one of			A	Once or twice									arobbed to
mathematics? Select one o	Never or hardly ever	Once or twice a year	Once or twice a month	a week									reduce
mathematics? Select one of					V2D69353								reduce
mathematics? Select one c	hardly ever	a year	a month	a week	V31269433 V312694337								

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>In your mathematics c individual students to row.</li> </ol>						V1600925	<ol> <li>In your mathematics of individual students to row.</li> </ol>	class this year assess their p	, how often do rogress in mar	you do each ( thematics? Se	of the followir lect <b>one</b> circle	ng with in each	VH269925	R	Sub-item "a was revised
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day of almost every day	T T		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			to remove the word
<ul> <li>Regularly discuss each student's current level of performance with them</li> </ul>	Ø	⊕	Ø	Ð	θ	VH289926	<ul> <li>Discuss each student's current level of performance with them</li> </ul>	Θ	Φ	0	Ð	Φ	V1645878		"Regularly" for
<li>b. Set goals for specific progress the student would like to make</li>	٩	Ð	Ø	Φ	Φ	V11269928	b. Set goals for specific progress the student would like to make	Ø	æ	Ø	۵	Ø	VH268928		clarification with the
<ul> <li>Discuss progress the student has made toward goals previously set</li> </ul>	Ø	œ	0	Ø	Φ	VH209930	c. Discuss progress the student has made toward goals previously set	Ø	œ	Φ	Ð	Φ	¥H269900		response options.
1. Determine how to							d. Determine how to				-				options.
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 8) 7. Suppose your students						VM231180	adjust your teaching strategies to meet the strudent's current learning needs Issue: Organizatio 18, Suppose your students	s did very wel	l on their last				VIII2A0931	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 8)	did very wel ollowing exp Not at all	on their last lanations is in	mathematics this situation Somewhat	test. How like	ely do		adjust your teaching strategies to meet the student's current learning needs	On of Ins s did very wel following exp	truction l on their last lanations is ir	mothematics a this situation	test. How like n? Select one o	ly do ircle in		NC	N/A
adjust your teaching, strategies to meet the student's current learning needs 2017 Grade 8) 17. Suppose your students you think each of the f each row.	did very wel ollowing exp	on their last	mathematics this situation	test. How like	ely do circle in		adjust your teaching strategies to meet the strudent's current learning needs Issue: Organizatio 18, Suppose your students you think each of the each row.	on of Ins	truction	mathematics	test. How like	ly do		NC	N/A
adjust your teaching, strategies to meet the student's current learning needs 2017 Grade 8) 17. Suppose your students you think each of the f each row.	did very wel ollowing exp Not at all	on their last lanations is in	mathematics this situation Somewhat	test. How like	ely do circle in Extremely		adjust your teaching strategies to meet the strudent's current learning needs Issue: Organizatio 18, Suppose your students you think each of the each row. a. My students did well because they studied and were prepared.	on of Ins s did very wel following exp Not at all	truction l on their last lanations is ir	mathematics a this situation Somewhat	test. How like n? Select one o	ly do ircle in Extremely		NC	N/A
adjust your teaching, strategies to meet the student's current learning needs 2017 Grade 8) 17. Suppose your students you think each of the f each row.	did very wel ollowing exp Not at all likely	l on their last lanations is in Not likely	mathematics this situation Somewhat likely	test. How like af Select one o Quite likely	ely do circle in Extremely likely	VUZNINO	adjust your teaching strategies to meet the strudent's current learning needs Issue: Organizatio 18, Suppose your students you think each of the each row. a. My students did well because they studied	On of Ins olid very wel following exp Not at all likely	truction I on their last lanations is ir Not likely	mathematics a this situation Somewhat likely	test. How like n? Select one e Quite likely	ly do ircle in Extremely likely	VHZmule	NC	N/A
adjust your teaching strategies to meet the structor's current learning needs 2017 Grade 8) 17. Suppose your students you think each of the f each row.	did very wel ollowing exp Not at all likely Ø	on their last lanations is in Not likely D	mathematics this situation Somewhat likely	test. How like n' Select one o Quite likely @	ely do circle in Extremely likely D	VHERMON	adjust your teaching strategies to meet the strudent's current learning needs Issue: Organizatio 18. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a	on of Ins a did very wel following exp Not at all likely	truction I on their last lanations is ir Not likely D	mathematics o this situation Somewhat likely ©	test. How like a? Select one c Quite likely @	ly do ircle in Extremely likely Ø	VHZ70309	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 8) 17. Suppose your students you think each of the f cach row. 18. My students did well because they studied and were prepared. 20. My students did well because they always do well on tests. 21. My students did well because they always do well on tests. 22. My students did well because they always do well on tests.	did very wel ollowing exp Not at all likely	on their last lanations is in Not likely D	mathematics this situation Somewhat likely ©	test. How like n' Select one o Quite likely @ @	ely do circle in Extremely likely D	V427080	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 18. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they always do well on rests. d. My students did well because they always do well on rests.	on of Ins a did very wel following exp Not at all likely @	truction I on their last lanations is in Not likely D	mathematics o this situation Somewhar likely ©	test. How like ? Select one of Quite likely @ @	ly do ircle in Extremely likely ©	VH270306 VH270306	NC	N/A
adjust your teaching strategies to meet the strudent's current learning needs 2017 Grade 8) 17. Suppose your students you think each of the f each row. a. My students did well because they studied and were prepared. b. My students did well because they always do well on tests. d. My students did well because they always do well on tests.	did very wel ollowing exp Not at all likely	on their last lanations is in Not likely D D	mathematics this situation Somewhat likely © ©	test. How like n' Select one o Quite likely @ @ @	ely do circle in Extremely likely D D D	V4270489 V48270360 V482703607 V482703604	adjust your teaching strategies to meet the strutegies to meet the strutegies to meet the strutent's current learning needs Issue: Organizatio 18, Suppose your students you think each of the each row.	on of Ins a did very wel following exp Not at all likely	truction I on their last lanations is in Not likely D D	mathematics o this situation Somewhar likely © ©	est. How like n? Select one c Quite likely @ @	ly do ircle in Extremely likely D D D	VH270306 VH270306 VH270307 VH270309	NC	N/A

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

Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>18. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</li> <li>(2017 Grade 8)</li> </ul>	<ul> <li>19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</li> <li> O Never O About once or twice a year O About once or twice a month O About once or twice a week O Every day or almost every day </li> <li> Issue: Resources for learning and instruction</li></ul>	er NC	N/A
<ul> <li>19. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</li> <li>© Never</li> <li>© Once</li> <li>© Two or three times</li> <li>© Four or five times</li> <li>© More than five times</li> </ul> (2017 Grade 8)	<ul> <li>20. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</li> <li>② Never</li> <li>③ Once</li> <li>③ Two or three times</li> <li>④ Four or five times</li> <li>④ More than five times</li> <li>Issue: Resources for learning and instruction</li> </ul>	NC	N/A
N/A	<ul> <li>6. How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?</li> <li>② Never or hardly ever</li> <li>③ Once or twice a year</li> <li>③ Once or twice a month</li> <li>⑤ Once or twice a week</li> </ul> Issue: Organization of Instruction	A A	This item was part of a matrix. The other sub- items in the matrix were dropped and this item was revised to a discrete item.

							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Thinking about your of emphasis did you plac circle in each row.</li> </ol>					lect one	VH547461	<ol> <li>Thinking about your e emphasis did you plac circle in each row.</li> </ol>	righth-grade n e on teaching	nathematics c 3 your student	lasses this yea ts each of the	r, how much following? Sel	ect one	VH587401	R	Previous sub items "b" an
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			"f" were
a. Use definitions and notation precisely	۵	0	Q	Ø	¢	VH547462	a. Use definitions and notation precisely	۲	Ð	Φ	0	Ð	¥11547462		dropped to reduce
<ul> <li>Justify and explain their reasoning</li> </ul>	۵	8	0	0	٢	VH547463	b. Identify and correct flawed mathematical	Θ	ø	0	0	θ	V11547464		burden.
<ul> <li>Identify and correct flawed mathematical reasoning</li> </ul>	۵	Θ	Ø	۵	©	VH547464	reasoning c. Construct arguments using tables, graphs, or	Ø	0	0	0	Θ	VTE547468		baraem
<ol> <li>Construct arguments using tables, graphs, or diagrams</li> </ol>	0	8	0	0	©	VH547468	diagrams d. Make, test, and validate conjectures	Ø	œ.	0	0	Ð	VH547466		
. Make, test, and validate conjectures	۵	8	0	٩	©	VH547466	c. Engage in deductive reasoning and informal	۵	Ð	o	0	Ø	VH547485		
. Use examples or counterexamples to support or refute a mathematical conjecture	۵	6	Q	Φ	©	VH547467	proofs	ø	Ű.	U.	Ψ.	Û	V104 (405		
<li>Engage in deductive reasoning and informal proofs</li>	®	(6)	Q	۵	٢	VH547465									
8. In your mathematics strategies when teach				of the follow	ing	VH617288	17. In your mathematics strategies when teach	class this year	, how often de		of the followi	ng	V8607258	R	Sub-item "c was added
8. In your mathematics				of the followi Often	ing Always or almost always	VH617288	17. In your mathematics	class this year	, how often de		of the followi Often	ng Always or almost always	VH6(7258	R	was added based on AI
<ol> <li>In your mathematics strategies when teach</li> </ol>	ing? Select on Never or	e circle in eac Once in a	h row.		Always or almost	VH617288 VH617289	17. In your mathematics	class this year ing? Select on Never or	, how often do e circle in eac Once in a	h'row.		Always or almost	V8617286 V8617289	R	was added based on Al feedback fo
<ol> <li>In your mathematics strategies when teach</li> <li>I teach mathematics as a whole-class activity.</li> <li>I create student groups with the same achievement level.</li> </ol>	ing? Select on Never or hardly ever	e circle in eac Once in a while	h row. Sometimes	Often	Always or almost always		<ul> <li>17. In your mathematics of strategies when teach</li> <li>a. I teach mathematics as</li> </ul>	class this year ing? Select on Never or hardly ever	, how often de e circle in eac Once in a while	h row. Sometimes	Often	Always or almost always		R	was added based on AI feedback fo this item for 2019
<ol> <li>In your mathematics strategies when teach</li> <li>I teach mathematics as a whole-class activity.</li> <li>I create student groups with the same achievement level.</li> <li>I create groups by random assignment.</li> </ol>	Never or hardly ever	e circle in eac Once in a while	h row. Sometimes ©	Often ©	Always or almost always ©	VH617289	<ul> <li>17. In your mathematics of strategies when teach strategies when teach</li> <li>a. I teach mathematics as a whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different</li> </ul>	class this year ing? Select on Never or hardly ever ©	how often de e circle in eac Once in a while	h'row. Sometimes ©	Often ©	Always or almost always ©	VHo17189	R	was added based on AI feedback fo this item for 2019 operational
<ol> <li>In your mathematics strategies when teach</li> <li>I teach mathematics as a whole-class activity.</li> <li>I create student groups with the same achievement level.</li> <li>I create groups by random assignment.</li> </ol>	Never or hardly ever ©	e circle in eac Once in a while ©	h row. Sometimes	Often ©	Always or almost always ©	VH617289 VH617290	<ol> <li>In your mathematics of strategies when teach</li> <li>a. I teach mathematics as a whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different achievement levels.</li> <li>d. I create groups by</li> </ol>	class this year ing? Select on Never or hardly ever ©	, how often de e circle in eac Once in a while D	h'row. Sometimes ©	Often ©	Always or almost always Φ	VHo17289 VHo17289	R	based on Al feedback fo this item for 2019 operational This sub-ite
<ol> <li>In your mathematics strategies when teach</li> <li>I teach mathematics as a whole-class activity.</li> <li>I create student groups with the same achievement level.</li> <li>I create groups by random assignment.</li> <li>I allow students to choose their own</li> </ol>	Never or hardly ever	© circle in eac Once in a while © ©	h row. Sometimes	Often © ©	Always or almost always © ©	VH617289 VH617290 VH617291	<ul> <li>17. In your mathematics a strategies when teach strategies when teach</li> <li>a. I teach mathematics as a whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different achievement levels.</li> <li>d. I create groups by random assignment.</li> <li>e. I allow students to choose their own</li> </ul>	class this year ing? Select on Never or hardly ever © ©	box often de e circle in eac Once in a while D D D D	h'row. Sometimes © ©	Often © ©	Always or almost always Φ Φ Φ	VHo17289 VHo17289 VHo17280	R	was added based on AE feedback fo this item for 2019 operational This sub-ite can be adde at this stage
a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create groups by random assignment. d. I allow students to choose their own	Never or hardly ever	© circle in eac Once in a while © ©	h row. Sometimes	Often © ©	Always or almost always © ©	VH617289 VH617290 VH617291	<ul> <li>17. In your mathematics a strategies when teach strategies when teach</li> <li>a. I teach mathematics as a whole-class activity.</li> <li>b. I create student groups with the same achievement level.</li> <li>c. I create student groups with different achievement levels.</li> <li>d. I create groups by random assignment.</li> <li>c. I allow students to</li> </ul>	class this year ing? Select on Never or hardly ever © © ©	<ul> <li>how often de e circle in eac</li> <li>Once in a while</li> <li>D</li> <li>D<td>h'row. Sometimes © © ©</td><td>Often (D) (D) (D) (D) (D) (D) (D) (D)</td><td>Always or almost always</td><td>Alteri (201 Alteri (201 Alteri (201</td><td>R</td><td>was added based on AE feedback fo this item for 2019 operational This sub-iter can be adde</td></li></ul>	h'row. Sometimes © © ©	Often (D) (D) (D) (D) (D) (D) (D) (D)	Always or almost always	Alteri (201 Alteri (201 Alteri (201	R	was added based on AE feedback fo this item for 2019 operational This sub-iter can be adde

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

Previous item	2019 item							D/A/ R/NC+	Rationale
									from "group' to "groups".
N/A	21. How well has your edu students with the follow	ucation and pro owing attribute	ofessional tr es? Select on	aining preparec e circle in each	l you to teach 1 row.	0	VIRENN	А	This item wa added to
		Not well at all	A little	Somewhat	Quite a bit	Extremely well			math based
	a. Students lacking prerequisite knowledge or skills	۹	œ	Ø	0	θ	VEBIGR067		on it being coglabbed fo
	b. Students with special needs (c.g., physical disabilities, mental or emotional/ psychological impairment)	Θ	Ø	0	Ð	θ	VTRASIGS		the 2019 Reading pilo
	c. Disruptive students	۲	٩	O	Ø	Φ	VH888069		
	d. Uninterested students	Ø	0	0	0	Φ	VED-KAU/D		
	c. English-language learners (ELLs)	۵	Ð	Ø	۵	Φ	VH888071		
	f. Gifted and talented students	Ø	0	Ø	0	Φ	VH0888072		
	g. Students with different cultural backgrounds (c.g., racial/ethnic, socioeconomic, religious)	Ø	Ð	0	Φ	Φ	yHB88073		

# **Appendix K-2x: Pilot Grade 8 Mathematics**

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VH240054

- 1. Which best describes your role in teaching mathematics to this class?
  - I do not teach mathematics to this class.
  - I teach all or most subjects, including mathematics.
  - © The only subject I teach is mathematics.
  - <sup>(D)</sup> We team teach, and I have primary responsibility for teaching mathematics.

- 2. Which best describes how mathematics instruction is organized for eighth-grade students at this school? Select **one** circle.
  - Mathematics is taught primarily as a discrete subject with little or no integration with
     instruction in other subjects.
  - <sup>®</sup> Some mathematics instruction is integrated with other subjects, and some mathematics instruction is presented as a discrete subject.
  - © Mathematics lessons are primarily integrated with instruction in other subjects.
- 3. How many students are in this class? Enter the number of students.

- 1
- **4.** In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.

\_\_\_\_ hours and \_\_\_\_\_ minutes per week

VH888340

VH845752

**5.** In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Discuss each student's current level of performance with them	0	6	Ø	Ø	C	VH845878
b.	Set goals for specific progress the student would like to make	Ø	ß	Ø	Ø	¢	VH269928
с.	Discuss progress the student has made toward goals previously set	Ø	®	Ø	Ø	¢	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	®	Ø	Ø	¢	VH269931

VH858418

- **6.** How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?
  - Never or hardly ever
  - <sup>®</sup> Once or twice a year
  - © Once or twice a month
  - Once or twice a week

	Yes	No	
a. Textbooks (print or digital) provided by your district or school	Ø	®	VH811602
b. Printed workbooks	æ	®	VH854173
c. Physical and/or digital manipulatives	A	®	VH854175
d. Digital games	A	®	VH854178
e. Interactive panel (e.g., SMART board, Promethean ActivPanel)	Ø	®	VH854179
f. Materials you have created	A	B	VH854180
g. Math software and/or apps	A	B	VH854182
h. Other materials provided by your district or school (e.g., math board games, math puzzles)	Ø	®	VH811624

7. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

8. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select **one** circle in each row.

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Practice or review mathematics topics	Ø	®	O	Ø	©	VH269922
b.	Extend mathematics learning with enrichment activities	Ø	ß	O	Ø	¢	VH269923
c.	Research mathematics topics on the Internet	A	®	O	D	Ē	VH269924

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Make assumptions using mathematical knowledge to solve a problem	0	®	Ø	Ø	Ē	VH812897
b.	Make approximations	A	B	0	Ø	Ē	VH617995
c.	Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	0	(9)	0	Ø	¢	VH270285
d.	Use models to examine real-life and mathematical examples	0	ß	Ø	0	¢	VH549099
e.	Create equations	A	®	O	O	Ē	VH270288
f.	Examine patterns in tables and graphs to describe relationships	Ø	ß	Ø	Ø	Ē	VH854203
g.	Evaluate a problem-solving process	0	ß	O	Ø	Ē	VH270286
h.	Evaluate the conclusions of other students	Ø	®	Ø	Ø	Ē	VH549107
i.	Relate what your students know to the real world and make sense of it mathematically	0	(6)	Ø	Ø	Ē	VH270289

VH240058

- **10.** Approximately how much mathematics homework do you assign to students in this class each day?
  - None
     None
  - 15 minutes
  - © 30 minutes
  - © 45 minutes
  - © One hour
  - More than one hour

- VH240059
- **11.** To what extent are students permitted to use calculators during mathematics lessons?
  - ③ Unrestricted use
  - Restricted use
  - © Calculators are not permitted.

VH240060

- 12. What kind of calculator do your students usually use during mathematics lessons?
  - Mone
     None
  - (B) Basic four-function (addition, subtraction, multiplication, division)
  - © Scientific (not graphing)
  - © Graphing

- **13.** When you give students a mathematics test or quiz, how often do they use a calculator?
  - Never
     Never
  - Sometimes
  - © Always

14. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	A	®	©	VH240851
b. Measurement	A	®	©	VH240852
c. Geometry	A	®	©	VH240853
d. Data analysis, statistics, and probability	۵	®	©	VH240856
e. Algebra and functions	A	®	©	VH240854

**15.** When you teach mathematics to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
а.	Set different achievement standards for some students	Ø	ß	Ø	Ø	VH240900
b.	Supplement the regular course curriculum with additional material for some students	0	®	0	۵	VH240901
c.	Have some students engage in different classroom activities	Ø	®	Ø	Ø	VH240904
d.	Use a different set of methods in teaching some students	Ø	®	Ø	Ø	VH240903
e.	Pace my teaching differently for some students	Ø	®	Ø	Ø	VH240902
f.	Provide multiple representation of concepts, and guide students to express what they know using various formats	Ø	(1)	O	Ø	VH811659

VH240850

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use definitions and notation precisely	Ø	B	O	Ø	Ē	VH547462
b.	Identify and correct flawed mathematical reasoning	(9	ß	Ø	Ø	Ē	VH547464
c.	Construct arguments using tables, graphs, or diagrams	0	®	O	Ø	Ē	VH547468
d.	Make, test, and validate conjectures	Ø	®	O	Ø	Ē	VH547466
e.	Engage in deductive reasoning and informal proofs	Ø	®	©	Ø	Ē	VH547465

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach mathematics as a whole-class activity.	Ø	B	O	Ø	Ē	VH617289
b. I create student groups with the same achievement level.	Ø	®	0	Ø	Ē	VH617290
c. I create student groups with different achievement levels.	Ø	®	O	Ø	Ē	VH888336
d. I create groups by random assignment.	Ø	B	O	Ø	Ē	VH617291
e. I allow students to choose their own		B	O	Ø	Ē	VH852844

17. In your mathematics class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

groups.

**18.** Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	0	®	O	Ø	Ē	VH270306
b.	My students did well because they put in a lot of effort.	Ø	ß	Ø	Ø	Ē	VH270307
c.	My students did well because they always do well on tests.	Ø	ß	Ø	Ø	Ē	VH270308
d.	My students did well because I taught the concepts well.	Ø	ß	Ø	Ø	Ē	VH270309
e.	My students did well because they guessed well on the test.	8	®	Ø	Ø	Ē	VH270311
f.	My students did well because they are just good at math.	Ø	ß	Ø	Ø	Ē	VH270313

VH270361

- **19.** In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?
  - Never
     Never
  - <sup>®</sup> About once or twice a year
  - © About once or twice a month
  - About once or twice a week
  - © Every day or almost every day

VH270362

- **20.** In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?
  - Never
  - Once
     Once
  - © Two or three times
  - <sup>©</sup> Four or five times
  - © More than five times

VH888066

**21.** How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

		Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a.	Students lacking prerequisite knowledge or skills	Ø	ß	Ø	Ø	Ē	VH888067
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	Ø	®	Q	Ø	¢	VH888068
c.	Disruptive students	A	B	0	0	Ē	VH888069
d.	Uninterested students	A	ß	0	0	Ē	VH888070
e.	English-language learners (ELLs)	$\otimes$	B	0	Ø	Ē	VH888071
f.	Gifted and talented students	A	B	0	Ø	Ē	VH888072
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	٩	0	Ø	Ø	Ē	VH888073

**Appendix K-2y: Summary of Changes Operational Grade 4 Science** 

Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>Which best describes your role in teaching science to this class? Select one circle.</li> <li>I do not teach science to this class.</li> <li>I teach all or most subjects, including science.</li> <li>The only subject I teach is science.</li> <li>We team teach, and I have primary responsibility for teaching science.</li> <li>(2018 Grade 4)</li> </ul>	<ul> <li>Which best describes your role in teaching science to this class? Select one circle.</li> <li>I do not teach science to this class.</li> <li>I teach all or most subjects, including science.</li> <li>The only subject I teach is science.</li> <li>We team teach, and I have primary responsibility for teaching science.</li> </ul>	NC	N/A
2. How many students are in this class? Enter the number of students.		<sup>so</sup> NC	N/A
(2018 Grade 4)	Issue: Resources for Learning and Instruction		
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	<ul> <li>In a typical week, how much time do you spend teaching science to the students in this class? Enter the hours and minutes and include in-class time only.</li> <li> hours and minutes per week</li> </ul>	R	The second sentence was replaced with wording used in other subject questionnaire
(2018 Grade 4)	Issue: Resources for Learning and Instruction		
4. Are students assigned to this class by achievement level?	™ N/A	D	To align with content reductions made for other subjects and to keep teacher burden low, this item was dropped.

Previous item						2019 item							D/A/ R/NC+	Rationale
<ol> <li>How often do you use ea science? Select one circl</li> </ol>	ch of the follow e in each row.	ing methods to	assess student p	ogress in	NTROATING	N/A							D	To align wit content
	Never or hardly eve		e Once or twi a week	e Almost even day	y									reductions
a. Multiple-choice tests	0	3	0	۹	VH24[165									made for
<ul> <li>Short written responses (e.g., a phrase or sentence</li> </ul>	Ø	۲	Ø	Φ	V11241166									other
<li>c. Long written responses (e.g., several sentences or paragraphs)</li>	٩	®	Ø	0	V18241169									subjects an
<ol> <li>Performance-based assessments</li> </ol>	۵	Ø	Ø	Ø	V1241165									to keep
e. Group projects	٢	٢	Ø	Ø	VH241167									teacher
														burden low
2018 Grade 4)														this item wa dropped.
<ol> <li>In this class, about how science? Select one circl</li> </ol>	much time do y e in each row.	ou spend on eac	i of the followi	g areas of	¥1639433	<ol> <li>In this class, about l science? Select one</li> </ol>	how much time circle in each r	do you spend ow.	on each of the	e following area	as of	VH696833	NC	N/A
science, scient one circi	No time Vo	ry little Some	time Quite of th	bit A lot of time			No time	Very little time	Some time	Quite a bit of time	A lot of time			
service server one enter	No time	0	0 0	Ð	VH6/9434	a. Life science	Ø	œ	O	Ø	θ	V19639434		
a, Life science	Ø	<b>W</b>		Ð	VH639436	b. Earth and space science	۵	Ð	©	Φ	Ð	VH635436		
a. Life science b. Earth and space science	Ø 0	0	p Ø											
a. Life science b. Earth and space	Ø	0	0 0 0 0	Φ	Y11639435	c. Physical science	B	œ	Ø	0	Ø	V18539-ELS		

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>About how often do yo one circle in each row.</li> </ol>	ur science st	udents do eac	h of the follow	ving activities	s? Select	VIH-30545	<ol> <li>About how often do you one circle in each row.</li> </ol>	ar science s	students do eac	h of the follow	ving activities	? Select	Ville Refer	NC	N/A
	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			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	Ø	¢	Φ	₽	θ	V11639589	a. Work with other students on a science activity or project	Ø	₿	Q	Ø	Ð	V#K39589		
<ul> <li>b. Write about science (e.g., papers, reports, or student science journals)</li> </ul>	Ø	æ	0	Ð	Ð	V16534600	<li>b. Write about science (e.g., papers, reports, or student science journals)</li>	Ø	œ	0	Ø	Φ	V1639500		
e. Watch you do a science activity	Ø	œ	θ	θ	θ	¥18639856-	c. Watch you do a science activity	۲	œ	ø	Ð	θ	VTIK39856		
d. Talk about the measurements and results from their hands-on activities	Ø	Ø	θ	Ø	Ð	V18539594	d. Talk about the measurements and results from their	0	Ð	Q	Ð	œ	V14639594		
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)	Ø	Φ	0	⊕	Ð	V18639597	hands-on activities e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from	Ø	Ð	Q	Ø	Ð	VH639597		
<ol> <li>Figure out different ways to solve a science problem</li> </ol>	٩	ø	Ø	Ø	Ø	V1853/846	the Sun) f. Figure out different ways to solve a science problem	۵	œ	Ø	Ø	Φ	V14639846		
<ul> <li>g. Present what they have learned about seience</li> </ul>	Ø	Ð	Ø	Ð	Ð	VH639593	g. Present what they have learned about science	Ø	Φ	Q	Ø	Ð	Vesconsa		

revious item							2019 item	D/A/ R/NC+	Rationale
8. In your science class t your students each of	his year, how the following	much emphas skills? Select (	is have you d one circle in o	evoted to teach each row.	iing	vitetitez	N/A	D	This item wa
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis				dropped. Tw matrix items
<ul> <li>Making observations of natural phenomena (c.g., making measurements)</li> </ul>	۵	Φ	0	Φ	θ	VHS41163			concerning science skills
<ul> <li>Making predictions based on prior experimental observations</li> </ul>	Θ	Ð	Θ	θ	Φ	¥8663366			were developed
c. Creating models of scientific principles (e.g. a graphic, manipulative, or demonstration that illustrates the principle)	Ø	Ð	Ø	Ø	Ð	. 194841167			and piloted with the intention of
<li>Reading data in tables or charts to draw conclusions about hypotheses</li>	۹	Ð	Q	Φ	Ð	Willing a street			only one matrix being
<ul> <li>Deciding which tools would be most appropriate to gather data</li> </ul>	Ð	Ð	0	⊕	Φ	V28643172			selected for operational
<ol> <li>Designing and testing a solution to a problem</li> </ol>	۵	Ð	0	Ð	θ	Visio 174			use.

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Thinking about your science teaching your students experiments.</li> </ol>	nce class this ich of the follo	year, how n wing skills	nuch empha s? Select one	sis did you pla circle in each	cé ón row.	V18980831	6. Thinking about your s teaching your students	cience class t each of the i	his year, how following skill	much empha s? Select one	sis did you plac circle in each i	ce on row.	VH640891	NC	N/A
	No V mphasis d	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some cmphasis	Quite a bit of emphasis	A lot of emphasis			
a. Developing good research questions	0	⊕	0	0	θ	V1640801	a. Developing good research questions	۲	Ð	0	Ø	Θ	V11640901		
<ul> <li>b. Using drawings or models to explain events or phenomena</li> </ul>	۲	Φ	0	0	Φ	934640902	b. Using drawings or models to explain events or phenomena	۲	Ð	θ	ø	Θ	911640902		
<li>c. Coming up with experiments or other tests to answer a scientific question</li>	θ	θ	θ	0	Φ	¥H640803	<ul> <li>c. Coming up with experiments or other tests to answer a scientific question</li> </ul>	۵	60	0	Ø	Ð	VH640903		
<ul> <li>Organizing data into a chart, graph, or spreadsheet to test a solution</li> </ul>	۵	Ð	Ø	Ø	Ð	VHo4intio	<ul> <li>d. Organizing data into a chart, graph, or spreadsheet to test a solution</li> </ul>	۲	Ð	e	ø	Φ	V2164090#		
e. Deciding when to use quantitative versus qualitative data	Ø	œ	0	θ	θ	VH64060?	e. Deciding when to use quantitative versus qualitative data	Ø	Ø	0	Ø	θ	VHIGI0907		
<ol> <li>Generating explanations based on observations and measurements</li> </ol>	Ø	Ð	Ø	۵	Ð	V21640908	f. Generating explanations based on observations and	θ	Ð	0	Ð	θ	V11640905		
<ul> <li>g. Evaluating the quality of data</li> </ul>	0	0	0	Ð	θ	VHMBR	measurements g. Evaluating the quality		-						
h. Teaching science ideas to others (c.g., students or teachers)	Ø	Ð	0	0	θ	VH640911	h. Teaching science ideas to others (e.g.,	0	0	0 0	0	0 0	VH640909. VH640911		
2018 Grade 4) 10. To what extent do you en	nphasize each	of the follo	owing objecti	ves in teaching	ç	¥H341100	Issue: Organizatio	on of Ins	truction					D	To make
,	nphasize each ide class? Sele Not at al	ect one circl	e in each rov	v. Moderate		9H541100		on of Ins	truction					D	room for nev
<ol> <li>To what extent do your enscience to your fourth-gr</li> <li>a. Increasing students'</li> </ol>	Not at al	ect one circl	e in each rov	v.	Large extent	VH241100 VH241202		on of Ins	truction					D	room for ner content and
10. To what extent do you en science to your fourth-gr	ide class? Sele	et one circl	e in each rov	w. Moderate extent				on of Ins	truction					D	room for nev content and to keep teacher
<ol> <li>To what extent do your escience to your fourth-gr</li> <li>a. Increasing students' interest in science</li> <li>b. Increasing awareness of th importance of science in</li> </ol>	Not at al	I Small	le in each rov	v. Moderate extent	Large extent ©	VH541202		on of Ins	truction					D	room for net content and to keep teacher burden low,
To what extent do you erscience to your fourth-gr      a. Increasing students'     interest in science     b. Increasing awareness of th     importance of science in     daily life     c. Teaching the iterative     process of scientific inquir     d. Teaching the iterative     process of scientific     practice	Not at al	I Small	le in each rov	w. Moderate extent ©	Carge extent	VH241202 VH241203		on of Ins	truction					D	room for new content and to keep teacher
<ol> <li>To what extent do you erscience to your fourth-grant science to your fourth-grant interest in science</li> <li>Increasing awareness of the importance of science in daily life</li> <li>Teaching the iterative process of scientific inquired. Teaching the iterative process of scientific</li> </ol>	Not at al	I Small	le in each row	Moderate extent © © ©	Large extent ه ه ه	VH541202 VH241203 VH2341203 VH439755		on of Ins	truction					D	room for new content and to keep teacher burden low, this item wa

revious item						2019 item						D/A/ R/NC+	Rationale
11. To what extent are the follo (including your school and				system	VHNIOIZU	<ol> <li>To what extent are the follo (including your school and</li> </ol>	owing resource school district	s available to you )? Select <b>one</b> circl	in your school e in each row.	l system	VH639520	R	Because su items E and
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			overlapped
<ul> <li>Science textbooks (print or online)</li> </ul>	۹	۲	0	Ø	VE8539321	a. Science textbooks (print or online)	0	٩	©	۵	VH639521		with other,
<ul> <li>Science magazines and books (print or online)</li> </ul>	۲	۵	0	Ð	V88634622	<li>b. Science magazines and books (print or online)</li>	0	©	O	Ø	VH639522		newer
Supplies or equipment for science labs or demonstrations	Ø	Ø	Ø	Ð	V180/0720	<li>c. Supplies or equipment for science labs or demonstrations</li>	(8)	Ð	0	Ø	VH639523		content in student/te
<ol> <li>Space to conduct science labs</li> </ol>	Ø	Ð	Ø	Ð	V11694525	d. Space to conduct science labs	٩	®	Ø	Φ	VH639525		her/school
<ul> <li>Computers for students' use in class</li> </ul>	æ	Ð	0	Ð	V16639532	e. Computers for teachers' use	0	0	O	Ø	VH639528		administrat
. Computer labs	۲	®	Ø	0	VE8/39527	f. Science kits	0	®	O	Ø	VH639531		questionna
<ol><li>Computers for teachers'</li></ol>	Ø	۲	0	θ	VEMORASZA	g. Scientific measurement							and to keep
use		-											
. Science kits	۲	۵	0	Ø	V1659531	instruments (e.g., microscopes,	(8)	•	O	Φ	VH639526		
use h. Science kits i. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	۵	Ð	Ø	Ø	V18659531 V88639516		۵	Ø	©	Ø	VH639526		teacher burden low sub-items I
A. Science kits     Scientific measurement     instruments (e.g.,     microscopes,     thermometers, beakers, or     weighing scales)     2018 Grade 4)	@ each of the foll	D lowing technologi	Ø	Ø		microscopes, thermometers, beakers, or	Learning	and Instru	ction		VH639526 VH641306	R	teacher burden low sub-items E and F was dropped. Sub-item E
A. Science kits     Scientific measurement     instruments (e.g.,     microscopes,     thermometers, beakers, or     weighing scales) 2018 Grade 4) 12. To what extent do you use	@ each of the foll	D lowing technologi	Ø	Ø	VE6-39516	microscopes, thermometers, beakers, or weighing scales) Issue: Resources for 8. To what extent do you use of	Learning	and Instru	ction			R	teacher burden low sub-items E and F was dropped.
<ol> <li>Science kits</li> <li>Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)</li> <li>2018 Grade 4)</li> <li>12. To what extent do you use</li> </ol>	© each of the foll	D lowing technologi	© cal resources fo Moderate	© or science	VE6-39516	microscopes, thermometers, beakers, or weighing scales) Issue: Resources for 8. To what extent do you use e instruction? Select one circl a. Desktop or laptop computer(s) (including	Learning each of the foll le in each row.	and Instru	ction cal resources f Moderate	or science		R	teacher burden low sub-items f and F was dropped. Sub-item E has been revised to u the
Science kits     Scientific measurement     instruments (e.g.,     microscopes,     thermometers, beakers, or     weighing scales)  2018 Grade 4)  12. To what extent do you use     instruction? Select one circ      Desktop or laptop     computer(s) (including	© each of the fol cle in each row. Not at all	D lowing technologi Small extent	© cal resources fo Moderate extent	© or science Large extent	VERNESS	microscopes, thermometers, beakers, or weighing scales) Issue: Resources for 8. To what extent do you use of instruction? Select one circl a. Desktop or laptop computer(s) (including Chromebooks) b. Tablet(s) (e.g., Surface Pro,	Learning each of the foll le in each row. Not at all	and Instru owing technologi	Ction cal resources fo Moderate extent	or science Large extent	VH641306	R	teacher burden low sub-items F and F was dropped. Sub-item E has been revised to t the "Interactive
Science kits     Scientific measurement     instruments (e.g.,     microscopes,     thermometers, beakers, or     weighing scales)  2018 Grade 4)  12. To what extent do you use     instruction? Select one circle      Desktop or laptop     computer(s) (including     Chromebooks)      Tablet(s) (e.g., Surface Pro,     iPad, Kindle Fire)      Online content (e.g., online     software, podcasts, or     videos)	© each of the foll le in each row. Not at all ©	Delowing technologi	© cal resources fo Moderate extent ©	© or science Large extent ©	VBK38526 VHH-U36 V28641407	microscopes, thermometers, beakers, or weighing scales) Issue: Resources for 8. To what extent do you use of instruction? Select one circl a. Desktop or laptop computer(s) (including Chromebooks) b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire) c. Online content (e.g., online software, podcasts, or	Learning each of the foll le in each row. Not at all ©	and Instru owing technologi Small extent ©	ction cal resources fo Moderate extent ©	or science Large extent ©	Vil641306	R	teacher burden low sub-items I and F was dropped. Sub-item E has been revised to the "Interactive Panel"
<ul> <li>h. Science kits</li> <li>Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)</li> <li>2018 Grade 4)</li> <li>12. To what extent do you use instruction? Select one circ a. Desktop or laptop computer(s) (including Chromebooks)</li> <li>b. Tablet(s) (e.g., Surface Pro. iPad, Kindle Fire)</li> <li>c. Online content (e.g., online software, podcasts, or</li> </ul>	© each of the foll le in each row. Not at all ©	Deving technologi	© cal resources fo Moderate extent ©	© or science Large extent ©	V8603936 V9801056 V9801056 V9801057 V9801057	microscopes, thermometers, beakers, or weighing scales) Issue: Resources for 8. To what extent do you use of instruction? Select one circl a. Desktop or laptop computer(s) (including Chromebooks) b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire) c. Online content (e.g., online	Learning each of the foll le in each row. Not at all ©	and Instru owing technologi Small extent D D	ction cal resources fo Moderate extent ©	or science Large extent D	V1841308 V1841307 V1841307	R	teacher burden low sub-items F and F was dropped. Sub-item E has been revised to t the "Interactive

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

revious item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>In this school year, how feedback on their work</li> </ol>				1-one to give		V11630626	9. In this school year, how feedback on their work a				1-one to give	)	VH639626	NC	N/A
Never or hardly ever	г						Never or hardly ever								
A few times a year							A few times a year     A few times a year								
© Once or twice a mo	nth						© Once or twice a mon	th							
Once or twice a we	ek						Once or twice a weel	< c							
Every day or almost     description     Section 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2	every day						© Every day or almost o	every day							
2018 Grade 4)							Issue: Organizatio	on of Ins	struction						
<ol> <li>In this school year, how individual students to e</li> </ol>					ch row.	¥H639633	10. In this school year, how individual students to e						VH639633	R	In sub-item A the word
	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			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	r i		"regularly"
Regularly discuss each student's current level of performance with them	Ø	Ð	0	₿	Φ	VIRGINI	a. Discuss each student's current level of performance with them	(8)	Φ	Q	۵	©	VH639634		has been removed to
. Set goals for specific progress the student would like to make	0	θ	9	8	θ	VHGIPSIS	<li>b. Set goals for specific progress the student would like to make</li>	(8)	•	©	Θ	Ð	VH639635		create consistency
Discuss progress the student has made toward goals previously set	\$	Ð	0	Ø	θ	¥H639636	<li>c. Discuss progress the student has made toward goals previously set</li>	(8)	Ð	Ø	٥	Ð	VH639636		across similati items in
. Determine how to	٩	θ	0	0	Φ	VH68m37	d. Determine how to adjust your teaching strategies to meet the student's current	Ø	Φ	Q	٥	Φ	VH639637		multiple subject

revious item							2019 item							D/A/ R/NC+	Rationale
	<ol> <li>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.</li> </ol>						ווישטע אוואטע אוואט אוויאט אווא אוויא אוויא אוויאט אוויאט אוויאט אוויאט אוויאט אוויאטע אוויאטע אוויאטע אוויאטע אוויאטע אוויאטע אווי אוויאט אוויאט				VH641262	NC	N/A		
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
<ul> <li>My students did well because they studied and were prepared.</li> </ul>	۵	Ð	Ø	Ø	Ð	VH611273	<ul> <li>My students did well because they studied and were prepared.</li> </ul>	8	₿	O	Ø	Ð	VH641273		
<li>b. My students did well because they put in a lot of effort.</li>	Ø	0	Ø	Ð	θ	VH641276	<ul> <li>b. My students did well because they put in a lot of effort.</li> </ul>	0	⊕	Ø	Ø	Ø	VH641276		
<li>c. My students did well because they always do well on tests.</li>	۲	8	Ø	٩	Φ	VH641277	<li>c. My students did well because they always do well on tests.</li>	8	₿	©	Ø	Ð	VH641277		
<li>d. My students did well because I taught the concepts well.</li>	۲	œ	۵	Ø	Ð	V18611279	d. My students did well because I taught the concepts well.	0	@	Ø	Ø	Φ	VH641279		
e. My students did well because they guessed well on the test.	Ø	0	0	Ð	θ	VH641281	e. My students did well because they guessed well on the test.	8	₿	0	Ø	Φ	VH641281		
<ol> <li>My students did well because they are just good in science.</li> </ol>	Ð	Ø	٥	Ø	Ð	VH641254	<ul> <li>f. My students did well because they are just good in science.</li> </ul>	0	®	©	Ð	©	VH641284		
			e following su	pplemental		91641332	Issue: Teacher Pr 12. In this school year, did activities? Select one a	l your school	offer any of th	e following su	ıpplemental		VH641332	NC	N/A
16. In this school year, die			e following su Yes		No	91641,02	12. In this school year, did	l your school	offer any of th	e following st Yes		No	VH641332	NC	N/A
16. In this school year, die	nts to work ms in their				No	90641392 V18641334	12. In this school year, did	l your school answer choice nts to work ms in their	offer any of th			No	VH641332 VH641334	NC	N/A
<ol> <li>In this school year, diactivities? Select one</li> <li>a. Opportunities for stude together to solve proble</li> </ol>	nts to work ms in their d nts to engage i	in each row.	Yes		1		<ul> <li>12. In this school year, did activities? Select one a</li> <li>a. Opportunities for stude together to solve proble</li> </ul>	l your school answer choice nts to work ms in their d nts to engage	offer any of th in each row.	Yes		-	H	NC	N/A
<ul> <li>a. Opportunities for stude together to solve proble community or the worl</li> <li>b. Opportunities for stude</li> </ul>	nts to use scie nts to use scie ometers, pes)	in each row.	Yes ©		Ð	V28043234	<ol> <li>In this school year, did activities? Select one a</li> <li>Opportunities for stude together to solve proble community or the worl</li> <li>Opportunities for stude</li> </ol>	l your school answer choice nts to work ms in their d nts to engage nts to use scis nometers.	offer any of th in each row.	Yes		٩	VH641334	NC	N/A

# **Appendix K-2z: Operational Grade 4 Science**

- I do not teach science to this class.
- I teach all or most subjects, including science.
- ◎ The only subject I teach is science.
- <sup>©</sup> We team teach, and I have primary responsibility for teaching science.
- 2. How many students are in this class? Enter the number of students.

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

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

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

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Life science	A	®	Ô	O	Ē	VH639434
b. Earth and space science	۵	®	O	Ø	Ē	VH639436
c. Physical science	A	®	Ô	O	Ē	VH639435
d. Engineering and technology	۵	B	O	Ø	Ē	VH639437

VH240113

VH859314

VH639433

**5.** 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	
а.	Work with other students on a science activity or project	Ø	ß	O	Ø	¢	VH639589
b.	Write about science (e.g., papers, reports, or student science journals)	0	®	O	Ø	¢	VH639600
c.	Watch you do a science activity	A	®	O	Ø	Ē	VH639856
d.	Talk about the measurements and results from their hands-on activities	۵	®	©	Ø	¢	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)	0	®	O	Ø	¢	VH639597
f.	Figure out different ways to solve a science problem	Ø	®	O	Ø	Ē	VH639846
g.	Present what they have learned about science	Ø	ß	O	Ø	Ē	VH639593

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Developing good research questions	Ø	B	0	Ø	Ē	VH640901
b.	Using drawings or models to explain events or phenomena	Ø	ß	Ø	Ø	Ē	VH640902
c.	Coming up with experiments or other tests to answer a scientific question	0	ഀ	Ø	Ø	¢	VH640903
d.	Organizing data into a chart, graph, or spreadsheet to test a solution	0	(9	0	Ø	Ē	VH640906
e.	Deciding when to use quantitative versus qualitative data	Ø	B	Ø	Ø	Ē	VH640907
f.	Generating explanations based on observations and measurements	0	₿	Ø	Ø	¢	VH640908
g.	Evaluating the quality of data	A	B	0	Ø	Ē	VH640909
h.	Teaching science ideas to others (e.g., students or teachers)	۵	B	O	Ø	Ē	VH640911

6. 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.

7. 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 (j online)	print or	(2)	®	0	Ø	VH639521
b. Science magazines a books (print or onlin		A	B	0	Ø	VH639522
c. Supplies or equipme science labs or demonstrations	ent for	۵	ß	Ø	Ø	VH639523
d. Space to conduct sc labs	ience	A	B	0	Ø	VH639525
e. Computers for teach use	ners'	A	®	O	Ø	VH639528
f. Science kits		A	®	O	D	VH639531
g. Scientific measuren instruments (e.g., microscopes, thermometers, beak weighing scales)		٨	®	O	Ø	VH639526

**8.** To what extent do you use each of the following technological resources **for science instruction**? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
a.	Desktop or laptop computer(s) (including Chromebooks)	۵	ß	Ø	Ø	VH641307
b.	Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	A	ß	0	Ø	VH641308
c.	Online content (e.g., online software, podcasts, or videos)	۵	®	Ø	Ø	VH641309
d.	Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	Ø	®	Ø	Ø	VH641310
e.	Interactive panel (e.g., SMART Board, Promethean ActivPanel)	۵	®	Ø	Ø	VH859326

VH639626

- **9.** 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
  - <sup>®</sup> A few times a year
  - © Once or twice a month
  - Once or twice a week
  - © Every day or almost every day

**10.** 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.	Discuss each student's current level of performance with them	Ø	®	Ø	Ø	C	VH639634
b.	Set goals for specific progress the student would like to make	Ø	®	0	0	Ē	VH639635
C.	Discuss progress the student has made toward goals previously set	Ø	®	Ø	Ø	¢	VH639636
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	®	Ø	Ø	¢	VH639637

**11.** 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.	Ø	®	O	Ø	Ē	VH641273
b.	My students did well because they put in a lot of effort.	Ø	®	O	Ø	Ē	VH641276
c.	My students did well because they always do well on tests.	Ø	®	Ø	Ø	Ē	VH641277
d.	My students did well because I taught the concepts well.	Ø	ß	Ø	Ø	Ē	VH641279
e.	My students did well because they guessed well on the test.	0	®	O	Ø	Ē	VH641281
f.	My students did well because they are just good in science.	Ø	ß	O	Ø	Ē	VH641284

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

VH641262

## Appendix K-2aa: Summary of Changes Operational Grade 8 Science

#### 2019 Operational Grade 8 Science Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ VH240113 N/A NC 1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science to this class? Select one circle. I do not teach science to this class. I do not teach science to this class. D I teach all or most subjects, including science. D I teach all or most subjects, including science. © The only subject I reach is science. O The only subject I teach is science. D We team teach, and I have primary responsibility for teaching science. D We team teach, and I have primary responsibility for teaching science. (2018 Grade 8) Issue: Resources for Learning and Instruction V8251160 NC N/A 2. How many students are in this class? Enter the number of students. 2. How many students are in this class? Enter the number of students. ПГ (2018 Grade 8) Issue: Resources for Learning and Instruction VICTOR R The second 3. In a typical week, how much time do you spend teaching science to the students 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. sentence was in this class? Enter the hours and minutes and include in-class time only. hours and \_\_\_\_\_ minutes per week replaced with hours and \_\_\_\_\_ minutes per week wording used in other subject questionnaire (2018 Grade 8) Issue: Resources for Learning and Instruction N/A D To align with 4. Are students assigned to this class by achievement level? content @ Yes reductions D No made for other subjects and to keep teacher burden low, this item was (2018 Grade 8) dropped.

revious item							2019 item							D/A/ R/NC+	Rationale
5. How often do you use es science? Select one circl	ch of the foll r in each row	owing meth	ods to asses	student progr	ess in	Vitziter	N/A							D	To align witl content
	Never o hardly e		or twice C nonth	nce or twice a week	Almost every day										reductions
<ol> <li>Multiple-choice tests</li> </ol>	Ð		٩	Ø	0	V11241165									made for
<ul> <li>Short written responses (e.g., a phrase or sentence</li> </ul>	۹	_	0	Ø	0	V10341166									other
<ul> <li>Long written responses (e.g., several sentences or paragraphs)</li> </ul>	0		8	Ø	0	V102811400									subjects and
l. Performance-based assessments	۲	-	٩	0	0	VH241168									to keep
						Concerned and									
Group projects	٩		0	0	0	VH241167									teacher
	۵					VH24(167									burden low this item wa dropped.
. Group projects	much time d	o you spend	0	Ø	۵		<ol> <li>In this class, about l science? Select one</li> </ol>	10w much time circle in each ro	do you spend w.	on each of the	following area	is of	VHOPPOS	NC	burden low this item wa
Group projects 018 Grade 8) 6. In this class, about how	much time de e in each row	o you spend	0	©	© eas of	VH24(167	<ol> <li>In this class, about l science? Select one</li> </ol>	now much time circle in each ro No time	do you spend w. Very little time	on each of the Some time	e following area Quite a bit of time	as of A lot of time	¥3609433	NC	burden low this item wa dropped.
Group projects 018 Grade 8) 6. In this class, about how science? Scleet one circ Life science	much time de : in each row	o you spend Very little	© on each of t	© Quite a bit	© eas of A lot of	VH24(167	<ol> <li>In this class, about 1 science? Select one</li> <li>a. Life science</li> </ol>	circle in each ro	Wery little	_	Quite a bit	A lot of	V9639434	NC	burden low this item wa dropped.
Group projects 018 Grade 8) 6. In this class, about how science? Select one circ Life science Earth and space science	much time de e in each row No time © ©	o you spend Very little time D	© on each of t	© Puire a bit of time © ©	© eas of A lot of time ©	VH241167 VH241167 VH639434 VH639434 VH639434	science? Select one	circle in each ro No time	very little time	Some time	Quite a bit of time	A lot of time		NC	burden low this item wa dropped.
Construction of the second se	much time de e in each row No time ©	o you spend Very little time D	© on each of t Some tim	© e tollowing ar Quite a bit of time @	© A lot of time ©	VH24047	science? Select one a. Life science b. Earth and space	vircle in each ro No time	W. Very little time ©	Some time ©	Quite a bit of time ©	A lot of time	VH639434	NC	burden low this item wa dropped.

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>About how often do yo one circle in each row.</li> </ol>	ur science s	tudents do eacl	h of the follow	ing activities/	? Select	V1630586	<ol> <li>About how often do you one circle in each row.</li> </ol>	ur science s	rudents do eacl	h of the follow	ing activities	? Select	A119-032898	NC	N/A
	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			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	۲	٩	0	Ø	Φ	VISCOUSED	<ul> <li>a. Work with other students on a science activity or project</li> </ul>	0	Φ	0	0	θ	VH639589		
<ul> <li>Write about science (e.g., papers, reports, or student science journals)</li> </ul>	Ø	۵	0	0	Φ	V1639600	<li>b. Write about science (e.g., papers, reports, or student science iournals)</li>	٩	⊕	0	Ø	Ð	VHistoria		
<ul> <li>Watch you do a science activity</li> </ul>	Ø	Ð	9	8	Φ	V23639856	c. Watch you do a science activity	0	Ð	Ø	Ø	Φ	VH639856		
<ul> <li>Talk about the measurements and results from their hands-on activities</li> </ul>	Ø	θ	Ð	θ	Φ	V1639594	d. Talk about the measurements and results from their	Ø	0	0	0	Ð	Y]1659594		
c. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from the Sun)	ø	٩	Ø	Φ	Φ	V1852555)	hands-on activities e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from	Ø	œ	Ø	Ø	Ð	VH638597		
<ul> <li>Figure out different ways to solve a science problem</li> </ul>	۲	٩	0	θ	θ	VI8639946	the Sun) f. Figure out different ways to solve a science	Ø	0	0	Ð	æ	VHOVENAN		
g. Present what they have learned about science	(8)	Ð	Θ	Ø	Φ	¥10699593	problem g. Present what they have learned about science	۵	®	Ø	Φ	Ð	VH639593		

revious item							2019 item	D/A/ R/NC+	Rationale
8. In your science class t your students each of	his year, how the following	much emphas skills? Select	sis have you d one circle in	evoted to teacl each row.	ning	VH64102	N/A	D	This item wa dropped. Tw
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	1.11			matrix items
a. Making observations of natural phenomena (e.g., making measurements)	۵	Ð	0	Ø	θ	VH841163			concerning science skills
<ul> <li>Making predictions based on prior experimental observations</li> </ul>	٩	6	Θ	0	Φ	VINSILISE			were developed
<li>c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)</li>	Ø	Ð	Ø	Φ	Ф	VH641167			and piloted with the intention of
<ul> <li>Reading data in tables or charts to draw conclusions about hypotheses</li> </ul>	Ø	@	0	Ø	Φ	VHNALION			only one matrix being
<li>e. Deciding which tools would be most appropriate to gather data</li>	æ	œ	0	Ð	Φ	VH6-41173			selected for operational
<li>f. Designing and testing a solution to a problem</li>	۹	θ	0	Ø	Ð	V1641374			use.

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>Thinking about your science teaching your students e</li> </ol>	nce class thi ach of the fol	s year, how lowing skill	much empha s? Select one	sis did you pla circle in each	ce on row.	V064011/1	6. Thinking about your s teaching your students	cience class t s each of the i	his year, how to following skill	much empha s? Select one	sis did you plac circle in each 1	ce on row.	VH640891	NC	N/A
1.	No	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			
a. Developing good research questions	3	Ð	0	Φ	Φ	V)464080)	<ul> <li>Developing good research questions</li> </ul>	۲	Ð	0	0	Ð	VIIIGADSIDI		
<ul> <li>Using drawings or models to explain events or phenomena</li> </ul>	θ	8	0	θ	θ	VH640902	<li>b. Using drawings or models to explain events or phenomena</li>	۹	æ	0	۵	θ	V1640902		
<li>c. Coming up with experiments or other tests to answer a scientific question</li>	۵	θ	9	θ	θ	V1640903	<li>c. Coming up with experiments or other tests to answer a scientific question</li>	Ø	Ð	θ	Ð	θ	VH640903		
<li>d. Organizing data into a chart, graph. or spreadsheet to test a solution</li>	٩	θ	0	.0	θ	534640806	d. Organizing data into a chart, graph, or spreadsheet to test a solution	Ø	Ð	θ	Φ	θ	VH6#0906		
e. Deciding when to use quantitative versus qualitative data	θ	Φ	Ð	0	θ	V11640907	e. Deciding when to use quantitative versus qualitative data	Ø	œ	0	0	θ	VH640907		
f. Generating explanations based on observations and measurements	٩	Φ	0	θ	Φ	VH640905	f. Generating explanations based on observations and	Ø	Ð	Ø	Ð	Φ	V10560908		
<li>g. Evaluating the quality of data</li>	Ð	٢	Ø	Ø	Ð	V11640909	g. Evaluating the quality	Ø	®	0	0	Ð	¥H640909		
<ul> <li>Teaching science ideas to others (e.g., students or teachers)</li> </ul>	Ð	0	9	θ	θ	унованть	of data h. Teaching science ideas to others (e.g., students or teachers)	0	Ð	0	0	θ	VH660911		
2018 Grade 8) 10. To what extent do you e					g	V0241240	Issue: Organizatio	on of Ins	truction					D	To make
science to your eighth-g	-		le in each ro												room for ne
	Not at a	1	le in each ro	No. 1	Large extent										room for ne content and
a. Increasing students' interest in science	0	ll Smal		Moderate	Large extent	VH20263									content and to keep
<ul> <li>Increasing students' interest in science</li> <li>Increasing awareness of th importance of science in daily life</li> </ul>	0	ll Smal	l extent	Moderate extent		V10240262 VH241263									content and to keep teacher
<ul> <li>Increasing students' interest in science</li> <li>Increasing awareness of th importance of science in</li> </ul>	0 0 0	ll Smal	l extent ©	Moderate extent ©	Ø										content and to keep teacher burden low,
<ul> <li>a. Increasing students' interest in science</li> <li>b. Increasing awareness of th importance of science in daily life</li> <li>c. Teaching the iterative process of scientific inquitid. d. Teaching the iterative process of scientific practice</li> </ul>	0 0 0	ll Smal	©	Moderate extent ©	Ø	VH241363									content and to keep
<ul> <li>a. Increasing students' interest in science</li> <li>b. Increasing awareness of the importance of science in daily life</li> <li>c. Teaching the iterative process of scientific inquit</li> <li>d. Teaching the iterative process of scientific</li> </ul>	c D	ll Smal	Dextent D D D D D D	Moderate extent © ©	0 0 0	VH241363 VH63W89									content and to keep teacher burden low, this item wa

Previous item						2019 item						D/A/ R/NC+	Rationale
11. To what extent are the foll (including your school and				system	V1600520	7. To what extent are the follo (including your school and	owing resource school district	s available to you )? Select <b>one</b> circl	in your school e in each row.	system	VH639520	R	Because sub- items E and F
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			overlapped
<ul> <li>Science textbooks (print or online)</li> </ul>	۲	Ø	Ø	0	VIBCRH521	<ul> <li>a. Science textbooks (print or online)</li> </ul>	٩	٢	O	۵	VH639521		with other,
<li>b. Science magazines and books (print or online)</li>	٩	٢	Ø	Ø	V16639522	<li>b. Science magazines and books (print or online)</li>	Θ	⊕	0	Θ	VH639522		newer
<ul> <li>Supplies or equipment for science labs or demonstrations</li> </ul>	۵	٢	G	Ø	VIIK.89523	<ul> <li>c. Supplies or equipment for science labs or demonstrations</li> </ul>	0	٩	Ø	Ø	VH639523		content in th student/teac
d. Space to conduct science labs	٩	۲	©	٩	VH634825	d. Space to conduct science labs	(8)	٢	0	۵	VH639525		her/school
e. Computers for students' use in class	٩	Ð	O	Ø	VH0104832	e. Computers for teachers' use	۲	⊕	0	٩	VH639528		administrato
. Computer labs	۲	٢	O	Ø	VH639527	f. Science kits	۲	6	O	Ø	VH639531		questionnai
<ol> <li>Computers for teachers' use</li> </ol>	۲	œ	©	Ð	VIMANSIS	g. Scientific measurement instruments (e.g.,							and to keep
n. Science kits	Ø	0	0	Ð	VIBAREAL	microscopes,	(3)	(1)	O	Ø	VH639526		
<ul> <li>Scientific measurement instruments (e.g., microscopes,</li> </ul>	Ø	0	Ø	Ø	VESCROUP.	thermometers, beakers, or weighing scales)							teacher burden low,
thermometers, beakers, or weighing scales)													sub-items E
weighing scales) 2018 Grade 8)		our students use	a computer or o	ther	VIR41241	<b>Issue:</b> Resources for 9. In your eighth-grade class. In digital device to do each of	now often do y	our students use :	a computer or o		VH241281	NC	,
weighing scales) 2018 Grade 8) 12. In your eighth-grade class,		our students use	a computer or o	ther	VIENTER		now often do y	our students use :	a computer or o		VH241281	NC	sub-items E and F were dropped.
weighing scales) 2018 Grade 8) 12. In your eighth-grade class, digital device to do each of a. Conduct a search for, science information	the following a Never or	our students use activities? Select	a computer or or one circle in eac Once or twice	ther h row. Every day or almost every	VI00724	9. In your eighth-grade class, h	now often do ya the following a Never or	our students use a activities? Select o Once or twice	a computer or of one circle in eac Once or twice	h row. Every day or almost every	VH241281 VH241282	NC	sub-items E and F were dropped.
weighing scales) 2018 Grade 8) 12. In your eighth-grade class, digital device to do each of a. Conduct a search for.	the following a Never or hardly ever	our students use activities? Select	a computer or or one circle in eac Once or twice a week	ther h row. Every day or almost every day		<ul> <li>9. In your eighth-grade class, h digital device to do each of a</li> <li>a. Conduct a search for</li> </ul>	now often do y the following a Never or hardly ever	our students use activities? Select o Once or twice a month	a computer or of one circle in eac Once or twice a week	h row. Every day or almost every day		NC	sub-items E and F were dropped.

				2019	Оре	rational Grade 8	Science	e Teache	r				
Previous item						2019 item						D/A/ R/NC+	Rationale
13. To what extent do you use instruction? Select one circ		owing technologi	cal resources fo	or science	Vinst on	8. To what extent do you use instruction? Select one circ			cal resources fo	or science	VH611306	R	Sub-item E has been
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			revised to use
a. Desktop or laptop computer(s) (including Chromebooks)	Ø	œ	Ø	Ð	VH64(307)	a. Desktop or laptop computer(s) (including Chromebooks)	۲	۲	©	Ø	VH641307		the "Interactive
<li>b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)</li>	8	Φ	0	Ð	V21641.408	<li>b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)</li>	8	®	0	Ø	VH641308		Panel"
<ul> <li>Online content (e.g., online software, podcasts, or videos)</li> </ul>	۵	Φ	Ø	Ð	VTI641309	<li>c. Online content (e.g., online software, podcasts, or videos)</li>	(6)	•	Ø	۵	VH641309		wording used
<li>Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)</li>	۵	œ	Ø	Φ	V28641310	d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class	۵	œ	©	Ø	VH641310		in questionnaire s for other
e. Smart board(s)	۲	Ð	Ø	۵	1104(31)	materials) e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	۲	®	Ø	©	VH859326		subjects.
(2018 Grade 8)						Issue: Resources for	Learning	and Instru	ction	1			
14. In this school year, how ofter feedback on their work and e				/e	v11639626-	<ol> <li>In this school year, how ofter feedback on their work and</li> </ol>				ve	VH639626	NC	N/A
Never or hardly ever						Never or hardly ever							
<b>D</b> A few times a year						A few times a year							
© Once or twice a month						© Once or twice a month							
Once or twice a week						D Once or twice a week							
D Every day or almost ever	y day					D Every day or almost ever	ry day						
(2018 Grade 8)						Issue: Organization of	of Instruc	tion					

#### **Previous item**

#### 2019 ite

VHLIGHT

V16611262

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.

		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	Φ	Ð	0	0	Φ	VH6.89634
b.	Set goals for specific progress the student would like to make	Ø	Ð	0	0	Φ	VERSION
C,	Discuss progress the student has made toward goals previously set	⊕	Ð	0	Ø	Φ	VIMPAS
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	۵	Ð	0	9	Ð	VERCENCE)

2019 item							D/A/ R/NC+	Rationale
<ol> <li>In this school year, ho individual students to</li> </ol>		r progress in sc	ience? Select	one circle in ea	ich row.	VH639633	R	In sub-item A, the word
	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			"regularly" has been
<ul> <li>Discuss each student's current level of performance with them</li> </ul>	Ø	®	Q	٥	Đ	VH639634		removed to
<li>b. Set goals for specific progress the student would like to make</li>	0	®	Ø	Θ	Ð	VH639635		consistency
<li>c. Discuss progress the student has made toward goals previously set</li>	0	٩	Ø	Ø	Ð	VH639636		across similar items in
<ul> <li>d. Determine how to adjust your teaching strategies to meet the student's current learning needs</li> </ul>	8	⊕	Ø	٥	œ	VH639637		multiple subject guestionnaire
<ol> <li>Suppose your students think each of the follo row.</li> </ol>	s did very wel	l on their last				VH641262	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
<ul> <li>My students did well because they studied and were prepared.</li> </ul>	۵	₪	0	Θ	Θ	VH641273		
<li>My students did well because they put in a lot of effort.</li>	Ø	©	Ø	٥	Ð	VH641276		
<li>My students did well because they always do well on tests.</li>	٨	₫	©	۵	©	VH641277		
<li>My students did well because I taught the concepts well.</li>	۲	®	Q	٥	Ð	VH641279		
<li>My students did well because they guessed well on the test.</li>	۲	®	Ø	٥	Φ	VH641281		
<ol> <li>My students did well because they are just good in science.</li> </ol>	0	G	Ø	٥	Φ	VH641284		

#### (2018 Grade 8)

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	
<ol> <li>My students did well because they studied and were prepared.</li> </ol>	Ø	⊕	Ø	Ø	Ð	V19641273
<li>My students did well because they put in a lot of effort.</li>	٢	⊕	0	0	Φ	V11641276
<li>My students did well because they always do well on tests.</li>	0	٩	0	Ø	Φ	¥H641272
<ol> <li>My students did well because I taught the concepts well.</li> </ol>	Θ	Φ	0	θ	θ	V1601279
<ul> <li>My students did well because they guessed well on the test.</li> </ul>	Ø	Φ	0	ø	Φ	VH641281
<ol> <li>My students did well because they are just good in science.</li> </ol>	θ	Φ	0	θ	Ð	VH641284

#### Issue: Teacher Preparation

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

Sectivities? 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     Image: Community of the world     I	R/NC+				2019 item				revious item
a. Opportunities for students to work together to solve problems in their community or the world       Image: Community of the work stogether to solve problems in their community or the world       Image: Community of the work together to solve problems in their community or the world       Image: Community of the work together to solve problems in their community or the world       Image: Community of the work together to solve problems in their community or the world       Image: Community of the work together to solve problems in their community or the world       Image: Community of the work together to solve problems in their community or the world       Image: Community of the	NC N/A	2	emental vuoitai	f the following supple w.	13. In this school year, did your school offer any of activities? Select one answer choice in each row	Vii641332	mental	f the following supple w.	<ol> <li>In this school year, did your school offer any of activities? Select one answer choice in each ro</li> </ol>
together to solve problems in their community or the world     Image: Community of th		1	No	Yes			No	Yes	
b. Opportunities for students to engage in group science activities c. Opportunities for students to use scientific instruments (c.g., thermometers.		1	D VH641334	۵	together to solve problems in their	V14643.244	Ð	٩	together to solve problems in their
c. Opportunities for students to use scientific instruments (e.g., thermometers,		1	WH641338	۵	b. Opportunities for students to engage in	¥98641338	Ð	۵	
microscopes, or telescopes) microscopes, or telescopes)			WH641339	۲	<ul> <li>C. Opportunities for students to use scientific instruments (e.g., thermometers,</li> </ul>	V28641339	Ð	۵	
d. Opportunities for students to participate in science outrach programs (e.g., partnerships with colleges, museums, or foundations)			D VH641341	۵	<li>d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or</li>	STRATER	٢	۵	science outreach programs (c.g., partnerships with colleges, museums, or

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

## **Appendix K-2ab: Operational Grade 8 Science**

- I do not teach science to this class.
- I teach all or most subjects, including science.
- ◎ The only subject I teach is science.
- <sup>©</sup> We team teach, and I have primary responsibility for teaching science.
- 2. How many students are in this class? Enter the number of students.

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

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

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

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Life science	A	®	©	0	Ē	VH639434
b. Earth and space science	A	®	O	Ø	Ē	VH639436
c. Physical science	A	®	Ô	0	Ē	VH639435
d. Engineering and technology	A	B	O	0	Ē	VH639437

VH240113

VH859314

VH639433

**5.** 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	Ø	ß	O	Ø	¢	VH639589
b.	Write about science (e.g., papers, reports, or student science journals)	0	®	O	Ø	¢	VH639600
c.	Watch you do a science activity	A	®	O	Ø	Ē	VH639856
d.	Talk about the measurements and results from their hands-on activities	۵	®	©	Ø	¢	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)	0	®	O	Ø	¢	VH639597
f.	Figure out different ways to solve a science problem	Ø	®	O	Ø	Ē	VH639846
g.	Present what they have learned about science	Ø	ß	O	Ø	Ē	VH639593

VH640891

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Developing good research questions	۵	B	O	Ø	Ē	VH640901
b.	Using drawings or models to explain events or phenomena	Ø	ß	Ø	Ø	Ē	VH640902
c.	Coming up with experiments or other tests to answer a scientific question	Ø	®	Ø	Ø	Ē	VH640903
d.	Organizing data into a chart, graph, or spreadsheet to test a solution	0	ß	Ø	Ø	Ē	VH640906
e.	Deciding when to use quantitative versus qualitative data	Ø	B	Ø	Ø	Ē	VH640907
f.	Generating explanations based on observations and measurements	0	6	Ø	Ø	Ē	VH640908
g.	Evaluating the quality of data	۵	B	O	Ø	Ē	VH640909
h.	Teaching science ideas to others (e.g., students or teachers)	Ø	ß	O	Ø	Ē	VH640911

6. 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.

7. 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 (j online)	print or	(2)	®	0	Ø	VH639521
b. Science magazines a books (print or onlin		A	B	O	0	VH639522
c. Supplies or equipme science labs or demonstrations	ent for	۵	ß	Ø	Ø	VH639523
d. Space to conduct sc labs	ience	A	ß	0	Ø	VH639525
e. Computers for teach use	ners'	A	®	O	Ø	VH639528
f. Science kits		A	®	O	D	VH639531
g. Scientific measuren instruments (e.g., microscopes, thermometers, beak weighing scales)		۵	®	O	۵	VH639526

**8.** To what extent do you use each of the following technological resources **for science instruction**? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
a.	Desktop or laptop computer(s) (including Chromebooks)	۵	ß	Ø	Ø	VH641307
b.	Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	$\textcircled{\ }$	B	0	0	VH641308
c.	Online content (e.g., online software, podcasts, or videos)	۵	ഀ	Ø	0	VH641309
d.	Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	0	ഀ	Ø	Ø	VH641310
e.	Interactive panel (e.g., SMART Board, Promethean ActivPanel)	۵	ß	Ø	Ø	VH859326

VH241281

9. 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	A	®	Ö	Θ	VH241282
b.	Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun or how gas expands)	Ø	®	Q	Ø	VH241284
c.	Make a chart or graph that shows results of a science project	0	®	Ø	Ø	VH241283

VH639626

- **10.** 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
     A few times a year
  - © Once or twice a month
  - Once or twice a week
  - © Every day or almost every day

VH639633

**11.** 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.	Discuss each student's current level of performance with them	Ø	®	O	Ø	©	VH639634
b.	Set goals for specific progress the student would like to make	Ø	®	O	Ø	Ē	VH639635
с.	Discuss progress the student has made toward goals previously set	Ø	(6)	Ø	Ø	©	VH639636
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	®	Ø	Ø	©	VH639637

**12.** 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.	0	®	O	Ø	Ē	VH641273
b.	My students did well because they put in a lot of effort.	Ø	®	O	Ø	Ē	VH641276
c.	My students did well because they always do well on tests.	Ø	®	Ø	Θ	Ē	VH641277
d.	My students did well because I taught the concepts well.	0	®	O	Ø	Ē	VH641279
e.	My students did well because they guessed well on the test.	0	®	O	0	Ē	VH641281
f.	My students did well because they are just good in science.	Ø	ß	O	Ø	Ē	VH641284

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

VH641262

## **Appendix K-2ac: Summary of Changes Operational Grade 4 NIES**

					2019 item						D/A/ R/NC+	Rationale
	rou taught at this	school? If less	a than 1	AC 0990			ou taught at this	school? If less	than 1	VH253874	NC	N/A
How many students are currently in your class? Students 015 Grade 4)						ently in your c	class?			V#25867	NC	N/A
quired knowle Native student	dge, skills, and in is from each of th	formation spec e following sou	ific to teaching trees? Fill in <b>on</b>	vassesses e oval on	teaching American Indian	or Alaska Nativ				VH241581	NC	The in-line direction was
Not at all	Small extent	Moderate	Large extent			Not at all	Small extent	Moderate extent	Large extent			adapted from PBA to DBA:
1100 20104				VII592446	a. Independent reading and study	۲	Ð	Ø	Φ	V11241584		"Fill in one
۲	Ø	Ø	۵	VR592446	<li>b. Your own personal or family background and experiences</li>	۵	Ð	θ	6	\$24241586		oval on each line." was
۵	¢	ø	Ø	vc302922	American Indian or Alaska Native cultural orientation program	۵	Φ	Ø	0	VH241585		adapted to "Select one
۲	Φ	Ø	Φ	VC202915	d. Lîving and working in an American Indian or Alaska Natīve community	٩	æ	0	Ð	VH241563		answer
				VE0/2624	<ol> <li>To what extent have you at</li> </ol>	cauired knowle	dec skills and in	ormation spec	ific to	V36241580	NC	choice on each row." The in-line
				ll in one	teaching American Indian of	or Alaska Nativ	ve students from e					direction was
Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			adapted from PBA to DBA:
٩	Ø	Ø	Ø	VE013626	classes or workshops with a focus on teaching American Indian or Alaska Native students	Ø	œ	Ø	Φ	VH2341642		"Fill in one oval on each
Ø	Ð	Ø	0	VE012628	<li>b. College courses, or other classes or workshops with a general focus on various</li>	0	Ð	0	0	VH241591		line." was adapted to
	e*01.* ntly in your c puired knowle Not at all @ @ @ @ puired knowlee Native student Not at all	e*01.*       ntly in your class?       nuired knowledge, skills, and in Native students from each of th       Not at all     Small extent       ©     ©       ©     ©       ©     ©       ©     ©       Q     ©       Q     ©       Q     ©       Q     ©       Q     ©       Q     ©       Q     ©       Not at all     Small extent       Not at all     Small extent		nutly in your class?         quired knowledge, skills, and information specific to reaching Native students from each of the following sources? Fill in one with the strent of the following sources? Fill in one with the strent of the following sources?         Not at all       Small extent of the following sources?       Large extent of the following sources?         Image: Streng of the str	years have you taught at this school? If less than 1         c*01."         ntly in your class?         wears         uired knowledge, skills, and information specific to teaching Native students from each of the following sources? Fill in one oval on         Not at all       Small extent       Moderate extent       Large extent         @       @       @       wears         wears       @       @       wears         wears       @       @       wears         wears       @       @       wears         wears       @       @       wears         @       @       @       wears         @       @       @       wears         wears       @       @       wears         w	version       version         version       1. Counting this year, how marry year total at this school, enter were total at	years have you (aught at this school) if less than 1       . Counting this year, how many years have y year total at this school, enter "01."         ""01."       ''''''''''''''''''''''''''''''''''''	verse       verse         verse       1. Counting this year, how many years have you taught at this school, enter "01."	vorses       . Comming this year, how many years have you taught at this school? If less year total at this school, enter "OI."	vorse <ul> <li>Counting this year, how many years have you taught at this school? If less than 1</li></ul>	verses have you taught at this school: If less than 1       verses         -01.7       . Contining this year, how many years have you taught at this school? If less than 1         -01.7       . Contining this year, how many years have you taught at this school? If less than 1         -01.7       . Years         nutly in your class?       . How many students are currently in your class?	NC       NC         output

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

						1						1	
Previous item						2019 item						D/A/ R/NC+	Rationale
													choice on
													each row."
<ol> <li>During the last two years. help you improve the acad Fill in <b>one</b> oval on cach lin</li> </ol>	emic performa					<ol> <li>During the last two years, l following resources to help American Indian or Alaska</li> </ol>	you improve	the academic perf	ormance of your		10151150	NC	The in-line direction was
Fill in one oval on cach in		L		5 or more			Never	1 or 2 times	3 or 4 times	5 or more times			adapted from PBA to DBA:
	Never	1 or 2 times	3 or 4 times	times		a. Online websites or	Ø	Ø	Q	Ø	VH241594		
<ul> <li>a. Online websites or databases</li> </ul>	Ø	œ	0	θ	VH158526	databases b. Articles in professional					VH241595		"Fill in one
<li>b. Articles in professional journals</li>	Ø	٩	0	•	VH158527	journals c. Local libraries or cultural	٩	۵	Ø	0	VH241595		oval on each
c. Local libraries or cultural centers	Ø	œ	0	0	VH158530	centers	Ø	Ð	0	Θ	VH24159W		line." was
d. Other teachers in your	Ø	œ	Q	0	VH158529	d. Other teachers in your school	Ø	Ø	Ø	Ð	VH241597		adapted to
e. Elders or other experts	Ø	© ©	0	0	VH158528	e. Elders or other experts	Ø	Ø	Ø	Ø	V11241598		"Select one
													answer
(2015 Grade 4)													choice on
(2015 Glade 4)													each row."
<ul> <li>6. During the last two years, to specific instructional practic your classroom?</li> <li>① Not at all</li> <li>① Small extent</li> </ul>				ts in	VH910217	<ul> <li>6. During the last two years, to specific instructional practice your classroom?</li> <li>Ø Not at all</li> <li>Ø Small extent</li> </ul>				nts in	VII540164	NC	N/A
Moderate extent						<ul> <li>Moderate extent</li> </ul>							
D Large extent						© Large extent							
(2015 Grade 4)					V#080275						¥1040165		
<ul> <li>7. During the last two years, he community-based developm workshops, including online instructional practices for Ai</li> <li> © Never → Skip to Question </li> <li> © 1 or 2 times </li> <li> © 3 or 4 times </li> <li> © 5 or more times </li> <li> (2015 Grade 4)</li></ul>	ent programs ( classes) aime merican India	such as in-servic d at developing cu	e classes and alturally specific			<ul> <li>7. During the last two years, he community-based developm workshops, including online instructional practices for An</li> <li>③ Never</li> <li>④ 1 or 2 times</li> <li>③ 3 or 4 times</li> <li>④ 5 or more times</li> </ul>	ent programs ( classes) aime	(such as in-servic d at developing cu	e classes and alturally specific			NC	Please note that no content changes were made to the item but the skip pattern text was removed
													from the item.

Previous item	2019 item		D/A/ R/NC+	Rationale
<ul> <li>8. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</li> <li>(2015 Grade 4)</li> </ul>	<ul> <li>8. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</li> <li>③ Not at all</li> <li>④ Small extent</li> <li>④ Moderate extent</li> <li>④ Large extent</li> </ul>	1210164	NC	N/A
<ul> <li>9. Who sponsored the professional or community-based development programs you attended in the last two years? Fill in all ovals that apply.</li> <li>© State</li> <li>© District</li> <li>© Tribal education department</li> <li>© Indian education professional associations</li> <li>© College or university</li> <li>© Other (please specify):</li></ul>	<ul> <li>9. Who sponsored the professional or community-based development programs you attended in the last two years? Select all squares that apply.</li> <li> <ul> <li>State</li> <li>District</li> <li>Tribal education department</li> <li>Indian education professional associations</li> <li>College or university</li> <li>Other (please specify):</li></ul></li></ul>	£240167	NC	The in-line direction was adapted from PBA to DBA: "Fill in all ovals that apply." was adapted to "Select one answer choice on each row."
<ul> <li>To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.</li> <li>No knowledge or skill; nonspeaker</li> <li>Minimal functional or communicative ability; ability to use some words or phrases</li> <li>Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</li> <li>Fluent nonnative speaker</li> <li>Fluent native speaker</li> <li>(2015 Grade 4)</li> </ul>	<ul> <li>10. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.</li> <li>O No knowledge or skill; nonspeaker</li> <li>Minimal functional or communicative ability; ability to use some words or phrases</li> <li>Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</li> <li>Fluent nonnative speaker</li> <li>Fluent native speaker</li> </ul>	1240168	NC	N/A

				2019 item				D/A/ R/NC+	Rationale
<ol> <li>To what extent do you use your students' Amer language(s) when you teach any core subject (re social studies)?</li> <li>Instruction is entirely in English.</li> <li>Instruction is primarily in English, but word or Alaska Native language(s) are included or or Alaska Native language(s) are included fr @ Instruction is primarily in English, but word or Alaska Native language(s) are included fr</li> <li>Instruction is primarily in the students' Amer (2015 Grade 4)</li> </ol>	eading, mathematics ds or phrases from th occasionally. ds or phrases from th requently.	s, science, and he students' Americ he students' Americ	can Indian	<ol> <li>To what extent do you use your students' Amerilanguage(s) when you teach any core subject (resocial studies)?</li> <li>Instruction is entirely in English.</li> <li>Instruction is primarily in English, but word or Alaska Native language(s) are included of Instruction is primarily in English, but word or Alaska Native language(s) are included from Instruction is primarily in the students' American Instruction Instru</li></ol>	ading, mathematics ds or phrases from t ecasionally. ls or phrases from t equently.	s, science, and he students' Americ he students' Americ	an Indian	NC	N/A
<ol> <li>Have you received any of the following forms o language is not English (sometimes called Limi)</li> </ol>	nited English Proficie			<ol> <li>Have you received any of the following forms of whose first language is not English (sometimes [LEP] students or English Language Learners [E</li> </ol>	called Limited Eng	lish Proficiency	ARTER AN	NC	The in-line direction was
Language Learners [ELL])? Fill in one oval on ea					Yes	No			
Language Learners [ELL]): Fill in one oval on e	Yes	No			163				adapted from
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special)	Yes ©	No	VE012462	a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	•	Φ	Y11241400		PBA to DBA: "Fill in one
<ul> <li>a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)</li> <li>b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual</li> </ul>			VE012662 VE012665	teach students whose first language is not English (but not a major, minor, or special			Y11241-000		PBA to DBA: "Fill in one oval on each line." was
<ul> <li>a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)</li> <li>b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL). English</li> </ul>	Ø	Œ		teach students whose first language is not English (but not a major, minor, or special emphasis) b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual	۵	¢			PBA to DBA "Fill in one oval on eac

revious item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>To what extent do you us Native students? Fill in o</li> </ol>			the progress	of your Ameri	can Indian or	vinsion Alaska	13. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select <b>one</b> circle in each row.						VIE4(603	NC	The in-line direction wa
	Not at a	ll Small	extent	Moderate	Large extent			Not at all	Small e	extent	Moderate extent	Large extent			adapted fror
. State assessments	0	-	1	©	0	VIELLIGED	a. State assessments	Ø	Œ	D	0	0	VH241604		PBA to DBA:
District assessments	0		8	0	0	VH154091	b. District assessments	Ø	Œ	>	Ø	Ø	VHDATADS		"Fill in one
<ul> <li>Assessments developed by American Indian or Alaska Native organizations</li> </ul>			0	0	Ø	VH154092	<ul> <li>c. Assessments developed by American Indian or Alaska Native organizations</li> </ul>	9	œ	>	Ø	0	VH241606		oval on each
<ul> <li>Tests supplied by textbook publishers (for example, end of unit or chapter tests</li> </ul>	٢		Ð	ø	Φ	VH154093	<ul> <li>Tests supplied by textbool publishers (for example, end of unit or chapter test</li> </ul>	Ø	œ	Þ	0	⊕	VHDa1/47		line." was adapted to
. Teacher-made tests or quizzes	Ø	0	Ð	0	ø	VH0.54098	<ul> <li>Teacher-made tests or quizzes</li> </ul>	0	Œ	þ	0	Ø	VERNETAL		"Select one
Performance-based assessments	۲		T	0	Ð	V10154005	<ol> <li>Performance-based assessments</li> </ol>	۵	Œ	0	Ø	Ø	VED41613		answer
. Croup projects	٩	(	Ð	Ø	Ø	V10.54096	g. Group projects	۲	Œ	0	Ø	Ø	VH241/00		choice on
<ol> <li>Oral responses of students during class discussions</li> </ol>	٩		۲	۵	0	910.54097	<li>h. Oral responses of students during class discussions</li>	Θ	C	þ	0	0	VIIZ41618		each row."
Assessments to evaluate English language proficiency	٩		Ð	ø	Ø	VH154925	<ol> <li>Assessments to evaluate English language proficiency</li> </ol>	0	Œ	þ	Ø	Ø	VH282808		each tow.
<ul> <li>Do you teach reading/lang</li> <li>Tes → Go to Question</li> <li>No → Skip to Question</li> <li>2015 Grade 4)</li> </ul>	15.	grade 4 stude	ents?				<ul> <li>14. Do you teach reading/lan</li> <li>∞ Yes</li> <li>∞ No</li> </ul>	guage arts to g	rade 4 studer	ntsi				NC	Please note that no content changes we made to the item but the skip pattern text was removed from the
15. How often do you integr lessons? Fill in <b>one</b> oval o	in each line.	about the fol	At least	cs into your re: At least	Every day or		15. How often do you integr reading/language arts les	sons? Select or				Every day or almost every day	VICHER	NC	item. The in-line direction wa adapted fro
. American Indian or	Never	nce a year	once a month	once a week	almost every day		a. American Indian or Alaska Native culture	•	0	©	ø	©	V1124(615		PBA to DBA "Fill in one
Alaska Native culture or history	Ø	¢	0	0	θ	V1040385	b. Current issues		-		-	-			oval on each
<ul> <li>Current issues affecting American Indian or Alaska</li> </ul>	٩	0	0	0	θ	VH040356	affecting American Indian or Alaska Native people or	Ø	₿	0	θ	θ	VH241614		line." was

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

Previous item							2019 item							D/A/ R/NC+	Rationale
(2015 Grade 4)						VE012586							VH211015		answer choice on each row."
<ol> <li>How often do you hav Fill in one oval on eac</li> </ol>		nts do each of tl	he following	reading/langua	ge arts activi		<ol> <li>How often do you hav activities? Select one of</li> </ol>			he following	reading/langu:	ige arts		NC	The in-line direction was
	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted from PBA to DBA:
a. Read literature with American Indian or Alaska Native themes	3	©.	©	۵	©	VE012689	a. Read literature with American Indian or Alaska Native themes	۲	Φ	Q	Θ	Φ	V18241617		"Fill in one
<ul> <li>Anaska Native themes</li> <li>b. Read literature by American Indian or Alaska Native authors</li> </ul>	Ø	Ø	Ø	0	Ð	VB012690	b. Read literature by American Indian or Alaska Native authors	۹	Ø	0	0	Ð	VH241618		oval on each line." was
<ul> <li>Read about, or discuss, current issues of concern to the American Indian or Alaska Native community</li> </ul>	Ø	٩	Ø	ø	Φ	VEII)2691	<li>c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community</li>	Ø	Ø	0	0	Φ	VH241621		adapted to "Select one answer
d. Write about experiences or issues affecting American Indian or Alaska Native people	۵	¢	Ø	Ø	Φ	V30)12692	d. Write about experiences or issues affecting American Indian or Alaska Native people	۹	Ø	Ø	0	Ð	VH241620		choice on each row."
e. Write about their own experiences as an American Indian or Alaska Native person	Ø	Φ	Ø	θ	Ø	VEDIONA	<ul> <li>c. Write about their own experiences as an American Indian or Alaska Native person</li> </ul>	Φ	θ	Ø	Ð	Ð	VH241619		
(2015 Grade 4) 17. How much do you rel lessons? Fill in one ov			ocuments in Some	planning readir	Not aware	vendoos.	17. How much do you rel- reading/language arts				planning A lot	Not aware of any	VII341622	NC	The in-line direction was adapted from
a. Standards developed by national professional	•	Ø	©	Φ	of any	NAUTORA	<ul> <li>a. Standards developed by national professional organizations</li> </ul>	Ø	Φ	0	Ø	θ	V9034182.8		PBA to DBA: "Fill in one
b. State content	Ø	œ	Ø	Ø	Ð	VE012700	b. State content standards	Ø	Ð	ø	Ð	Ð	VEDA1626		oval on each
standards c. District content	0		0	•	Φ	VE012701	c. District content standards	۲	Ð	Ø	0	Ð	V11241625		line." was
standards d. American Indian or Alaska Native content or cultural standards	٩	Ø	Q	Φ	Φ	VE012703	d. American Indian or Alaska Native content or cultural standards	Ø	٩	0	0	θ	VH241624		adapted to "Select one
(2015 Grade 4)															answer choice on each row."

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

							2019 item							D/A/ R/NC+	Rationale
<ul> <li>No you teach mathematics to grade 4 students?</li> <li> Tes → Go to Question 19. </li> <li> No → Skip to Question 22. </li> <li>2015 Grade 4)</li> </ul>					<ul> <li>18. Do you teach mathematics to grade 4 students?</li> <li>② Yes</li> <li>③ No</li> </ul>					NC	Please note that no content changes were made to the item but the skip pattern text was removed from the				
19. How often do you inte Fill in <b>one</b> oval on cac	egrate materi:	als about the fol	lowing topic	es into your <b>m</b> a	nthematics le	viioiosi7 ssons?	19. How often do you inte mathematics lessons?	grate materi Select <b>one</b> c	als about the fo ircle in each rov	llowing topie v.	cs into your	51	VID41627	NC	item. The in-line direction wa
Fill in one oval on cac	n ime.	I I	At least	At least	Every day or almost		a. American Indian or	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted from PBA to DBA:
	Never	At least once a year	once a month	once a week	every day		a. runcheon menon of								1 8/1 60 8 8/11
a. American Indian or Alaska Native culture or history	Never			once a week ©	every day ©	V14310/90	Alaska Native culture or history	®	®	0	0	Ø	Y11241629		"Fill in one
		once a year	month			V98382560 V98382560		Ø	Ð	0	0	θ	Y11241627 Y11241628		

Previous item							2019 item							D/A/ R/NC+	Rationale
20. How often do you hav oval on each line.	e your studer	nts do each of tl	he following	mathematics a	ctivities? Fill	vE012730 l in one	20. How often do you have your students do each of the following mathematics activities? Select one circle in each row.						NC	The in-line direction was	
	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	r l		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	r		adapted from PBA to DBA:
<ul> <li>Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities</li> </ul>	@	Œ	©	Φ	©	VE012733	<ul> <li>a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities</li> </ul>	۵	Ø	©	۵	٥	VH241631		"Fill in one oval on each line." was
b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	Ø	Φ	Ø	Φ	Ø	¥E012735	<li>Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)</li>	۵	Ø	Q	۵	Φ	VH241634		adapted to "Select one answer choice on each row."
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ø	٩	Ø	Ø	C	VE012737	<li>c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)</li>	۵	٩	Ø	Ø	©	VH241633		
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	۵	Φ	Q	Φ	Ø	VE012739	d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	۵	٩	Q	Φ	٢	VH241632		
2015 Grade 4)						\$10012740	21. How much do you rely	on each of t	ne following d	ocumente in	planning		VH2416/5	NC	The in-line
21. How much do you rely in one oval on each lin		he following do	ocuments in	planning math	ematics lesso	ns? Fill	mathematics lessons?	Select one ci			panning	Not aware		NC	direction wa
	Not at all	A little	Some	A lot	Not aware of any			Not at all	A little	Some	A lot	of any			adapted from
<ul> <li>Standards developed by national professional organizations</li> </ul>	Φ	Ð	Ø	Φ	Φ	VE012743	<ul> <li>a. Standards developed by national professional organizations</li> </ul>	Ø	9	Ø	Ð	θ	VIQ41636		PBA to DBA: "Fill in one
b. State content	æ	Ø	Ø	0	Ð	VER12786	<li>b. State content standards</li>	۲	٢	0	۵	Φ	VH241659		oval on each
standards c. District content	ø	Ø	Ø	0	Ð	VE012747	c. District content standards	۲	٩	0	0	Θ	V1/241638		line." was adapted to "Select one
standards d. American Indian or Alaska Native content or cultural standards	Ø	Ð	Ø	Ø	Ð	VBG12789	d. American Indian or Alaska Native content or cultural standards	٢	œ	Ø	Ø	Φ	VH241637		
2015 Grade 4)															answer choice on each row."

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

Previous item						2019 item						D/A/ R/NC+	Rationale
22. How much do you agree w your school library, media					vianite) ole in	<ol> <li>How much do you agree wi available in your school libi each row.</li> </ol>					VII241640	NC	The in-line direction was
1	Strongly disagree	Disagree	Agree	Strongly agree			Strongly disagree	Disagree	Agree	Strongly agree			adapted from PBA to DBA:
<ul> <li>The number of books and materials available for 4th grade students is sufficient.</li> </ul>	۵	Φ	Ø	Φ	VH043957	<ul> <li>The number of books and materials available for 4th grade students is sufficient.</li> </ul>	٢	œ	0	Ø	V14241641		"Fill in one
<li>b. The quality of the books and materials available for 4th grade students is satisfactory.</li>	۲	Ø	Ø	Ø	VE8543959	b. The quality of the books and materials available for 4th grade students is satisfactory.	۵	Ð	0	۵	VTI241644		oval on each line." was
c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	Ø	Ð	0	0	VH043364	c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	۲	Ø	Ø	Ø	VIZALAN		adapted to "Select one answer
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	¢	Ø	Ð	Ø	VH243966	d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	۵	¢	Ø	Ø	VH341642		choice on each row."
and the second	the following a j	problem in your s	chool? Fill in	one oval on each	vnoesou line.	<ol> <li>To what extent is each of th each row.</li> </ol>	ic following a p	problem in your so	hool? Select o	ne circle in	VH241645	NC	The in-line
a mark in the second	the following a p	oroblem in your s Small extent	chooli Fill in Moderate extent	one oval on each Large extent			ic following a p Not at all	oroblem in your so Small extent	hool? Select o Moderate extent	ne circle in Large extent	VH241645	NC	The in-line direction wa adapted fror
<ol> <li>To what extent is each of t</li> <li>Student absenteeism</li> </ol>	Not at all	Small extent	Moderate extent ©	Large extent	line.	each row.			Moderate	1	VIDALAAS	NC	direction wa adapted from
<ol> <li>To what extent is each of t</li> <li>Student absenteeism</li> <li>Student tardiness</li> </ol>	Not at all	Small extent	Moderate extent ©	Large extent	VHISHISHTA VHISHISHTA	each row. a. Student absenteeism b. Student tardiness	Not at all ©	Small extent D D	Moderate extent ©	Large extent	VHD41646 VHD41646	NC	direction wa adapted from PBA to DBA:
<ol> <li>To what extent is each of t</li> <li>Student absenteeism</li> <li>Student tardiness</li> <li>Student health problems</li> </ol>	Not at all	Small extent D D D	Moderate extent © ©	Large extent @ @ @	line. Уйвасаца Униновца Униновца	cach row.           a. Student absenteeism           b. Student tardiness           c. Student health problems	Not at all	Small extent	Moderate extent ©	Large extent	VIDALAAS	NC	direction wa adapted from PBA to DBA: "Fill in one
<ol> <li>To what extent is each of t</li> <li>Student absenteeism</li> <li>Student tardiness</li> <li>Student health problems</li> <li>Student misbehavior in class</li> </ol>	Not at all	Small extent	Moderate extent ©	Large extent	VHISHISHTA VHISHISHTA	each row. a. Student absenteeism b. Student tardiness	Not at all ©	Small extent D D	Moderate extent ©	Large extent	VHD41646 VHD41646	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each
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<ul> <li>23. To what extent is each of the second s</li></ul>	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	line. Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia	each row. a. Student absenteeism b. Student tardiness c. Student misbehavior in class c. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	VID41446 VID41645 VID41645 VID41645 VID41655 VID41655	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one
<ol> <li>To what extent is each of the second s</li></ol>	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	line. Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia	each row. a. Student absenteeism b. Student tardiness c. Student misbehavior in class c. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	VID41446 VID41645 VID41645 VID41645 VID41655 VID41655	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on
<ul> <li>23. To what extent is each of the second s</li></ul>	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	line. Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia Viesosia	each row. a. Student absenteeism b. Student tardiness c. Student misbehavior in class c. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	VID41446 VID41645 VID41645 VID41645 VID41655 VID41655		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row."
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<ol> <li>23. To what extent is each of the second seco</li></ol>	Not at all	Small extent	Moderate extent © © © © © ©	Large extent	line. VIBNO14 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014	each row.  a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement  24. Are you Hispanic or Latino?	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	VID10464 VID4646 VID4646 VID4645 VID4645 VID4645 VID4645 VID4645 VID4645		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wa
<ul> <li>23. To what extent is each of the second s</li></ul>	Not at all	Small extent	Moderate extent © © © © © ©	Large extent	line. VIBNO14 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014	<ul> <li>cach row.</li> <li>a. Student absentecism</li> <li>b. Student tardiness</li> <li>c. Student health problems</li> <li>d. Student misbehavior in class</li> <li>c. Physical conflicts among students</li> <li>f. Bullying</li> <li>g. Low student aspirations</li> <li>h. Low teacher expectations</li> <li>i. Low family involvement</li> </ul> 24. Are you Hispanic or Latino? <ul> <li>Ø No, I am not Hispanic or</li> </ul>	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	VID10464 VID4646 VID4646 VID4645 VID4645 VID4645 VID4645 VID4645 VID4645		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wa adapted from
<ul> <li>23. To what extent is each of the second s</li></ul>	Not at all	Small extent	Moderate extent © © © © © ©	Large extent	line. VIBNO14 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014	<ul> <li>each row.</li> <li>a. Student absenteeism</li> <li>b. Student tardiness</li> <li>c. Student health problems</li> <li>d. Student misbehavior in class</li> <li>e. Physical conflicts among students</li> <li>f. Bullying</li> <li>g. Low student aspirations</li> <li>h. Low teacher expectations</li> <li>i. Low family involvement</li> </ul> 24. Are you Hispanic or Latino? <ul> <li>Ø No, I am not Hispanic or</li> <li>Ø Yes, I am Mexican, Mexican</li> </ul>	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent © © © © © ©	Large extent	VID10464 VID4646 VID4646 VID4645 VID4645 VID4645 VID4645 VID4645 VID4645		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wa adapted from PBA to DBA:
<ul> <li>23. To what extent is each of the second s</li></ul>	Not at all	Small extent	Moderate extent © © © © © ©	Large extent	line. VIBNO14 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014	<ul> <li>cach row.</li> <li>a. Student absenteeism</li> <li>b. Student tardiness</li> <li>c. Student health problems</li> <li>d. Student misbehavior in class</li> <li>c. Physical conflicts among students</li> <li>f. Bullying</li> <li>g. Low student aspirations</li> <li>h. Low teacher expectations</li> <li>i. Low family involvement</li> </ul> 24. Are you Hispanic or Latino? <ul> <li>Ø No, I am not Hispanic of</li> <li>Ø Yes, I am Mexican, Mexicon</li> <li>Ø Yes, I am Puerto Rican of</li> </ul>	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent	Large extent	VID10464 VID4646 VID4646 VID4645 VID4645 VID4645 VID4645 VID4645 VID4645		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wa adapted from PBA to DBA: "Fill in one o
<ul> <li>b. Student tardiness</li> <li>c. Student health problems</li> <li>d. Student misbehavior in class</li> <li>c. Physical conflicts among students</li> <li>f. Bullying</li> <li>g. Low student aspirations</li> <li>h. Low teacher expectations</li> <li>i. Low family involvement</li> </ul> 2015 Grade 4) 24. Are you Hispanic or Latino <ul> <li>© No, I am not Hispanic of Yes, I am Mexican, Mexican</li> <li>© Yes, I am Puerto Rican</li> <li>© Yes, I am Cuban or Cub</li> </ul>	Not at all	Small extent	Moderate extent © © © © © ©	Large extent	line. VIBNO14 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014 VIBN014	<ul> <li>cach row.</li> <li>a. Student absenteeism</li> <li>b. Student tardiness</li> <li>c. Student health problems</li> <li>d. Student misbehavior in class</li> <li>e. Physical conflicts among students</li> <li>f. Bullying</li> <li>g. Low student aspirations</li> <li>h. Low teacher expectations</li> <li>i. Low family involvement</li> </ul> 24. Are you Hispanic or Latino? <ul> <li>Ø No, I am not Hispanic of</li> <li>Ø Yes, I am Mexican, Mexi</li> <li>Ø Yes, I am Puerto Rican of</li> <li>Ø Yes, I am Cuban or Cuba</li> </ul>	Not at all	Small extent D D D D D D D D D D D D D	Moderate extent	Large extent	VID10464 VID4646 VID4646 VID4645 VID4645 VID4645 VID4645 VID4645 VID4645		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wa adapted from PBA to DBA:

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

Previous item	2019 item	D/A/ R/NC+	Rationale
			to "Select all squares that apply."
<ul> <li>25. Which of the following best describes you? Fill in one or more ovals.</li> <li>White</li> <li>Black or African American</li> <li>Asian</li> <li>American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)</li> <li>Native Hawaiian or other Pacific Islander</li> <li>(2015 Grade 4)</li> </ul>	<ul> <li>25. Which of the following best describes you? Select all squares that apply.</li> <li> <ul> <li>White</li> <li>Black or African American</li> <li>Asian</li> <li>American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)</li> <li> <ul> <li>Native Hawaiian or other Pacific Islander</li> </ul> </li> </ul></li></ul>	NC	The in-line direction was adapted from PBA to DBA: "Fill in one or more ovals." was adapted to "Select all squares that apply."
VHID250 26. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?	26. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?	NC	N/A
(2015 Grade 4)			

Previous item	2019 item		D/A/ R/NC+	Rationale	
27. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.	27. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.	VIEIGES	NC	N/A	
(2015 Grade 4)					

## **Appendix K-2ad: Operational Grade 4 NIES**

VH253874

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."



Years

VH253877

VH241581

2. How many students are currently in your class?

**Students** 

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Select one circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	Ø	®	O	0	VH241584
b. Your own personal or family background and experiences	æ	(6)	Ø	Ø	VH241586
c. Locally sponsored American Indian or Alaska Native cultural orientation program	۲	®	Ø	۵	VH241585
d. Living and working in an American Indian or Alaska Native community	æ	(6)	Ø	Ø	VH241588

**4.** To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
a.	College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	0	®	O	Ø	VH241592
b.	College courses, or other classes or workshops with a general focus on various cultures or diversity	0	®	Ø	Ø	VH241591

**5.** During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Select **one** circle in each row.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	Ø	ß	O	Ø	VH241594
b. Articles in professional journals	æ	B	O	0	VH241595
c. Local libraries or cultural centers	æ	B	O	0	VH241596
d. Other teachers in your school	æ	®	O	Ø	VH241597
e. Elders or other experts	۲	®	©	D	VH241598

VH241593

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- VH240164
- 6. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?
  - Not at all
  - ③ Small extent
  - Moderate extent
  - D Large extent
- 7. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?
  - Never
  - 1 or 2 times
  - $\odot$  3 or 4 times
  - © 5 or more times
- **8.** To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?
  - Not at all
  - Small extent
  - © Moderate extent
  - D Large extent

VH240165

- **9.** Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.
  - State
  - District
  - © Tribal education department
  - D Indian education professional associations
  - © College or university
  - Other (please specify): \_\_\_\_\_

- **10.** To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.
  - No knowledge or skill; nonspeaker
  - Minimal functional or communicative ability; ability to use some words or phrases
  - © Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
  - Fluent nonnative speaker
  - © Fluent native speaker

- **11.** To what extent do you use your students' American Indian or Alaska Native language(s) when you teach any core subject (reading, mathematics, science, and social studies)?

  - Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
  - © Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
  - © Instruction is primarily in the students' American Indian or Alaska Native language(s).

**12.** Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learners [ELL])? Select **one** circle in each row.

	Yes	No	
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	0	6	VH241600
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	0	₿	VH241602
c. Any other training or professional development on how to teach students whose first language is not English	0	℗	VH241601

**13.** To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
a.	State assessments	A	®	O	D	VH241604
b.	District assessments	A	®	O	D	VH241605
c.	Assessments developed by American Indian or Alaska Native organizations	0	®	Ø	Ø	VH241606
d.	Tests supplied by textbook publishers (for example, end of unit or chapter tests)	Ø	®	Ø	Ø	VH241607
e.	Teacher-made tests or quizzes	A	B	O	D	VH241611
f.	Performance-based assessments	A	B	O	D	VH241612
g.	Group projects	A	B	©	D	VH241609
h.	Oral responses of students during class discussions	A	B	O	D	VH241610
i.	Assessments to evaluate English language proficiency	Ø	®	Ø	Ø	VH241608

- 14. Do you teach reading/language arts to grade 4 students?
  - (A) Yes
  - B No
     No

**15.** How often do you integrate materials about the following topics into your **reading/language arts** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	(9	ß	Ø	Ø	Ē	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	(9	®	Ø	Ø	¢	VH241614

**16.** How often do you have your students do each of the following **reading/language arts** activities? Select **one** circle in each row.

VH241616

		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a.	Read literature with American Indian or Alaska Native themes	(9	ß	Q	Ø	Ē	VH241617
b.	Read literature by American Indian or Alaska Native authors	(9	6	0	Ø	Ē	VH241618
C.	Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	9	(9	0	Ø	¢	VH241621
d.	Write about experiences or issues affecting American Indian or Alaska Native people	0	6	Ø	Ø	Ē	VH241620
e.	Write about their own experiences as an American Indian or Alaska Native person	0	ౕ	Ø	Ø	Ē	VH241619

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	Ø	6	©	Ø	Ē	VH241623
b. State content standards	A	®	O	Ø	Ē	VH241626
c. District content standards	Ø	®	©	Ø	Ē	VH241625
d. American Indian or Alaska Native content or cultural standards	Ø	®	©	Ø	©	VH241624

# 17. How much do you rely on each of the following documents in planning reading/language arts lessons? Select one circle in each row.

VH240171

VH241627

#### **18.** Do you teach **mathematics** to grade 4 students?

- (A) Yes
- B No
   No
- **19.** How often do you integrate materials about the following topics into your **mathematics** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	Ø	ß	O	Ø	Ē	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	Ø	€	O	Ø	Ē	VH241628

VH241622

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# **20.** How often do you have your students do each of the following **mathematics** activities? Select **one** circle in each row.

		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a.	Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	Ø	®	Q	۵	¢	VH241631
b.	Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	0	®	Θ	٦	¢	VH241634
c.	Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	0	®	Θ	٩	¢	VH241633
d.	Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	۵	®	O	٩	¢	VH241632

- Not aware Not at all A little Some A lot of any a. Standards developed by national VH241636 A B O  $\odot$ Ð professional organizations b. State content VH241639 A B O  $\bigcirc$ Đ standards c. District content VH241638 A B ©  $\odot$ Ð standards d. American Indian or Alaska Native content VH241637 A B © D Ð or cultural standards
- **21.** How much do you rely on each of the following documents in planning **mathematics** lessons? Select **one** circle in each row.

**22.** How much do you agree with each of the following statements about the materials available in your school library, media center, or resource center? Select **one** circle in each row.

		Strongly disagree	Disagree	Agree	Strongly agree	
a.	The number of books and materials available for 4th grade students is sufficient.	(2)	B	O	Ø	VH241641
b.	The quality of the books and materials available for 4th grade students is satisfactory.	0	℗	Ø	Ø	VH241644
c.	The number of books and materials <b>specific to</b> <b>American Indian and</b> <b>Alaska Native culture</b> available for 4th grade students is sufficient.	0	ഀ	Ø	Φ	VH241643
d.	The quality of the books and materials <b>specific to</b> <b>American Indian and</b> <b>Alaska Native culture</b> available for 4th grade students is satisfactory.	(9	ß	O	Ø	VH241642

VH241635

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	A	®	O	Ø	VH241646
b. Student tardiness	۵	®	Ô	Ð	VH241647
c. Student health problems	Ø	®	Ô	Ð	VH241648
d. Student misbehavior in class	Ø	®	O	Ø	VH241656
e. Physical conflicts among students	æ	®	O	0	VH241652
f. Bullying	۵	B	O	Ð	VH241653
g. Low student aspirations	۲	B	O	D	VH241654
h. Low teacher expectations	۵	®	O	Ð	VH241655
i. Low family involvement	Ø	B	O	D	VH241651

**23.** To what extent is each of the following a problem in your school? Select **one** circle in each row.

VH240385

- 24. Are you Hispanic or Latino? Select all squares that apply.

  - (1) 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.

VH240378

- 25. Which of the following best describes you? Select all squares that apply.
  - ℬ White
  - Black or African American
  - © Asian
  - American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

<sup>©</sup> Native Hawaiian or other Pacific Islander

**26.** What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?

**27.** In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.

## **Appendix K-2ae: Summary of Changes Operational Grade 8 NIES**

Previous item						2019 item						D/A/ R/NC+	Rationale
1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."       1. Counting this year, how many year year total at this school, enter "01."         Years       Years									school? If less	VH253874	NC	N/A	
(2015 Grade 8) 2. To what extent have you a American Indian or Alaska each line.					v892443 oval on	<ol> <li>To what extent have you ac teaching American Indian sources? Select one circle in</li> </ol>	or Alaska Nati				VH2st5sr	NC	The in-line direction was
cach me.	Not at all	Small extent	Moderate	Large extent			Not at all	Small extent	Moderate extent	Large extent			adapted from PBA to DBA:
a. Independent reading and study.	Ø	Ø	extent ©	Ø	V8592446	a. Independent reading and study	۲	θ	0	0	VH241584		"Fill in one
b. Your own personal or family background and	Ø	Ð	0	Ð	VI8592448	<li>b. Your own personal or family background and experiences</li>	۲	Φ	0	Ø	WHORE SERV		oval on each
experiences c. Locally sponsored American Indian or Alaska Native cultural orientation program	0	Ð	Ø	Ø	VC202923	<ul> <li>c. Locally sponsored American Indian or Alaska Native cultural orientation program</li> </ul>	0	B	0	0	VICLISES		line." was adapted to
d. Living and working in an American Indian or Alaska Native community	Ø	٩	Ø	Ø	VC202915	d. Living and working in an American Indian or Alaska Native community	۲	0	Ø	Ø	VH245HO		"Select one answer
(2015 Grade 8)													choice on each row."
<ol> <li>To what extent have you a American Indian or Alaska oval on each line.</li> </ol>					vantassa Il in one	<ol> <li>To what extent have you at reaching American Indian types of classes? Select one</li> </ol>	or Alaska Nati	ve students from			V8030(590	NC	The in-line direction was
oral on cach line.	Not at all	Small extent	Moderate	Large extent			Not at all	Small extent	Moderate extent	Large extent			adapted from PBA to DBA:
<ul> <li>College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students</li> </ul>	Φ	0	©	Ð	VE012626	<ul> <li>a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students</li> </ul>	Ð	θ	9	0	VH241442		"Fill in one oval on each
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	٩	Ð	Ø	Ø	VE072618	<li>b. College courses, or other classes or workshops with a general focus on various cultures or diversity</li>	Ð	Ø	0	Ø	VH241501		line." was adapted to "Select one
(2015 Grade 8)													answer choice on each row."

Previous item						2019 item						D/A/ R/NC+	Rationale
<ol> <li>During the last two years, l help you improve the acade Fill in one oval on each lim</li> </ol>	mic performa					<ol> <li>During the last two years, h following resources to help American Indian or Alaska</li> </ol>	you improve t	the academic perf	ormance of your		VIEATSO	NC	The in-line direction was
	Never	1 or 2 times	3 or 4 times	5 or more			Never	1 or 2 times	3 or 4 times	5 or more times			adapted from PBA to DBA:
a. Online websites or	- ANE.31			times	V11158526	a. Online websites or databases	۵	Ø	Ø	Ø	VH241594		"Fill in one
databases b. Articles in professional	٩	Ø	Q	Ø		b. Articles in professional journals	۵	œ	Ø	Ø	VH241595		oval on each
journals c. Local libraries or cultural	۲	®	Ŷ	Φ	VH158527	c. Local libraries or cultural	۵	©.	Φ	Ø	VH241566		line." was
centers	۲	٢	Ø	0	VH158530	centers d. Other teachers in your	-	-					adapted to
<li>d. Other teachers in your school</li>	٩	Ð	Θ	θ	VH158529	school c. Elders or other experts	0	0	0	0	VH241597 VH241598		"Select one
e. Elders or other experts	٢	۲	Ø	0	VH158528	e. Elders of other experts	Q	(D)	Ŷ	(Jacobia)	11041200		
													answer
(2015 Grade 8)													choice on
					VH080247						VH240364	NC	each row." N/A
<ul> <li>Not at all</li> <li>Small extent</li> <li>Moderate extent</li> <li>Large extent</li> </ul>						<ul> <li>Not at all</li> <li>Small extent</li> <li>Moderate extent</li> <li>Large extent</li> </ul>							
(2015 Grade 8)													
<ol> <li>During the last two years, he community-based developm workshops, including online instructional practices for Ar</li> </ol>	ent programs ( classes) aimee	(such as in-servic d at developing ci	e classes and alturally specific		V14040275	<ol> <li>During the last two years, ho community-based developme workshops, including online instructional practices for An</li> </ol>	nt programs ( classes) aime	(such as in-servic d at developing cu	e classes and ulturally specific		VIISADIAS	NC	Please note that no content
$\textcircled{O}$ Never $\rightarrow$ Skip to Questio	n 9.					© Never							changes were
• 1 or 2 times						© 1 or 2 times							made to the
© 3 or 4 times						© 3 or 4 times							item but the
© 5 or more times						$\odot$ 5 or more times							skip pattern
201E Grada $(2)$													text was
2015 Grade 8)													removed
													from the
						1						1	item.

Previous item	2019 item		D/A/ R/NC+	Rationale
<ul> <li>7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</li> <li>(2015 Grade 8)</li> </ul>	<ul> <li>7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</li> <li>O Not at all</li> <li>O Small extent</li> <li>O Moderate extent</li> <li>Ø Large extent</li> </ul>	VID40He	NC	N/A
<ul> <li>8. Who sponsored the professional or community-based development programs you attended in the last two years? Fill in all ovals that apply.</li> <li>© State</li> <li>© District</li> <li>© Tribal education department</li> <li>© Indian education professional associations</li> <li>© College or university</li> <li>© Other (please specify):</li></ul>	<ul> <li>8. Who sponsored the professional or community-based development programs you attended in the last two years? Select all squares that apply.</li> <li>State</li> <li>District</li> <li>Tribal education department</li> <li>Indian education professional associations</li> <li>College or university</li> <li>Other (please specify):</li></ul>	AITSone2	NC	The in-line direction was adapted from PBA to DBA: "Fill in all ovals that apply." was adapted to "Select all squares that apply."
<ul> <li>Yunussi.</li> <li>9. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.</li> <li>(a) No knowledge or skill; nonspeaker</li> <li>(b) Minimal functional or communicative ability; ability to use some words or phrases</li> <li>(c) Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</li> <li>(c) Fluent nonmative speaker</li> <li>(c) Fluent native speaker</li> </ul>	<ul> <li>9. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.</li> <li>D No knowledge or skill; nonspeaker</li> <li>Minimal functional or communicative ability; ability to use some words or phrases</li> <li>Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</li> <li>Fluent nonnative speaker</li> <li>Fluent native speaker</li> </ul>	VII240164	NC	N/A

					2019 item						D/A/ R/NC+	Rationale
metimes called	Limited English				whose first language is not	English (someti	imes called Limit	ed English Pro	ficiency	VH241584	NC	The in-line direction was
	Yes		No				Yes		No			adapted from
anguage is not	٩		©	VE012663	teach students whose first la English (but not a major, min emphasis)	nguage is not tor, or special	Ø		θ	¥H241660		PBA to DBA: "Fill in one
in teaching ge (ESL), English	) @		٢	VI203665	minor, or special emphasis in English as a Second Languag	i teaching c (ESL), English	۵		Ð	V11241602		oval on each line." was adapted to
ch students	۵		۵	VEDIZOO	development on how to teac	h students	۵		Ð	V1(241601		"Select one answer
		css of your Am	crican Indian or	viusioos Alaska					erican	VH241401	NC	choice on each row." The in-line
	1	Moderate	Large extent			Not at all	Small extent	Moderate	Large extent			direction wa adapted fror
	a second constant		1.0	UNIT COMP.	a. State assessments	۲	Ð	0	۵	V1241604		PBA to DBA:
-				VH154091	b. District assessments	Ø	Ð	0	θ	VH241605		"Fill in one
ø	¢	Φ	Φ	VIII:54092	American Indian or Alaska Native organizations	Θ	Ð	0	₽	VH241006		oval on each
٩	æ	0	ø	YII154093	publishers (for example, end of unit or chapter tests)	٩	Φ	0	0	¥11241607		line." was adapted to
Ø	٩	0	Ø	VH154098	quizzes	٩	Ð	0	Ø	VH241611		"Select one
۵	Ø	0	Ð	van Lanat	<ol> <li>Performance-based assessments</li> </ol>	0	Ø	0	0	VH241612		answer
۲	٩	©	Φ	V¥11 64256	g. Group projects	۵	٩	0	Ð	¥11541609		choice on
٨	Ø	0	Φ	9910546902	<li>h. Oral responses of students during class discussions</li>	۵	Ð	0	۵	VHEADERD		each row."
٩	Ø	Θ	Φ	V31154V29	<ol> <li>Assessments to evaluate English language proficiency</li> </ol>	Ø	Ø	Ø	0	V1124(605		cacintow.
13.	le 8 students?			VBULITI	<ul> <li>12. Do you teach reading/langu</li> <li>Ø Yes</li> <li>Ø No</li> </ul>	age arts to grade	e 8 students?			VI(240172	NC	Please note that no content changes wer made to the item but the
	ometimes called Fill in one oval surse on how to anguage is not inor, or special ate major, in teaching ge (ESL), English D), or Bilingual estional ch students English e the following the eval on each l Not at all	Not at all       Small extent         Image arts to grade 8 students?       13.	Not at all     Small extent     Moderate extent       Image arts to grade 8 students?     Image arts to grade 8 students?     Image arts to grade 8 students?	Not at all       Small extent       Moderate extent       Large extent         @       @       @       @         @       @       @       @         @       @       @       @         with all small extent       Moderate extent       Large extent         @       @       @       @         @       @       @       @         @       @       @       @         @       @       @       @         with all small extent       Moderate extent       Large extent         @       @       @       @         @       @       @       @         @       @       @       @         @       @       @       @         @       @       @       @         @       @       @       @         @       @       @       @       @         @       @       @       @       @         @       @       @       @       @         @       @       @       @       @         @       @       @       @       @       @		10. Have you received any of the system term of the following forms of preparation for teaching students or English Fill in one oval on each line.         10. Have you received any of the system term of the following to assess the progress of your American Indian or Alaska Native students on the system term of	the following forms of preparation for teaching students whose first imguage is not english (somet [LEP] students or English I anguage is not English (somet [LEP] students or English)).	the following forms of preparation for teaching students whose first materime called Limited Inglish Profectory [LEP] students or English       10. Have you received any of the following forms of preparation memory is not English Language Learners [LLL]). Solve of English was an analysis in contract of the following forms of preparation memory special         In one word on each line:       Yes       No         In one word on each line:       In one word on each line:       Yes         In one word on each line:       In one word on each line:       Yes         In one word on each line:       In one word on each line:       No         In one word on each line:       In one word on each line:       In one word on each line:         In one word on each line:       In one word on each line:       In one word on each line:         In one word on each line:       In one word on each line:       In one word on each line:         In one word on each line:       In one word on each line:       In To what exerent do you use the following to assess the program on how to teach students?         In the one of the end of the program of the one of the end of the	the following forms of preparation for teachings students whose first fanguage is not.       10. Have your received any of the following forms of preparation for teachings in teaching in teachings in teaching in teachings in teaching is not.                in teaching exists. English a assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 the following to assess the progress of your American Indian or Alaska                 do d d d d d d d d d d d d	In tenditioning forms of preparation for teaching students whose fination:       Fill no one oval on each line:       Image: tendition in the state oval on each line:       Image: tendition in	abs: discussing forms or deparaments for teaching endems show first Fill on one coal on each line:     10. Here you received any of the following forms or light in cometings: a full find that for the following forms or light in cometings: a full find that for the following form and the followin	NC       10. Hars you recend any of the following forms of programme in transing numbers where its Hampings in not fights formations of reaching numbers where its Hampings in not fights formations of reaching numbers [LP] suddens of fights Language Learners [LLL]? Select one circle in each two.     NC       11. To reach not each lue. <ul> <li>At fast you recende any of the following forms of program dy not in each for submers (LP] suddens of fights Language Learners [LLL]? Select one circle in each two.</li> </ul> <ul> <li>At fast one college-level course on how to reach numbers where the fights in technic recent and model on the fight fight</li></ul>

Previous item					2019 item							D/A/ R/NC+	Rationale text was removed from the
<ul> <li>13. How many students are American Indian or A reading/language arts class? (Include both enroin your calculations.)</li> <li>© Few (less than 5)</li> <li>© Several, but less than half the class</li> <li>© At least half the class, but not every studen</li> <li>© The whole class</li> <li>© I don't know.</li> </ul>	led tribal mem		ndants	V18812778	<ul> <li>How many students are reading/language arts clin your calculations.)</li> <li>Few (less than 5)</li> <li>Several, but less that</li> <li>At least half the cla</li> <li>The whole class</li> <li>I don't know.</li> </ul>	lass? (Includ in half the cl	e both enrolled ass			ndants	¥1040171	NC	item. N/A
<ul> <li>(2015 Grade 8)</li> <li>14. To what extent do you use your students' Amelanguage(s) when you teach reading/language a <ul> <li>Instruction is entirely in English.</li> <li>Instruction is primarily in English, but wor or Alaska Native language(s) are included f</li> <li>Instruction is primarily in English, but wor or Alaska Native language(s) are included f</li> <li>Instruction is primarily in the students' Amelaska Native language(s) are included f</li> </ul></li></ul>	ts? ls or phrases fro ccasionally. ls or phrases fro equently.	om the students	s' American I	ndian	<ul> <li>14. To what extent do you language(s) when you to Instruction is entire Instruction is prima or Alaska Native la Instruction is prima or Alaska Native la Instruction is prima</li> </ul>	each <b>reading</b> ely in English urily in Engli nguage(s) are urily in Engli nguage(s) are	/language arts? n. sh, but words o included occas sh, but words o included frequ	r phrases fro sionally. r phrases fro iently.	om the student	s' American	Indían	NC	N/A
15. How often do you integrate materials about th lessons? Fill in one oval on each line.         a. American Indian or Alaska Native culture or history         b. Current issues affecting American Indian or Alaska Native people or communities         (2015 Grade 8)	At least	At least once a week ©	Every day o almost every day ©		<ul> <li>15. How often do you intereading/language arts la antice and antice and antice and antice and antice and antice antice</li></ul>	grate materi essons? Sele Never ©	At least once a year	At least once a month ©	At least once a week ©	Every day o almost every day ©	VIEHERS VIEHERS VIEHERS	NC	The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>How often do you hav Fill in one oval on eac</li> </ol>		ts do each of t	he following	reading/langu:	age arts activi	vinitable tics?	<ol> <li>How often do you have activities? Select one c</li> </ol>	e your studer sircle in each	nts do each of t row.	he following	reading/langu	age arts	VB201516	NC	The in-line direction was
1	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	r		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	r		adapted from PBA to DBA:
a. Read literature with American Indian or Alaska Native themes	۵	Φ	©	Ð	Φ	VE012689	a. Read literature with American Indian or Alaska Native themes	6	0	Ø	Ø	θ	VH241/17		"Fill in one
<ul> <li>B. Read literature by American Indian or Alaska Native authors</li> </ul>	۲	Ð	O	Ø	θ	VE0126W0	<ul> <li>Read literature by American Indian or Alaska Native authors</li> </ul>	۲	Ð	Ø	0	Φ	VH24(6)#		oval on each line." was
<ul> <li>Read about, or discuss, current issues of concern to the American Indian or Alaska Native community</li> </ul>	۵	Φ	Θ	Ð	Φ	VE012691	<li>c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community</li>	۵	⊕	0	Ð	θ	\$14241621		adapted to "Select one answer
d. Write about experiences or issues affecting American Indian or Alaska Native people	æ	æ	Ø	Ð	θ	VER52692	d. Write about experiences or issues affecting American Indian or Alaska Native people	٩	Θ	0	0	θ	VE041620		choice on each row."
<ul> <li>Write about their own experiences as an American Indian or</li> </ul>	0	θ	Ø	Ø	θ	v[mizeot	<ul> <li>e. Write about their own experiences as an American Indian or Alaska Native person</li> </ul>	G	œ	Θ	0	θ	A11241015		
17. How much do you rely			ocuments in	planning readi	ing/language a	visit260k	17. How much do you rely reading/language arts l				planning		VIB41622	NC	The in-line
2015 Grade 8)	al on each lin	e.									planning A lot	Not aware	V1241622	NC	direction wa
2015 Grade 8) 17. How much do you rely			Some	planning readi A lot ©	Not aware of any		reading/language arts l a. Standards developed by national professional	essons? Sele	ct one circle in	each row.	1	Not aware of any D	V1041622	NC	The in-line direction wa adapted fror PBA to DBA: "Fill in one
2015 Grade 8) 17. How much do you rely lessons? Fill in one ov a. Standards developed by national professional organizations 5. State content	al on each lin Not at all ©	e. A little D	Some ©	A lot	Not aware of any ©	VE012695	reading/language arts l a. Standards developed by national professional organizations b. State content	Not at all	ct one circle in A little	each row. Some	A lot	of any		NC	direction wa adapted from PBA to DBA: "Fill in one oval on each
<ul> <li>2015 Grade 8)</li> <li>17. How much do you rely lessons? Fill in one ov.</li> <li>a. Standards developed by national professional organizations</li> <li>b. State content standards</li> <li>c. District content</li> </ul>	al on each lin Not at all &	c. A little D D	Some ©	A lot ©	Not aware of any D	irts	reading/language arts l a. Standards developed by national professional organizations	Not at all	A little	cach row. Some ©	A lot	of any ©	918241623	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was
<ul> <li>2015 Grade 8)</li> <li>17. How much do you rely lessons? Fill in one ov.</li> <li>a. Standards developed by national professional organizations</li> <li>b. State content standards</li> <li>c. District content standards</li> <li>d. American Indian or Alaska Native content</li> </ul>	al on each lin Not at all ©	e. A little D	Some ©	A lot	Not aware of any ©	VE012700	reading/language arts l a. Standards developed by national professional organizations b. State content standards c. District content	Not at all	A little (D) (D) (D) (D) (D) (D) (D) (D)	each row. Some ©	A lot	of any ©	VIEA1623 VIEA1625	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each
<ol> <li>How much do you rely lessons? Fill in one ov lessons? Fill in one ov</li> <li>Standards developed by national professional organizations</li> <li>Starc content standards</li> <li>District content standards</li> <li>District content standards</li> <li>American Indian or Alaska Native content or cultural standards</li> </ol>	al on each lin Not at all & & &	e. A little	Some © ©	A lot © ©	Not aware of any D D D	VE012/00 VE012/00	a. Standards developed by national professional organizations b. State content standards c. District content standards d. American Indian or Alaska Native content	Not at all	A little	each row. Some © ©	A lot	D D D	918241623 918241625 918241625	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to
<ul> <li>2015 Grade 8)</li> <li>17. How much do you rely lessons? Fill in one ov lessons? Fill in one ov</li> <li>a. Standards developed by national professional organizations</li> <li>b. State content standards</li> <li>c. District content standards</li> <li>c. District content standards</li> <li>d. American Indian or Alaska Native content or cultural standards</li> <li>2015 Grade 8)</li> </ul>	al on each lin Not at all	e. A little	Some © ©	A lot © ©	Not aware of any D D D	VE012/00 VE012/00	reading/language arts i a. Standards developed by national professional organizations b. State content standards c. District content standards d. American Indian or Alaska Native content or cultural standards 18. Do you teach mathema	© O O O O O O O O O O O O O O O O O O O	A little D D D D D D	each row. Some © ©	A lot	D D D	918241623 918241625 918241625	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on
<ul> <li>2015 Grade 8)</li> <li>17. How much do you rely lessons? Fill in one ov.</li> <li>18. Standards developed by national professional organizations</li> <li>20. Stare content standards</li> <li>20. District content standards</li> <li>20. District content standards</li> <li>20. District content standards</li> <li>20. District content or cultural standards</li> <li>20. District Grade 8)</li> </ul>	al on each lin Not at all © © ©	e. A little	Some © ©	A lot © ©	Not aware of any D D D	VE012698           VE012700           VE012700           VE012700	<ul> <li>reading/language arts in a standards developed by national professional organizations</li> <li>b. State content standards</li> <li>c. District content standards</li> <li>d. American Indian or Alaska Native content or cultural standards</li> <li>18. Do you teach mathema Ø Yes</li> </ul>	© O O O O O O O O O O O O O O O O O O O	A little D D D D D D	each row. Some © ©	A lot	D D D	VID41625 VID41625 VID41625 VID41625 VID41625		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." Please note
<ul> <li>2015 Grade 8)</li> <li>17. How much do you relilessons? Fill in one ov.</li> <li>a. Standards developed by national professional organizations</li> <li>b. State content standards</li> <li>c. District content standards</li> <li>d. American Indian or Alaska Native content or cultural standards</li> <li>2015 Grade 8)</li> <li>18. Do you teach mathematical standards</li> </ul>	al on each lin Not at all	e. A little	Some © ©	A lot © ©	Not aware of any D D D	VE012698           VE012700           VE012700           VE012700	reading/language arts i a. Standards developed by national professional organizations b. State content standards c. District content standards d. American Indian or Alaska Native content or cultural standards 18. Do you teach mathema	© O O O O O O O O O O O O O O O O O O O	A little D D D D D D	each row. Some © ©	A lot	D D D	VID41625 VID41625 VID41625 VID41625 VID41625		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." Please note that no

#### 2019 Operational Grade 8 National Indian Education Study (NIES) Teacher **Previous item** 2019 item D/A/ Rationale R/NC+ skip pattern text was removed from the item. N/A NC 19. How many students are American Indian or Alaska Native in your mathematics 19. How many students are American Indian or Alaska Native in your mathematics class? (Include both enrolled tribal members and descendants in your calculations.) class? (Include both enrolled tribal members and descendants in your calculations.) @ Few (less than 5) D Few (less than 5) @ Several, but less than half the class Several, but less than half the class O At least half the class, but not every student O At least half the class, but not every student The whole class The whole class O I don't know. D I don't know. (2015 Grade 8) VH24017 101012785 NC N/A 20. To what extent do you use your students' American Indian or Alaska Native 20. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach mathematics? language(s) when you teach mathematics? @ Instruction is entirely in English ③ Instruction is entirely in English. @ Instruction is primarily in English, but words or phrases from the students' American Indian D Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally. or Alaska Native language(s) are included occasionally. © Instruction is primarily in English, but words or phrases from the students' American Indian © Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently. or Alaska Native language(s) are included frequently D Instruction is primarily in the students' American Indian or Alaska Native language(s). D Instruction is primarily in the students' American Indian or Alaska Native language(s). (2015 Grade 8) The in-line 21. How often do you integrate materials about the following topics into your NC 21. How often do you integrate materials about the following topics into your mathematics lessons? mathematics lessons? Select one circle in each row direction was Fill in one oval on each line. At least Every day or adapted from At least At least Never At least Every day or once a almost At least At least once a year once a week month every day Never once a almost once a yea nce a weel PBA to DBA: month every day American Indian or American Indian or Alaska Native culture 60 0 0 1 Ð "Fill in one Alaska Native culture (1) 0 0 0 Φ or history or history oval on each Current issues Current issues affecting American affecting American Indian or Alaska Ð Ð 0 0 Ð line." was Indian or Alaska Ð 0 Ð 0 0 Native people or Native people or communities communities adapted to "Select one answer (2015 Grade 8) choice on each row."

Previous item							2019 item							D/A/ R/NC+	Rationale
<ol> <li>How often do you hav oval on each line.</li> </ol>	ve your studer	its do each of t	he following	mathematics a	activities? Fill	veoi2730	22. How often do you have activities? Select one c			he following	mathematics		VH241630	NC	The in-line direction wa
	Never	At least once a year	At least once a month	At least once a week	Every day or almost			Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted from PBA to DBA:
<ol> <li>Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities</li> </ol>	۵	¢	©	Ø	every day ©	VE012733	a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	۲	٦	©	Ø	¢	VH241631		"Fill in one oval on each line." was
of participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	۵	٩	Q	۵	©	VE012735	<li>Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)</li>	Ø	٩	Q	Ø	©	VH241634		adapted to "Select one answer choice on
Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	۵	٩	Ø	۵	¢	VE012737	<li>c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)</li>	۵	۵	Ø	Ū	¢	VH241633		each row."
Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	۵	Φ	Q	۵	¢	VE012739	d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	۵	¢	Ø	Ø	¢	VH241632		
2015 Grade 8) 23. How much do you rel in one oval on each li		he following d	ocuments in	planning matl	hematics lesse	viar2140 ons? Fill	23. How much do you rely mathematics lessons?				planning		VII241635	NC	The in-line direction wa
th one ovar on cach in	Not at all	A little	Some	A lot	Not aware of any			Not at all	A little	Some	A lot	Not aware of any	П		adapted from
<ul> <li>Standards developed by national professional organizations</li> </ul>	0	Ð	0	ø	Φ	VE0(254)	<ul> <li>a. Standards developed by national professional organizations</li> </ul>	Ø	Ø	0	Φ	Φ	VH241636		PBA to DBA: "Fill in one
organizations . State content standards	æ	۲	Ð	0	Θ	VE0(2746	<ul> <li>b. State content standards</li> </ul>	۲	Ð	0	۹	Φ	VTI241639		oval on each
District content standards	۲	Ð	0	Ø	Ð	VE012747	c. District content standards	Ø	Ð	Ø	0	Ð	VH241638		line." was
<ol> <li>American Indian or Alaska Native content or cultural standards</li> </ol>	Ø	Ø	Ø	ø	Ø	V12013749	d. American Indian or Alaska Native content or cultural standards	۲	۲	Ø	Ø	Φ	VH241637		adapted to "Select one answer
2015 Grade 8)															choice on each row."

e following staten ource center? Fill i Disagree Φ Φ Φ Φ	C	e materials ava each line. Strongly ag © © ©		<ul> <li>24. How much do you agree wit available in your school libr each row.</li> <li>a. The number of books and materials available for 8th grade students is sufficient.</li> <li>b. The quality of the books and materials available for 8th grade students is satisfactory.</li> <li>c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.</li> <li>d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.</li> <li>d. The quality of the books and materials pecific to American Indian and Alaska Native culture available for 8th grade students is sufficient.</li> </ul>	th each of the f ary, media cen Strongly disagree	Disagree  Disagree  D	ents about the enter? Select o	materials one circle in Strongly agree © © © ©	VIEILES           VIEILES           VIEILES           VIEILES           VIEILES           VIEILES	NC	The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row."
©	© ©	0	V28340399	materials available for 8th grade students is sufficient. b. The quality of the books and materials available for 8th grade students is satisfactory. c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient. d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade	Image: Constraint of the second se	© ©	0	© ©	V91241658 V91241651 V91241660		PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on
©	¢	0	V9840401 V98040402	materials available for 8th grade students is sufficient. b. The quality of the books and materials available for 8th grade students is satisfactory. c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient. d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade	0	Ø	Q	@	VHD41661 VHD41660		"Fill in one oval on each line." was adapted to "Select one answer choice on
Ð	Ø	6	V160402	and materials available for 8th grade students is satisfactory. c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient. d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade	Ø	Φ	Q	0	VH541660		line." was adapted to "Select one answer choice on
				<ul> <li>c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.</li> <li>d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade</li> </ul>							"Select one answer choice on
Φ	Ø	۵	VI8340404	d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade	Θ	Φ	Θ	Ð	VH241659		
				orditerito to obtionictory.							
ts will complete th	e 8th grade?		310.5533	<ul> <li>25. About how many of your gra</li> <li>Ø None</li> <li>Ø A few</li> <li>Ø Some</li> <li>Ø Most</li> <li>Ø All</li> <li>Ø I don't know.</li> </ul>	de 8 students 1	will complete the	e 8th grade?		¥1040376-	NC	N/A
ts will be prepared	for high school	1?	vətt set to	<ul> <li>26. About how many of your gra</li> <li>D None</li> <li>D A few</li> <li>C Some</li> <li>D Most</li> <li>D All</li> <li>D I don't know.</li> </ul>	de 8 students v	will be prepared f	for high schoo	a17	V(G40179	NC	N/A
	ts will be prepared	ts will be prepared for high schoo	ts will be prepared for high school?		D I don't know. ts will be prepared for high school? 26. About how many of your gra D None D A few O Some O Most D All	© I don't know. surration ts will be prepared for high school? 26. About how many of your grade 8 students v © None © A few © Some © Most © All	UNITESS © I don't know. UNITESS © ts will be prepared for high school? 26. About how many of your grade 8 students will be prepared 1 © None © A few © Some © Most © All	© I don't know. switten ts will be prepared for high school? 26. About how many of your grade 8 students will be prepared for high school © None © A few © Some © Most © All	ts will be prepared for high school? 26. About how many of your grade 8 students will be prepared for high school? (D) None (D) A few (C) Some (D) Most (D) All	UNUSUA SWINSON To I don't know. SWINSON SWINSON Some Some Most D All	UNITWOME TO A DECIMAL A DE

Previous item					VIIIIGSET	2019 item					VID1645	D/A/ R/NC+	Rationale
27. To what extent is each of t	he following a j	problem in your s	chool? Fill in o	ne oval on each	line.	<ol> <li>To what extent is each of t each row.</li> </ol>	he following a p	problem in your so	chool? Select o	ne circle in		NC	The in-line direction was
	Not at all	Small extent	Moderate	Large extent			Not at all	Small extent	Moderate	Large extent			adapted from
a. Student absenteeism	Ø	Φ	0	Ð	V75W0413	a. Student absenteeism	Ø	œ	0	0	VH243646		PBA to DBA:
b. Student tardiness	Ð	٢	Ø	Ø	V28540414	b. Student tardiness	Ø	Ø	Ø	Ø	V14241647		"Fill in one
c. Student health problems	Ð	٩	Ø	0	V3838041n	c. Student health problems-	Ø	Ð	Ø	۵	VII241546		
d. Teen pregnancies e. Drug or alcohol use by	Ø	®	0	۵	VIRADAL?	d. Teen pregnancies	Θ	œ	0	0	VH241049		oval on each
students	٩	۵	0	Φ	134040421	e. Drug or alcohol use by students	Ø	œ	Φ	ø	VH243650		line." was
<li>f. Student misbehavior in class</li>	۲	₫	0	Ø	VEI040422	f. Student misbehavior in class	Ø	00	0	Ð	V71241656		adapted to
<ul> <li>Physical conflicts among students</li> </ul>	8	Ð	0	Ø	V1090424	g. Physical conflicts among students	Ð	®	Ø	Ø	VH240652		"Select one
h. Bullying	۲	۵	Ø	Ø	939040425	h. Bullying	Ø	æ	Ø	0	V18241653		
Low student aspirations	Ø	0	Ø	0	V7RM0427	i. Low student aspirations	Ø	e	0	0	VH241654		answer
i. Low teacher expectations k. Low family involvement	@ @	0	0 0	@ @	V28040428 V28040430	j. Low teacher expectations	٩	٩	O	٩	VHD41655		choice on
k. Low faintly involvement	æ	œ	<u>o</u>	<u>(</u> )	11010100	k. Low family involvement	0	Ð	Ø	Ø	VH241651		each row."
<ul> <li>28. Are you Hispanic or Latino</li> <li>No, I am not Hispanic o</li> <li>Yes, I am Mexican, Mex</li> <li>Yes, I am Puerto Rican o</li> <li>Yes, I am Cuban or Cub</li> <li>Yes, I am from some oth</li> <li>(2015 Grade 8)</li> </ul>	r Latino. ican American. or Puerto Rican an American.	or Chicano. American.	nd.		VED1069	<ul> <li>28. Are you Hispanic or Latino</li> <li>No, I am not Hispanic of</li> <li>Yes, I am Mexican, Mex</li> <li>Yes, I am Puerto Rican</li> <li>Yes, I am Cuban or Cub</li> <li>Yes, I am from some or</li> </ul>	or Latino. tican American or Puerto Ricar an American.	, or Chicano. 1 American.	nd.		VIE40355	NC	The in-line direction wa adapted fror PBA to DBA: "Fill in one o more ovals." was adapted to "Select all squares that apply."
<ul> <li>29. Which of the following bes</li> <li>White</li> <li>Black or African Ameri</li> <li>Asian</li> <li>American Indian or Alz Native group below. Yo</li> <li>Native Hawaiian or oth</li> <li>(2015 Grade 8)</li> </ul>	can Iska Native (Pri u may indicate	nt the name of yo more than one tr	our American I	ndian tribe or A	laska	<ul> <li>29. Which of the following best</li> <li> <ul> <li>White</li> <li>Black or African America</li> <li>Asian</li> <li>American Indian or Ala</li> <li>Native group below. You</li> <li> <ul> <li>Mative Hawaiian or oth</li> </ul> </li> </ul></li></ul>	an ska Native (Pri a may indicate	nt the name of yo more than one tri	ur American I	ndian tribe or Al	laska		direction wa adapted fron PBA to DBA: "Fill in one o more ovals." was adapted to "Select all squares that

Previous item	2019 item	D/A/	Rationale
30. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?	30. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?	R/NC+ NC	N/A
(2015 Grade 8) 31. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.	<ul> <li>31. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.</li> </ul>	NC	N/A
(2015 Grade 8)			

## **Appendix K-2af: Operational Grade 8 NIES**

**1.** Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."



2. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
a.	Independent reading and study	A	B	O	Ø	VH241584
b.	Your own personal or family background and experiences	Ø	6	0	Ø	VH241586
c.	Locally sponsored American Indian or Alaska Native cultural orientation program	۵	®	Ø	۵	VH241585
d.	Living and working in an American Indian or Alaska Native community	Ø	®	Ø	Ø	VH241588

**3.** To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Select **one** circle in each row.

		Not at all	Small extent	Moderate extent	Large extent	
a.	College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	0	®	O	Ø	VH241592
b.	College courses, or other classes or workshops with a general focus on various cultures or diversity	0	®	Q	Ø	VH241591

VH241590

VH253874

**4.** During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Select **one** circle in each row.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	Ø	ß	O	Ø	VH241594
b. Articles in professional journals	A	ß	O	0	VH241595
c. Local libraries or cultural centers	A	®	O	Ø	VH241596
d. Other teachers in your school	A	®	O	Ø	VH241597
e. Elders or other experts	A	®	O	D	VH241598

VH240164

VH241593

- **5.** During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?
  - Not at all
  - Small extent
  - © Moderate extent
  - D Large extent

- 6. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?
  - Never
     Never
  - I or 2 times
  - © 3 or 4 times
  - © 5 or more times

VH240166

- 7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?
  - Not at all
  - Small extent
  - Moderate extent
  - D Large extent

VH240167

- **8.** Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.
  - (A) State
  - District
  - © Tribal education department
  - Indian education professional associations
  - © College or university
  - © Other (please specify): \_\_\_\_\_

- **9.** To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.
  - No knowledge or skill; nonspeaker
  - (1) Minimal functional or communicative ability; ability to use some words or phrases
  - © Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
  - Fluent nonnative speaker
  - © Fluent native speaker

**10.** Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learners [ELL])? Select **one** circle in each row.

	Yes	No	
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	0	(6)	VH241600
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	0	®	VH241602
c. Any other training or professional development on how to teach students whose first language is not English	0	®	VH241601

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	A	®	O	Ø	VH241604
b. District assessments	A	®	O	D	VH241605
c. Assessments developed by American Indian or Alaska Native organizations	Ø	®	Ø	Ø	VH241606
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	æ	®	Ø	Ø	VH241607
e. Teacher-made tests or quizzes	Ø	®	O	Ø	VH241611
f. Performance-based assessments	Ø	®	O	D	VH241612
g. Group projects	Ø	®	O	D	VH241609
h. Oral responses of students during class discussions	æ	®	O	Ø	VH241610
i. Assessments to evaluate English language proficiency	Ø	®	©	Ø	VH241608

**11.** To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select **one** circle in each row.

VH240172

VH241603

12. Do you teach reading/language arts to grade 8 students?

(A) Yes

B No

- VH240173
- **13.** How many students are American Indian or Alaska Native in your **reading/language arts** class? (Include both enrolled tribal members and descendants in your calculations.)
  - Few (less than 5)
  - <sup>®</sup> Several, but less than half the class
  - © At least half the class, but not every student
  - The whole class
  - I don't know.

VH240174

- 14. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach reading/language arts?

  - (B) Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
  - © Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
  - ◎ Instruction is primarily in the students' American Indian or Alaska Native language(s).

<b>15.</b> How often do you integrate materials about the following topics into your <b>reading/language arts</b> lessons? Select <b>one</b> circle in each row.
--

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	(3)	ß	O	Ø	Ē	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	0	℗	©	Ø	¢	VH241614

# **16.** How often do you have your students do each of the following **reading/language arts** activities? Select **one** circle in each row.

		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a.	Read literature with American Indian or Alaska Native themes	Ø	ß	Ø	Ø	¢	VH241617
b.	Read literature by American Indian or Alaska Native authors	(9	ß	Ø	Ø	¢	VH241618
C.	Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	0	℗	0	Ø	©	VH241621
d.	Write about experiences or issues affecting American Indian or Alaska Native people	0	(9	0	Ø	©	VH241620
e.	Write about their own experiences as an American Indian or Alaska Native person	0	℗	Ø	Ø	¢	VH241619

		Not at all	A little	Some	A lot	Not aware of any	
a.	Standards developed by national professional organizations	0	®	Ø	Ø	Ē	VH241623
b.	State content standards	Ø	B	0	Ø	Ē	VH241626
c.	District content standards	Ø	B	0	Ø	Ē	VH241625
d.	American Indian or Alaska Native content or cultural standards	0	ß	Ø	Ø	Ē	VH241624

VH240175

18. Do you teach mathematics to grade 8 students?

(A) Yes

B No

- **19.** How many students are American Indian or Alaska Native in your **mathematics** class? (Include both enrolled tribal members and descendants in your calculations.)
  - Few (less than 5)
  - <sup>®</sup> Several, but less than half the class
  - © At least half the class, but not every student
  - D The whole class
  - © I don't know.

VH240177

- **20.** To what extent do you use your students' American Indian or Alaska Native language(s) when you teach **mathematics**?

  - Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
  - © Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
  - © Instruction is primarily in the students' American Indian or Alaska Native language(s).

VH241627

**21.** How often do you integrate materials about the following topics into your **mathematics** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	Ø	ß	Ø	Ø	©	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	Ø	®	O	Ø	Ð	VH241628

# **22.** How often do you have your students do each of the following **mathematics** activities? Select **one** circle in each row.

		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a.	Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	0	®	Θ	Ø	¢	VH241631
b.	Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	۵	®	Ø	۵	¢	VH241634
c.	Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	0	®	Θ	۵	¢	VH241633
d.	Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	۵	®	O	Ø	¢	VH241632

Not aware Not at all A little Some A lot of any a. Standards developed by national VH241636 A B  $^{\odot}$  $\odot$ Ð professional organizations

B

B

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**23.** How much do you rely on each of the following documents in planning **mathematics** lessons? Select **one** circle in each row.

A

A

A

b. State content

standards c. District content

standards

d. American Indian or

Alaska Native content

or cultural standards

**24.** How much do you agree with each of the following statements about the materials available in your school library, media center, or resource center? Select **one** circle in each row.

		Strongly disagree	Disagree	Agree	Strongly agree	
a.	The number of books and materials available for 8th grade students is sufficient.	(9	ß	Ø	Ø	VH241658
b.	The quality of the books and materials available for 8th grade students is satisfactory.	0	0	Ø	Ø	VH241661
c.	The number of books and materials <b>specific to</b> <b>American Indian and</b> <b>Alaska Native culture</b> available for 8th grade students is sufficient.	(9	ഀ	Ø	Ø	VH241660
d.	The quality of the books and materials <b>specific to</b> <b>American Indian and</b> <b>Alaska Native culture</b> available for 8th grade students is satisfactory.	Ø	(9)	O	Ø	VH241659

VH241657

VH241639

VH241638

VH241637

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#### VH240178

#### 25. About how many of your grade 8 students will complete the 8th grade?

- None
   None
- <sup>®</sup> A few
- © Some
- Most
   Most
- © All
- © I don't know.

#### 26. About how many of your grade 8 students will be prepared for high school?

- Mone
   None
- A few
- © Some
- Most
   Most
- © All
- I don't know.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	Ø	®	O	D	VH241646
b. Student tardiness	Ø	®	O	D	VH241647
c. Student health problems	Ø	®	O	D	VH241648
d. Teen pregnancies	Ø	®	O	D	VH241649
e. Drug or alcohol use by students	æ	®	O	D	VH241650
f. Student misbehavior in class	æ	®	O	D	VH241656
g. Physical conflicts among students	æ	®	O	D	VH241652
h. Bullying	Ø	®	O	D	VH241653
i. Low student aspirations	Ø	®	O	D	VH241654
j. Low teacher expectations	Ø	®	O	D	VH241655
k. Low family involvement	®	®	O	D	VH241651

**27.** To what extent is each of the following a problem in your school? Select **one** circle in each row.

28. Are you Hispanic or Latino? Select all squares that apply.

- ℬ 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.

VH241645

VH240378

VH242885

- 29. Which of the following best describes you? Select all squares that apply.
  - White
     White
  - Black or African American
  - © Asian
  - American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

**30.** What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?

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<sup>©</sup> Native Hawaiian or other Pacific Islander

**31.** In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.

VH242886

## Appendix K-2ag: Summary of Changes Operational Grade 4 & 8 CAFS

#### 2019 Operational Grade 4 and 8 Computer and Familiarity Study (CAFS) Teacher

Previous item	2019 item								D/A/ R/NC+	Rationale
N/A	1. There are various Please indicate he digital technology circle in each row	when they pa	ise/assign a	ctivities th	at require you	ir students	to use	Vi8971760	A	The CAFS teacher items were added
		Neve	r Rai	rely So	ometimes	Often	Very Often			to provide
	a. In-class work in wh the whole class participates	iich ©	d	D	0	θ	θ	VIII871772		contextual
	b. In-class work done small groups	in 👦	d	D	0	Ø	Ð	V24871773		information
	c. In-class work done individually	۲		Ð	0	Ø	Ð	V24871774		on the
	d. Homework (individ or small group)	lual 💿	0	20	0	0	Φ	VH871775		computer and
	or smart group)		_							familiarity
										study. This will also
										supplement
										the
										information
										that is already
										being
										collected
										through the
										student
										items.
N/A	2. Digital technolog Please indicate ho	y can be used w often <b>vou</b> u	to support s se digital teo	students w	ith differing loor the followin	earning nee	ds. Select	V187179	А	The CAFS
	one circle in each	row.		07		01 1				teacher items
		Not Applicable	Never	Rarely	Sometimes	Often	Very Often			were added
	a. To provide additional practice									to provide
	for low-performing students	Ø	Ð	0	θ	Θ	θ	VH871777		contextual information
	b. To extend learning opportunities for		1			1.11				on the
	high-performing students	3	Θ	0	0	θ	Ø	WH871776		computer and
	c. To provide a modification or									familiarity
	accommodation to comply with	Ø	0	0	Θ	Θ	Θ	VH871770		study. This
	an IEP	-					-	-		
	d. To provide support for students who are			1		1.5.1	5.			will also
	d. To provide support for students who	Ø	θ	0	Φ	θ	Φ	VH071780		

Previous item	2019 item								D/A/ R/NC+	Rationale
										that is already being collected through the student items.
N/A	3. Do you teach any low © Yes © No	-performin	g students?					viller215	A	The CAFS teacher items were added to provide contextual information on the computer and familiarity study. This will also supplement the information that is already being collected through the student items.
N/A	4. When you assign ad low-performing stud tools? Select one cir	ditional pra dents compl cle in each	ctice for <b>lov</b> ete these as row.	v-performin signments	ng students, he using the follo	ow often de owing	your	VIRCUM	А	The CAFS teacher items
	a. Paper and pencil b. Desktop or laptop computer	Not Available ©	Never ©	Rarely ©	Sometimes ©	Often D D	Very Often D	V21871792 V46871794		were added to provide contextual information
	c. Tablet d. Smartphone	0	0	0 0	0	0	00	VED:71794 VED:71794		on the

Previous item	2019 item	D/A/ R/NC+	Rationale
			familiarity study. This will also supplement the information that is already being collected through the student
N/A	<ul> <li>5. When you assign additional practice for low-performing students, which of the above are your low-performing students most likely to use?</li> <li>Paper ahd pencil</li> <li>Desktop computer</li> <li>Laptop computer</li> <li>Tablet</li> <li>Smartphone</li> <li>I do not have any low-performing students.</li> </ul>	A	items. The CAFS teacher items were added to provide contextual information on the computer and familiarity study. This will also supplement the information that is already being collected through the student items.

# Appendix K-2ah: Operational Grade 4 & 8 CAFS

1. There are various ways that digital technology can be used as part of instruction. Please indicate how often you use/assign activities that require your students to use digital technology when they participate in the following learning contexts. Select **one** circle in each row.

	Never	Rarely	Sometimes	Often	Very Often	
a. In-class work in which the whole class participates	Ø	ß	Ø	Ø	Ē	VH871772
b. In-class work done in small groups	${}^{igar{e}}$	₿	0	0	Ē	VH871773
c. In-class work done individually	A	®	0	Ø	Ē	VH871774
d. Homework (individual or small group)	A	®	O	Ø	Ē	VH871775

VH871776

2. Digital technology can be used to support students with differing learning needs. Please indicate how often you use digital technology for the following purposes. Select **one** circle in each row.

		Not Applicable	Never	Rarely	Sometimes	Often	Very Often	
a.	To provide additional practice for low-performing students	Ø	B	O	Ø	Ē	Ð	VH871777
b.	To extend learning opportunities for high-performing students	9	ß	O	Θ	Ð	¢	VH871778
c.	To provide a modification or accommodation to comply with an IEP	0	(9	O	0	Ð	¢	VH871779
d.	To provide support for students who are English-language learners (e.g., digital dictionaries)	0	6	©	Ø	©	Ē	VH871780

- 3. Do you teach any low-performing students?
  - (A) Yes
  - B No
- **4.** When you assign additional practice for **low-performing** students, how often do your **low-performing** students complete these assignments using the following tools? Select **one** circle in each row.

	Not Available	Never	Rarely	Sometimes	Often	Very Often	
a. Paper and pencil	A	®	©	D	Ē	Ð	VH871792
b. Desktop or laptop computer	A	B	Ô	Ø	Ē	Ē	VH871793
c. Tablet	A	®	Ô	O	Ē	Ð	VH871794
d. Smartphone	A	B	O	O	Ē	Ð	VH871796

VH871799

- 5. When you assign additional practice for **low-performing** students, which of the above are your **low-performing** students **most likely** to use?
  - Paper and pencil
  - Desktop computer
  - © Laptop computer
  - Tablet
  - © Smartphone
  - © I do not have any low-performing students.

VH891213

VH871791

## Appendix K-2ai: Summary of Changes Operational Grade 4, 8 & 12 Giving Back

#### 2019 Operational Grade 4 and 8 Giving Back Teacher

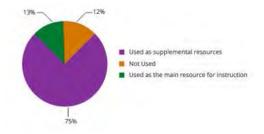
Previous item	2019 item	D/A/ R/NC+	Rationale
<ul> <li>Would you like to receive information about how other teachers in the nation responded to this questionnaire?</li> <li>Yes</li> <li>No</li> </ul>	<ol> <li>Would you like to sign up for special access to preliminary information regarding teachers and schools across the nation?</li> <li>Example Question         In 2017, 75% of reading teachers used reading-related websites or apps as supplemental resources when teaching English/language arts.     </li> </ol>	R	The item was revised to accommodat e system changes.
(2018 Grade 4 and 8)	Yes, I want access to preliminary information regarding teachers and schools across the nation.		
2. If yes, please provide your email address so that we may send access to the website when it is available in May.	<ol> <li>What type of analyses do you want to do based on feedback?         <ul> <li>a. How other teachers and school administrators across the nation responded to this questionnaire</li> <li>b. How other teachers and school administrators in my state responded to this questionnaire</li> <li>c. What resources for learning and instruction are available to and used by teachers and school administrators</li> <li>d. How instruction for different subjects is organized in classrooms</li> <li>e. The type of training and education received by teachers across the nation</li> <li>f. Technology infrastructure that is available for students, teachers, and school administrators</li> <li>g. Information about enrollment and absenteeism in schools across the nation</li> <li>h. How students across the nation performed on the assessment</li> <li>i. How students in my state performed on the assessment</li> <li>j. Other information not listed above (Please specify):</li> </ul> </li> </ol>	R	The item was revised to accommodat e system changes.
(2018 Grade 4 and 8)			

# Appendix K-2aj: Operational Grade 4, 8 & 12 Giving Back

1. Would you like to sign up for special access to preliminary information regarding teachers and schools across the nation?

#### **Example Question**

In 2017, 75% of reading teachers used readingrelated websites or apps as supplemental resources when teaching English/language arts.



\_\_\_\_ Yes, I want access to preliminary information regarding teachers and schools across the nation.

- 2. What type of analyses do you want to do based on feedback?
  - a. How other teachers and school administrators across the nation responded to this questionnaire
  - b. How other teachers and school administrators in my state responded to this questionnaire
  - c. What resources for learning and instruction are available to and used by teachers and school administrators
  - d. How instruction for different subjects is organized in classrooms
  - e. The type of training and education received by teachers across the nation
  - f. Technology infrastructure that is available for students, teachers, and school administrators
  - g. Information about enrollment and absenteeism in schools across the nation
  - h. How students across the nation performed on the assessment
  - i. How students in my state performed on the assessment
  - j. Other information not listed above (Please specify): \_\_\_\_\_