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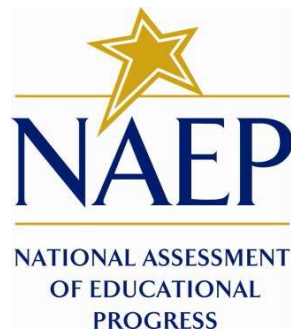
National Assessment of Educational Progress (NAEP)

2019 and 2020

Appendix K2

NAEP 2019 Teacher Questionnaires

OMB# 1850-0928 v.11



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 and is consistent with that provided 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 questionnaires. Some of the questionnaires will also be administered in paper based format. 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).

Contents

Teacher Questionnaires

Teacher Questionnaire Login Screens	5
Appendix K-2a: Summary of Changes Operational Grade 4 Core	6
Appendix K-2b: Operational Grade 4 Core	18
Appendix K-2c: Summary of Changes Pilot Grade 4 Core	29
Appendix K-2d: Pilot Grade 4 Core	39
Appendix K-2e: Summary of Changes Operational Grade 8 Core	50
Appendix K-2f: Operational Grade 8 Core	60
Appendix K-2g: Summary of Changes Pilot Grade 8 Core	72
Appendix K-2h: Pilot Grade 8 Core	82
Appendix K-2i: Summary of Changes Operational Grade 4 Reading	94
Appendix K-2j: Operational Grade 4 Reading	100
Appendix K-2k: Summary of Changes Pilot Grade 4 Reading	108
Appendix K-2l: Pilot Grade 4 Reading	114
Appendix K-2m: Summary of Changes Operational Grade 8 Reading	124
Appendix K-2n: Operational Grade 8 Reading	130
Appendix K-2o: Summary of Changes Pilot Grade 8 Reading	138
Appendix K-2p: Pilot Grade 8 Reading	145
Appendix K-2q: Summary of Changes Operational Grade 4 Mathematics	155
Appendix K-2r: Operational Grade 4 Mathematics	164
Appendix K-2s: Summary of Changes Pilot Grade 4 Mathematics	173
Appendix K-2t: Pilot Grade 4 Mathematics	183
Appendix K-2u: Summary of Changes Operational Grade 8 Mathematics	192
Appendix K-2v: Operational Grade 8 Mathematics	204
Appendix K-2w: Summary of Changes Pilot Grade 8 Mathematics	214
Appendix K-2x: Pilot Grade 8 Mathematics	226
Appendix K-2y: Summary of Changes Operational Grade 4 Science	237
Appendix K-2z: Operational Grade 4 Science	246
Appendix K-2aa: Summary of Changes Operational Grade 8 Science	254
Appendix K-2ab: Operational Grade 8 Science	264
Appendix K-2ac: Summary of Changes Operational Grade 4 NIES	272
Appendix K-2ad: Operational Grade 4 NIES	284
Appendix K-2ae: Summary of Changes Operational Grade 8 NIES	298
Appendix K-2af: Operational Grade 8 NIES	310

Appendix K-2ag: Summary of Changes Operational Grade 4 & 8 CAFS	326
Appendix K-2ah: Operational Grade 4 & 8 CAFS.....	330
Appendix K-2ai: Summary of Changes Operational Grade 4, 8, &12 Giving Back	333
Appendix K-2aj: Operational Grade 4, 8, & 12 Giving Back	335

Teacher Questionnaire Login Screens:

Access to this site is limited to authorized users
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Please contact the NAEP *Help Desk* at 1-800-283-NAEP (6237)
or send an e-mail to NAEPHelp@westat.com

If you forgot your personal link:

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NAEP Online Questionnaires 2019

Welcome, Akmal Amduka



Q976 4TH Grade Teacher | Directions

TEACHER QUESTIONNAIRE

GRADE 4

During the 2018–2019 school year, a sample of students across the country, including some of your fourth-grade students, will participate in the National Assessment of Educational Progress (NAEP). To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach reading or mathematics to one or more students selected for the assessment, we are asking you to answer questions about these students' reading and mathematics classes.

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only.

While your participation is voluntary, your responses to these questions are critical to ensuring that this survey is accurate and complete.

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 60 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0928 APPROVAL EXPIRES 9/30/2021

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622). The information you provide will be used for statistical purposes only. All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about participants. Electronic submission of participant's information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

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Appendix K-2a: Summary of Changes Operational Grade 4 Core

2019 Operational Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right;"><small>VID1229</small></p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2018 Grade 4)</p>	<p style="text-align: right;"><small>VID1229P</small></p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p>	NC	N/A
<p style="text-align: right;"><small>VID4035</small></p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>(2018 Grade 4)</p>	<p style="text-align: right;"><small>VID4035</small></p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right;"><small>VID4036</small></p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>(2018 Grade 4)</p>	<p style="text-align: right;"><small>VID4036</small></p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right;"><small>VID4019</small></p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1–2 years</p> <p><input type="checkbox"/> 3–5 years</p> <p><input type="checkbox"/> 6–10 years</p> <p><input type="checkbox"/> 11–20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>(2018 Grade 4)</p>	<p style="text-align: right;"><small>VID4019</small></p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1–2 years</p> <p><input type="checkbox"/> 3–5 years</p> <p><input type="checkbox"/> 6–10 years</p> <p><input type="checkbox"/> 11–20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>Issue: Teacher Preparation</p>	NC	N/A

2019 Operational Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VID41297</p> <p>5. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> My school, district, or diocese does not award tenure.</p> <p>(2018 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID41297</p> <p>5. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> My school, district, or diocese does not award tenure.</p> <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID40197</p> <p>6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <p><input type="radio"/> Yes, I hold a permanent certificate.</p> <p><input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</p> <p><input type="radio"/> No, but I am currently working toward certification.</p> <p><input type="radio"/> No, and I am not planning to obtain certification.</p> <p>(2018 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID40197</p> <p>6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <p><input type="radio"/> Yes, I hold a permanent certificate.</p> <p><input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</p> <p><input type="radio"/> No, but I am currently working toward certification.</p> <p><input type="radio"/> No, and I am not planning to obtain certification.</p> <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID40198</p> <p>7. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID40198</p> <p>7. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID40199</p> <p>8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?</p> <p>(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)</p> <p><input type="radio"/> Yes, I am fully certified by the National Board for Professional Teaching Standards.</p> <p><input type="radio"/> I am working towards my National Board certification.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p>	<p>N/A</p>	D	<p>Due to a lack of a clear relationship to achievement and low response variability, this item was dropped.</p>

2019 Operational Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																																																																																																																		
<p>9. What is the highest academic degree you hold?</p> <p><input type="radio"/> High school diploma</p> <p><input type="radio"/> Associate's degree/vocational certification</p> <p><input type="radio"/> Bachelor's degree</p> <p><input type="radio"/> Master's degree</p> <p><input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree</p> <p><input type="radio"/> Doctorate</p> <p><input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</p> <p>(2018 Grade 4)</p>	<p>8. What is the highest academic degree you hold?</p> <p><input type="radio"/> High school diploma</p> <p><input type="radio"/> Associate's degree/vocational certification</p> <p><input type="radio"/> Bachelor's degree</p> <p><input type="radio"/> Master's degree</p> <p><input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree</p> <p><input type="radio"/> Doctorate</p> <p><input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</p> <p>Issue: Teacher Preparation</p>	N/A	N/A																																																																																																																																		
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, a major</th> <th>Yes, a minor or special emphasis</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Biology or other life science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10241768</td> </tr> <tr> <td>b. Physics, chemistry, or other physical science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10241769</td> </tr> <tr> <td>c. Earth or space science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10241770</td> </tr> <tr> <td>d. 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English language learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10241762</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p>		Yes, a major	Yes, a minor or special emphasis	No		a. Biology or other life science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241768	b. Physics, chemistry, or other physical science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241769	c. Earth or space science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241770	d. Mathematics or mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241771	e. Science education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241772	f. Engineering or engineering education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241760	g. 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l. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241756																																																																																																																																	
m. Education (including elementary or early childhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241762																																																																																																																																	
n. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10241761																																																																																																																																	
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2019 Operational Grade 4 Core Teacher

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

2019 Operational Grade 4 Core Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																																																		
<p>12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1041795</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes, a major</th> <th>Yes, a minor or special emphasis</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Biology or other life science</td><td style="text-align: center;"><input checked="" type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: right;">V1041795</td></tr> <tr><td>b. 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c. Use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41896																																																											
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41897																																																											
e. Integration of computers and other technology into classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41898																																																											

2019 Operational Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right;"><small>V120695</small></p> <p>15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p><input type="radio"/> Yes, to all teachers</p> <p><input type="radio"/> Yes, to some teachers</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p>	<p style="text-align: right;"><small>V120695</small></p> <p>12. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p><input type="radio"/> Yes, to all teachers</p> <p><input type="radio"/> Yes, to some teachers</p> <p><input type="radio"/> No</p> <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right;"><small>V120976</small></p> <p>16. In this school year, have you participated in training on computers or other digital devices through your school?</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Once</p> <p><input type="radio"/> Twice</p> <p><input type="radio"/> Several times</p> <p>(2018 Grade 4)</p>	<p style="text-align: right;"><small>V120976</small></p> <p>13. In this school year, have you participated in training on computers or other digital devices through your school?</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Once</p> <p><input type="radio"/> Twice</p> <p><input type="radio"/> Several times</p> <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right;"><small>V181708</small></p> <p>17. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p>	N/A	D	Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.
<p style="text-align: right;"><small>V181711</small></p> <p>18. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p>	N/A	D	Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.

2019 Operational Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1802056</p> <p>19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <input type="checkbox"/> Other digital devices (Please specify): _____ <p>(2018 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1804597</p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <p>Issue: Technology Use</p>	R	<p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p>

2019 Operational Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p>20. How well do the desktop computers in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> I don't know. <p>(2018 Grade 4)</p>	<p>16. How well do the desktop computers in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A
<p>21. How well do the laptop computers (including Chromebooks) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> I don't know. <p>(2018 Grade 4)</p>	<p>17. How well do the laptop computers (including Chromebooks) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A
<p>22. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All tablets are functional and operate quickly. <input type="radio"/> All tablets are functional, but some run more slowly than others. <input type="radio"/> All tablets are functional, but all or almost all run slowly. <input type="radio"/> Some of the tablets do not operate and cannot be used. <input type="radio"/> I don't know. <p>(2018 Grade 4)</p>	<p>18. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All tablets are functional and operate quickly. <input type="radio"/> All tablets are functional, but some run more slowly than others. <input type="radio"/> All tablets are functional, but all or almost all run slowly. <input type="radio"/> Some of the tablets do not operate and cannot be used. <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A

2019 Operational Grade 4 Core Teacher

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<p>23. How often do you do the following in this school? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V11004079</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004081</td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004089</td> </tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004736</td> </tr> <tr> <td>d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004740</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Teach jointly as a team in the same class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004081	b. Observe other teachers' classes and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004089	c. Engage in discussions about the learning development of specific students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004736	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004740	<p>19. How often do you do the following in this school? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V11004079</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004081</td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004089</td> </tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004736</td> </tr> <tr> <td>d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004740</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Teach jointly as a team in the same class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004081	b. Observe other teachers' classes and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004089	c. Engage in discussions about the learning development of specific students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004736	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004740	NC	N/A		
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<p>24. In your school, how severe is each problem? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V11004082</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not a problem</th> <th>Minor problem</th> <th>Moderate problem</th> <th>Serious problem</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. The school building needs significant repair.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004563</td> </tr> <tr> <td>b. Classrooms are overcrowded.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004564</td> </tr> <tr> <td>c. Teachers have too many teaching hours.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004565</td> </tr> <tr> <td>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004566</td> </tr> <tr> <td>e. Teachers do not have adequate instructional materials and supplies.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004567</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p>		Not a problem	Minor problem	Moderate problem	Serious problem		a. The school building needs significant repair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004563	b. Classrooms are overcrowded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004564	c. Teachers have too many teaching hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004565	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004566	e. Teachers do not have adequate instructional materials and supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004567	<p>20. In your school, how severe is each problem? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V11004082</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not a problem</th> <th>Minor problem</th> <th>Moderate problem</th> <th>Serious problem</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. The school building needs significant repair.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004563</td> </tr> <tr> <td>b. Classrooms are overcrowded.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004564</td> </tr> <tr> <td>c. Teachers have too many teaching hours.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004565</td> </tr> <tr> <td>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004566</td> </tr> <tr> <td>e. Teachers do not have adequate instructional materials and supplies.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V11004567</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		Not a problem	Minor problem	Moderate problem	Serious problem		a. The school building needs significant repair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004563	b. Classrooms are overcrowded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004564	c. Teachers have too many teaching hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004565	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004566	e. Teachers do not have adequate instructional materials and supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V11004567	NC	N/A
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2019 Operational Grade 4 Core Teacher

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<p>25. How much does each of the following statements apply to you as a teacher? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1805005</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all like me</th> <th>A little bit like me</th> <th>Somewhat like me</th> <th>Quite a bit like me</th> <th>Exactly like me</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I am satisfied with being a teacher at this school.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1805014</td> </tr> <tr> <td>b. My work inspires me.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1805024</td> </tr> <tr> <td>c. I am frustrated as a teacher at my school.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1805033</td> </tr> <tr> <td>d. 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Appendix K-2b: Operational Grade 4 Core

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

5. Have you been awarded tenure by the school, district, or diocese where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school, district, or diocese does not award tenure.

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

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- A Yes
- B No

8. What is the highest academic degree you hold?

- A High school diploma
- B Associate's degree/vocational certification
- C Bachelor's degree
- D Master's degree
- E Education specialist's or professional diploma based on at least one year's work past master's degree
- F Doctorate
- G Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

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. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241768
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241769
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241770
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241771
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241772
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241780
g. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
h. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
i. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
j. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
k. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
l. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
m. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241762
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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

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

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

- A Yes, to all teachers
- B Yes, to some teachers
- C No

13. In this school year, have you participated in training on computers or other digital devices through your school?

- A No
- B Once
- C Twice
- D Several times

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

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

15. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- A Desktop computers
- B Laptop computers (including Chromebooks)
- C Tablets (for example, Surface Pro, iPad, Kindle Fire)

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.
- Ⓑ 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.

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

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

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

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

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

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

2019 Pilot Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VH240385</p> <p>1. Are you Hispanic or Latino? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, I am not Hispanic or Latino. <input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="checkbox"/> Yes, I am Cuban or Cuban American. <input type="checkbox"/> Yes, I am from some other Hispanic or Latino background. <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH240385</p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, I am not Hispanic or Latino. <input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="checkbox"/> Yes, I am Cuban or Cuban American. <input type="checkbox"/> Yes, I am from some other Hispanic or Latino background. <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">VH240386</p> <p>2. Which of the following best describes you? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or other Pacific Islander <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH240386</p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or other Pacific Islander <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">VH240195</p> <p>3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1–2 years <input type="checkbox"/> 3–5 years <input type="checkbox"/> 6–10 years <input type="checkbox"/> 11–20 years <input type="checkbox"/> 21 or more years <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH240195</p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1–2 years <input type="checkbox"/> 3–5 years <input type="checkbox"/> 6–10 years <input type="checkbox"/> 11–20 years <input type="checkbox"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">VH240196</p> <p>4. Have you been awarded tenure by the school or district where you currently teach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> My school or district does not award tenure. <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH154797</p> <p>5. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> My school, district, or diocese does not award tenure. <p>Issue: Teacher Preparation</p>	R	This item was revised to include “diocese” as a source of tenure.

2019 Pilot Grade 4 Core Teacher

Previous item	2019 item	D/A/R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1E240197</p> <p>5. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1E240197</p> <p>6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1E240198</p> <p>6. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1E240198</p> <p>7. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1E240199</p> <p>7. Are you certified by the National Board for Professional Teaching Standards in at least one content area?</p> <p>(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I am fully certified by the National Board for Professional Teaching Standards. <input type="radio"/> I am working towards my National Board certification. <input type="radio"/> No <p>(2017 Grade 4)</p>	<p>N/A</p>	D	To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.
<p style="text-align: right; font-size: small;">V1E240200</p> <p>8. What is the highest academic degree you hold?</p> <ul style="list-style-type: none"> <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree <input type="radio"/> Doctorate <input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1E240200</p> <p>8. What is the highest academic degree you hold?</p> <ul style="list-style-type: none"> <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist degree <input type="radio"/> Doctor of Education degree (i.e., Ed.D.) <input type="radio"/> Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc) <input type="radio"/> Other academic degree (Please specify): _____ <p>Issue: Teacher Preparation</p>	R	Response options e, f, and g were revised and an open-ended response option has been added.

2019 Pilot Grade 4 Core Teacher

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2019 Pilot Grade 4 Core Teacher

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Mathematics or mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41801	k. Science education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41802	l. Engineering or engineering education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41806	m. Education (including elementary or early childhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41795	n. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41807	o. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD41808	R	<p>This item is customized by subject and has been expanded from reading and math to also include sub-items for science.</p>
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2019 Pilot Grade 4 Core Teacher

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<p>15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p><input type="radio"/> Yes, to all teachers</p> <p><input type="radio"/> Yes, to some teachers</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p>	<p>12. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p><input type="radio"/> Yes, to all teachers</p> <p><input type="radio"/> Yes, to some teachers</p> <p><input type="radio"/> No</p> <p>Issue: Teacher Preparation</p>	<p>NC</p>	<p>N/A</p>																																																												

2019 Pilot Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VI129076</p> <p>16. In this school year, have you participated in training on computers or other digital devices through your school?</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Once <input type="radio"/> Twice <input type="radio"/> Several times <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VI129076</p> <p>13. In this school year, have you participated in training on computers or other digital devices through your school?</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Once <input type="radio"/> Twice <input type="radio"/> Several times <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">VI161704</p> <p>17. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, and I can take it home. <input type="radio"/> Yes, but I cannot take it home. <input type="radio"/> No <p>(2017 Grade 4)</p>	N/A	D	<p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p>

2019 Pilot Grade 4 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VHS17411</p> <p>18. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p>	<p>N/A</p>	D	<p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p>
<p style="text-align: right; font-size: small;">VHS92056</p> <p>19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VHS92056</p> <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>Issue: Technology Use</p>	NC	<p>N/A</p>
<p style="text-align: right; font-size: small;">VHS92052</p> <p>20. How well do the desktop computers in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VHS92052</p> <p>16. How well do the desktop computers in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>Issue: Technology Use</p>	NC	<p>N/A</p>
<p style="text-align: right; font-size: small;">VHS92059</p> <p>21. How well do the laptop computers (including Chromebooks) in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VHS92059</p> <p>17. How well do the laptop computers (including Chromebooks) in your school work?</p> <p><input type="radio"/> All computers are functional and operate quickly.</p> <p><input type="radio"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the computers do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>Issue: Technology Use</p>	NC	<p>N/A</p>

2019 Pilot Grade 4 Core Teacher

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<p>26. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all possible to change</th> <th>A little possible to change</th> <th>Somewhat possible to change</th> <th>Quite possible to change</th> <th>Completely possible to change</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Being intelligent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH329967</td> </tr> <tr> <td>b. Putting forth a lot of effort</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH329968</td> </tr> <tr> <td>c. Behaving well in class</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH329970</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change		a. Being intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH329967	b. Putting forth a lot of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH329968	c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH329970	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all possible to change</th> <th>A little possible to change</th> <th>Somewhat possible to change</th> <th>Quite possible to change</th> <th>Completely possible to change</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Being intelligent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH329967</td> </tr> <tr> <td>b. Putting forth a lot of effort</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH329968</td> </tr> <tr> <td>c. Behaving well in class</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH329970</td> </tr> </tbody> </table> <p>Issue: Desire for Learning</p>		Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change		a. Being intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH329967	b. Putting forth a lot of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH329968	c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH329970	NC	N/A														
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<p>N/A</p>	<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p>	A	<p>This item was added to provide additional contextual information.</p>																																																																						

Appendix K-2d: Pilot Grade 4 Core

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

5. Have you been awarded tenure by the school, district, or diocese where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school, district, or diocese does not award tenure.

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

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- A Yes
- B No

8. What is the highest academic degree you hold?

- A High school diploma
- B Associate's degree/vocational certification
- C Bachelor's degree
- D Master's degree
- E Education specialist degree
- F Doctor of Education degree (i.e., Ed.D.)
- G Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)
- H 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241768
h. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241769
i. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241770
j. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241771
k. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241772
l. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241780
m. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241762
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No

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

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

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

- A Yes, to all teachers
- B Yes, to some teachers
- C No

13. In this school year, have you participated in training on computers or other digital devices through your school?

- A No
- B Once
- C Twice
- D Several times

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)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852920
b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852921
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852924
d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852923
e. Integration of computers and other digital devices into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	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.

- (A) Desktop computers
- (B) Laptop computers (including Chromebooks)
- (C) Tablets (for example, Surface Pro, iPad, Kindle Fire)
- (D) Other digital devices (Please specify): _____

16. How well do the **desktop computers** in your school work?

- (A) All computers are functional and operate quickly.
- (B) All computers are functional, but some run more slowly than others.
- (C) All computers are functional, but all or almost all run slowly.
- (D) Some of the computers do not operate and cannot be used.
- (E) I don't know.

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

- (A) All computers are functional and operate quickly.
- (B) All computers are functional, but some run more slowly than others.
- (C) All computers are functional, but all or almost all run slowly.
- (D) Some of the computers do not operate and cannot be used.
- (E) 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.
- Ⓑ 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.

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

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

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

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

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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

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

Grade 8 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right;"><small>V1012259</small></p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>V1012259</small></p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p>	NC	N/A
<p style="text-align: right;"><small>V10240385</small></p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>V10240385</small></p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right;"><small>V10240386</small></p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>V10240386</small></p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right;"><small>V10240195</small></p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1–2 years</p> <p><input type="checkbox"/> 3–5 years</p> <p><input type="checkbox"/> 6–10 years</p> <p><input type="checkbox"/> 11–20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>V10240195</small></p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1–2 years</p> <p><input type="checkbox"/> 3–5 years</p> <p><input type="checkbox"/> 6–10 years</p> <p><input type="checkbox"/> 11–20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>Issue: Teacher Preparation</p>	NC	N/A

Grade 8 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
N/A	<p style="text-align: right;"><small>V1240202</small></p> <p>5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1–2 years <input type="radio"/> 3–5 years <input type="radio"/> 6–10 years <input type="radio"/> 11–20 years <input type="radio"/> 21 or more years <p>Issue: Teacher Preparation</p>	A	This item has been added to collect subject-specific teacher training information.
N/A	<p style="text-align: right;"><small>V1240301</small></p> <p>6. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1–2 years <input type="radio"/> 3–5 years <input type="radio"/> 6–10 years <input type="radio"/> 11–20 years <input type="radio"/> 21 or more years <p>Issue: Teacher Preparation</p>	A	This item has been added to collect subject-specific teacher training information.
<p style="text-align: right;"><small>V1240303</small></p> <p>5. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1–2 years <input type="radio"/> 3–5 years <input type="radio"/> 6–10 years <input type="radio"/> 11–20 years <input type="radio"/> 21 or more years <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>V1240303</small></p> <p>7. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1–2 years <input type="radio"/> 3–5 years <input type="radio"/> 6–10 years <input type="radio"/> 11–20 years <input type="radio"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right;"><small>V1247307</small></p> <p>6. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> My school, district, or diocese does not award tenure. <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>V1247307</small></p> <p>8. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> My school, district, or diocese does not award tenure. <p>Issue: Teacher Preparation</p>	NC	N/A

Grade 8 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right;"><small>VID40197</small></p> <p>7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>VID40197</small></p> <p>9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right;"><small>VID40198</small></p> <p>8. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>(2018 Grade 8)</p>	<p style="text-align: right;"><small>VID40198</small></p> <p>10. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right;"><small>VID40199</small></p> <p>9. Are you certified by the National Board for Professional Teaching Standards in at least one content area?</p> <p>(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I am fully certified by the National Board for Professional Teaching Standards. <input type="radio"/> I am working towards my National Board certification. <input type="radio"/> No <p>(2018 Grade 8)</p>	N/A	D	Due to a lack of a clear relationship to achievement and low response variability, this item was dropped.

Grade 8 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																																																																																																																		
<p>10. What is the highest academic degree you hold?</p> <p><input type="radio"/> High school diploma</p> <p><input type="radio"/> Associate's degree/vocational certification</p> <p><input type="radio"/> Bachelor's degree</p> <p><input type="radio"/> Master's degree</p> <p><input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree</p> <p><input type="radio"/> Doctorate</p> <p><input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</p> <p>(2018 Grade 8)</p>	<p>11. What is the highest academic degree you hold?</p> <p><input type="radio"/> High school diploma</p> <p><input type="radio"/> Associate's degree/vocational certification</p> <p><input type="radio"/> Bachelor's degree</p> <p><input type="radio"/> Master's degree</p> <p><input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree</p> <p><input type="radio"/> Doctorate</p> <p><input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)</p> <p>Issue: Teacher Preparation</p>	NC	N/A																																																																																																																																		
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Grade 8 Core Teacher

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Other mathematics-related subject such as statistics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241794	g. Biology or other life science	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241798	h. Physics, chemistry, or other physical science	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241799	i. Earth or space science	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241800	j. Mathematics or mathematics education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241801	k. Science education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241802	l. Engineering or engineering education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241806	m. Elementary or secondary education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241797	n. 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<p>14. During the last two years, did you participate in any of the following professional development activities related to the teaching of science? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1236191</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. College course taken after your first certification</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>V1236192</td> </tr> <tr> <td>b. Workshop or training session</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>V1236193</td> </tr> <tr> <td>c. Mentoring and/or peer observation and coaching as part of a formal arrangement</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>V1236196</td> </tr> <tr> <td>d. Co-teaching/team teaching</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>V1236202</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p>		Yes	No		a. College course taken after your first certification	<input checked="" type="radio"/>	<input type="radio"/>	V1236192	b. Workshop or training session	<input checked="" type="radio"/>	<input type="radio"/>	V1236193	c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input checked="" type="radio"/>	<input type="radio"/>	V1236196	d. Co-teaching/team teaching	<input checked="" type="radio"/>	<input type="radio"/>	V1236202	N/A	D	<p>Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.</p>																																																																																																														
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Grade 8 Core Teacher

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<p>16. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p><input checked="" type="radio"/> Yes, to all teachers</p> <p><input type="radio"/> Yes, to some teachers</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p>	<p>15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p><input checked="" type="radio"/> Yes, to all teachers</p> <p><input type="radio"/> Yes, to some teachers</p> <p><input type="radio"/> No</p> <p>Issue: Technology Use</p>	NC	N/A																																																												
<p>17. In this school year, have you participated in training on computers or other digital devices through your school?</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Once</p> <p><input type="radio"/> Twice</p> <p><input type="radio"/> Several times</p> <p>(2018 Grade 8)</p>	<p>16. In this school year, have you participated in training on computers or other digital devices through your school?</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Once</p> <p><input type="radio"/> Twice</p> <p><input type="radio"/> Several times</p> <p>Issue: Technology Use</p>	NC	N/A																																																												
<p>18. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation?</p> <p><input checked="" type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p>	<p>N/A</p>	D	<p>Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.</p>																																																												

Grade 8 Core Teacher

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<p>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?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p>	<p>N/A</p>	<p>D</p>	<p>Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.</p>
<p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>(2018 Grade 8)</p>	<p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p>Issue: Technology Use</p>	<p>R</p>	<p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p>
<p>21. How well do the desktop computers in your school work?</p> <p><input type="checkbox"/> All computers are functional and operate quickly.</p> <p><input type="checkbox"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="checkbox"/> Some of the computers do not operate and cannot be used.</p> <p><input type="checkbox"/> I don't know.</p> <p>(2018 Grade 8)</p>	<p>19. How well do the desktop computers in your school work?</p> <p><input type="checkbox"/> All computers are functional and operate quickly.</p> <p><input type="checkbox"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="checkbox"/> Some of the computers do not operate and cannot be used.</p> <p><input type="checkbox"/> I don't know.</p> <p>Issue: Technology Use</p>	<p>NC</p>	<p>N/A</p>

Grade 8 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																																																						
<p style="text-align: right; font-size: small;">V11092059</p> <p>22. How well do the laptop computers (including Chromebooks) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> I don't know. <p>(2018 Grade 8)</p>	<p style="text-align: right; font-size: small;">V11092059</p> <p>20. How well do the laptop computers (including Chromebooks) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All computers are functional and operate quickly. <input type="radio"/> All computers are functional, but some run more slowly than others. <input type="radio"/> All computers are functional, but all or almost all run slowly. <input type="radio"/> Some of the computers do not operate and cannot be used. <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A																																																																						
<p style="text-align: right; font-size: small;">V11092063</p> <p>23. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All tablets are functional and operate quickly. <input type="radio"/> All tablets are functional, but some run more slowly than others. <input type="radio"/> All tablets are functional, but all or almost all run slowly. <input type="radio"/> Some of the tablets do not operate and cannot be used. <input type="radio"/> I don't know. <p>(2018 Grade 8)</p>	<p style="text-align: right; font-size: small;">V11092063</p> <p>21. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All tablets are functional and operate quickly. <input type="radio"/> All tablets are functional, but some run more slowly than others. <input type="radio"/> All tablets are functional, but all or almost all run slowly. <input type="radio"/> Some of the tablets do not operate and cannot be used. <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A																																																																						
<p style="text-align: right; font-size: small;">V11094079</p> <p>24. How often do you do the following in this school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">About once or twice a year</th> <th style="text-align: center;">About once or twice a month</th> <th style="text-align: center;">About once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Grade 8 Core Teacher

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c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y13Z2970																																																																					
	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change																																																																						
a. Being intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y13Z2967																																																																					
b. Putting forth a lot of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y13Z2968																																																																					
c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y13Z2970																																																																					

Appendix K-2f: Operational Grade 8 Core

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

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

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

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
- Ⓒ 3–5 years
- Ⓓ 6–10 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?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

8. Have you been awarded tenure by the school, district, or diocese where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school, district, or diocese does not award tenure.

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.
- Ⓑ 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
- Ⓑ No

11. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241768
h. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241769
i. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241770
j. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241771
k. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241772
l. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241780
m. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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.

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

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

- A Yes, to all teachers
- B Yes, to some teachers
- C No

16. In this school year, have you participated in training on computers or other digital devices through your school?

- A No
- B Once
- C Twice
- D Several times

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

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

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.

- A Desktop computers
- B Laptop computers (including Chromebooks)
- C 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.
- Ⓑ 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 **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.

21. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

- Ⓐ All tablets are functional and operate quickly.
- Ⓑ All tablets are functional, but some run more slowly than others.
- Ⓒ All tablets are functional, but all or almost all run slowly.
- Ⓓ Some of the tablets do not operate and cannot be used.
- Ⓔ I don't know.

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

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

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

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

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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

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

2019 Pilot Grade 8 Core Teacher

Previous item	2019 item	D/A/R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1240385</p> <p>1. Are you Hispanic or Latino? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, I am not Hispanic or Latino. <input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="checkbox"/> Yes, I am Cuban or Cuban American. <input type="checkbox"/> Yes, I am from some other Hispanic or Latino background. <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1240385</p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, I am not Hispanic or Latino. <input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="checkbox"/> Yes, I am Cuban or Cuban American. <input type="checkbox"/> Yes, I am from some other Hispanic or Latino background. <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1240386</p> <p>2. Which of the following best describes you? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or other Pacific Islander <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1240386</p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or other Pacific Islander <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1240195</p> <p>3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1–2 years <input type="checkbox"/> 3–5 years <input type="checkbox"/> 6–10 years <input type="checkbox"/> 11–20 years <input type="checkbox"/> 21 or more years <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1240195</p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1–2 years <input type="checkbox"/> 3–5 years <input type="checkbox"/> 6–10 years <input type="checkbox"/> 11–20 years <input type="checkbox"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1240202</p> <p>4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1–2 years <input type="checkbox"/> 3–5 years <input type="checkbox"/> 6–10 years <input type="checkbox"/> 11–20 years <input type="checkbox"/> 21 or more years <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1240202</p> <p>5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1–2 years <input type="checkbox"/> 3–5 years <input type="checkbox"/> 6–10 years <input type="checkbox"/> 11–20 years <input type="checkbox"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A

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

2019 Pilot Grade 8 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1E40196</p> <p>5. Have you been awarded tenure by the school or district where you currently teach?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> My school or district does not award tenure.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1E47307</p> <p>7. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> My school, district, or diocese does not award tenure.</p> <p>Issue: Teacher Preparation</p>	R	<p>This item was revised to include “diocese” as a source of tenure.</p>
<p style="text-align: right; font-size: small;">V1E40197</p> <p>6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <p><input type="radio"/> Yes, I hold a permanent certificate.</p> <p><input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</p> <p><input type="radio"/> No, but I am currently working toward certification.</p> <p><input type="radio"/> No, and I am not planning to obtain certification.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1E40197</p> <p>8. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <p><input type="radio"/> Yes, I hold a permanent certificate.</p> <p><input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)</p> <p><input type="radio"/> No, but I am currently working toward certification.</p> <p><input type="radio"/> No, and I am not planning to obtain certification.</p> <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1E40198</p> <p>7. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1E20198</p> <p>9. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1E40199</p> <p>8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?</p> <p>(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)</p> <p><input type="radio"/> Yes, I am fully certified by the National Board for Professional Teaching Standards.</p> <p><input type="radio"/> I am working towards my National Board certification.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p>	<p>N/A</p>	D	<p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p>

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

2019 Pilot Grade 8 Core Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																																			
<p style="text-align: right; font-size: small;">VH240200</p> <p>9. What is the highest academic degree you hold?</p> <ul style="list-style-type: none"> <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree <input type="radio"/> Doctorate <input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH82013</p> <p>10. What is the highest academic degree you hold?</p> <ul style="list-style-type: none"> <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist degree <input type="radio"/> Doctor of Education degree (i.e., Ed.D.) <input type="radio"/> Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc) <input type="radio"/> Other academic degree (Please specify): _____ <p>Issue: Teacher Preparation</p>	R	<p>Response options e, f, and g were revised and an open-ended response option has been added.</p>																																																																																																																			
<p style="text-align: right; font-size: small;">VH241753</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes, a major</th> <th style="text-align: center;">Yes, a minor or special emphasis</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Reading, language arts, or literacy education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241758</td> </tr> <tr> <td>b. English</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241754</td> </tr> <tr> <td>c. Other language arts-related subject</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241764</td> </tr> <tr> <td>d. Elementary or secondary education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241767</td> </tr> <tr> <td>e. Special education (including students with disabilities)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241781</td> </tr> <tr> <td>f. English language learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241782</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Yes, a major	Yes, a minor or special emphasis	No		a. Reading, language arts, or literacy education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241758	b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241754	c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241764	d. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241767	e. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241781	f. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241782	<p style="text-align: right; font-size: small;">VH241753</p> <p>11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes, a major</th> <th style="text-align: center;">Yes, a minor or special emphasis</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Reading, language arts, or literacy education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241758</td> </tr> <tr> <td>b. English</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241754</td> </tr> <tr> <td>c. 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Other mathematics-related subject such as statistics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241776</td> </tr> <tr> <td>g. Biology or other life science</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241768</td> </tr> <tr> <td>h. Physics, chemistry, or other physical science</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241769</td> </tr> <tr> <td>i. Earth or space science</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241770</td> </tr> <tr> <td>j. Mathematics or mathematics education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241771</td> </tr> <tr> <td>k. Science education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241772</td> </tr> <tr> <td>l. Engineering or engineering education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241780</td> </tr> <tr> <td>m. Elementary or secondary education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241767</td> </tr> <tr> <td>n. Special education (including students with disabilities)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241781</td> </tr> <tr> <td>o. 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<p style="text-align: right; font-size: small;">VH240304</p> <p>11. Since completing your undergraduate degree, have you taken any graduate courses?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <i>Question 12 is not applicable and will be skipped.</i> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH240304</p> <p>12. Since completing your undergraduate degree, have you taken any graduate courses?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Teacher Preparation</p>	NC	N/A																																																																																																																			

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2019 Pilot Grade 8 Core Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">VH241893</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No, I am already proficient.</th> <th>No, I have not.</th> <th>Yes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Basic computer training</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;">VH241894</td> </tr> <tr> <td>b. Software applications</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;">VH241895</td> </tr> <tr> <td>c. Use of the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;">VH241898</td> </tr> <tr> <td>d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;">VH241897</td> </tr> <tr> <td>e. Integration of computers and other technology into classroom instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;">VH241896</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		No, I am already proficient.	No, I have not.	Yes		a. Basic computer training	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241894	b. Software applications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241895	c. Use of the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241898	d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241897	e. Integration of computers and other technology into classroom instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH241896	<p>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.</p> <p style="text-align: right; font-size: small;">VH852019</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No, I have not needed training in this area.</th> <th>No, I have not received training from any source in this area.</th> <th>Yes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;">VH852023</td> </tr> <tr> <td>e. Integration of computers and other digital devices into classroom instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;">VH852022</td> </tr> </tbody> </table> <p>Issue: Teacher Preparation</p>		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)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH852020	b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH852021	c. Use of the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH852024	d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH852023	e. Integration of computers and other digital devices into classroom instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH852022	R	<p>Example content was added to sub-items a and b, and the example content for sub-item d was updated.</p>
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<p>15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p style="font-size: x-small;"> <input checked="" type="radio"/> Yes, to all teachers <input type="radio"/> Yes, to some teachers <input type="radio"/> No </p> <p>(2017 Grade 8)</p> <p style="text-align: right; font-size: x-small;">VH204995</p>	<p>14. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p style="font-size: x-small;"> <input type="radio"/> Yes, to all teachers <input type="radio"/> Yes, to some teachers <input checked="" type="radio"/> No </p> <p>Issue: Teacher Preparation</p>	NC	N/A																																																												
<p>16. In this school year, have you participated in training on computers or other digital devices through your school?</p> <p style="font-size: x-small;"> <input type="radio"/> No <input type="radio"/> Once <input type="radio"/> Twice <input checked="" type="radio"/> Several times </p> <p>(2017 Grade 8)</p> <p style="text-align: right; font-size: x-small;">VH205076</p>	<p>15. In this school year, have you participated in training on computers or other digital devices through your school?</p> <p style="font-size: x-small;"> <input type="radio"/> No <input type="radio"/> Once <input type="radio"/> Twice <input checked="" type="radio"/> Several times </p> <p>Issue: Technology Use</p>	NC	N/A																																																												
<p>17. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation?</p> <p style="font-size: x-small;"> <input type="radio"/> Yes, and I can take it home. <input type="radio"/> Yes, but I cannot take it home. <input checked="" type="radio"/> No </p> <p>(2017 Grade 8)</p> <p style="text-align: right; font-size: x-small;">VH671404</p>	<p>N/A</p>	D	<p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p>																																																												

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2019 Pilot Grade 8 Core Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VHS17411</p> <p>18. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?</p> <p><input type="radio"/> Yes, and I can take it home.</p> <p><input type="radio"/> Yes, but I cannot take it home.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p>	<p>N/A</p>	D	<p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p>
<p style="text-align: right; font-size: small;">VHS2056</p> <p>19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VHS2056</p> <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>Issue: Technology Use</p>	NC	<p>N/A</p>
<p style="text-align: right; font-size: small;">VHS2052</p> <p>20. How well do the desktop computers in your school work?</p> <p><input type="checkbox"/> All computers are functional and operate quickly.</p> <p><input type="checkbox"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="checkbox"/> Some of the computers do not operate and cannot be used.</p> <p><input type="checkbox"/> I don't know.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VHS2052</p> <p>18. How well do the desktop computers in your school work?</p> <p><input type="checkbox"/> All computers are functional and operate quickly.</p> <p><input type="checkbox"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="checkbox"/> Some of the computers do not operate and cannot be used.</p> <p><input type="checkbox"/> I don't know.</p> <p>Issue: Technology Use</p>	NC	<p>N/A</p>
<p style="text-align: right; font-size: small;">VHS2059</p> <p>21. How well do the laptop computers (including Chromebooks) in your school work?</p> <p><input type="checkbox"/> All computers are functional and operate quickly.</p> <p><input type="checkbox"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="checkbox"/> Some of the computers do not operate and cannot be used.</p> <p><input type="checkbox"/> I don't know.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VHS2059</p> <p>19. How well do the laptop computers (including Chromebooks) in your school work?</p> <p><input type="checkbox"/> All computers are functional and operate quickly.</p> <p><input type="checkbox"/> All computers are functional, but some run more slowly than others.</p> <p><input type="checkbox"/> All computers are functional, but all or almost all run slowly.</p> <p><input type="checkbox"/> Some of the computers do not operate and cannot be used.</p> <p><input type="checkbox"/> I don't know.</p> <p>Issue: Technology Use</p>	NC	<p>N/A</p>

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2019 Pilot Grade 8 Core Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																								
<p style="text-align: right; font-size: small;">VH02063</p> <p>22. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All tablets are functional and operate quickly. <input type="radio"/> All tablets are functional, but some run more slowly than others. <input type="radio"/> All tablets are functional, but all or almost all run slowly. <input type="radio"/> Some of the tablets do not operate and cannot be used. <input type="radio"/> I don't know. <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH02063</p> <p>20. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <ul style="list-style-type: none"> <input type="radio"/> All tablets are functional and operate quickly. <input type="radio"/> All tablets are functional, but some run more slowly than others. <input type="radio"/> All tablets are functional, but all or almost all run slowly. <input type="radio"/> Some of the tablets do not operate and cannot be used. <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A																																																																								
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2019 Pilot Grade 8 Core Teacher

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N/A	<p>1. What is your sex? VH712259</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p>	A	This item was added to provide additional contextual information.																																																																						
N/A	<p>6. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year? VH240201</p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1–2 years</p> <p><input type="radio"/> 3–5 years</p> <p><input type="radio"/> 6–10 years</p> <p><input type="radio"/> 11–20 years</p> <p><input type="radio"/> 21 or more years</p> <p>Issue: Teacher Preparation</p>	A	This trend item is included in the questionnaire because the mathematics is being assessed in this																																																																						

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

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Appendix K-2h: Pilot Grade 8 Core

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

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
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

7. Have you been awarded tenure by the school, district, or diocese where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school, district, or diocese does not award tenure.

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

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

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.)

- Ⓐ Yes
- Ⓑ No

10. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241768
h. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241769
i. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241770
j. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241771
k. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241772
l. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241780
m. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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

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

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

- A Yes, to all teachers
- B Yes, to some teachers
- C No

15. In this school year, have you participated in training on computers or other digital devices through your school?

- A No
- B Once
- C Twice
- D Several times

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)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852920
b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852921
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852924
d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852923
e. Integration of computers and other digital devices into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	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.

- (A) Desktop computers
- (B) Laptop computers (including Chromebooks)
- (C) Tablets (for example, Surface Pro, iPad, Kindle Fire)
- (D) Other digital devices (Please specify): _____

18. How well do the **desktop computers** in your school work?

- (A) All computers are functional and operate quickly.
- (B) All computers are functional, but some run more slowly than others.
- (C) All computers are functional, but all or almost all run slowly.
- (D) Some of the computers do not operate and cannot be used.
- (E) I don't know.

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

- (A) All computers are functional and operate quickly.
- (B) All computers are functional, but some run more slowly than others.
- (C) All computers are functional, but all or almost all run slowly.
- (D) Some of the computers do not operate and cannot be used.
- (E) 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.
- Ⓑ 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.

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

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

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

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

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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

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

2019 Operational Grade 4 Reading Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																		
<p style="text-align: right; font-size: small;">VH240015</p> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class. <i>Questions 2–11 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH240015</p> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>Issue: Resources for Learning and Instruction</p>	NC	<p>Please note inline directions are different given transition from PBA to DBA.</p>																																																																		
<p style="text-align: right; font-size: small;">VH26160</p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH26160</p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																		
<p style="text-align: right; font-size: small;">VH33214</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH33214</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																		
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Interpret the meaning of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH041282</td> </tr> <tr> <td>c. Question the motives or feelings of the characters</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH041283</td> </tr> <tr> <td>d. Identify the main ideas of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH041284</td> </tr> <tr> <td>e. 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2019 Operational Grade 4 Reading Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																																																																																		
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Appendix K-2j: Operational 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. 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.
 - Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

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

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

_____ hours and _____ minutes per week

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
c. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334295
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334299
d. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335901
e. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334297

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

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

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

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

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

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

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.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH844696
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH844700
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH844698
d. Practice spelling and grammar	(A)	(B)	(C)	(D)	(E)	VH844697
e. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH844701
f. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH844699

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.	(A)	(B)	(C)	(D)	(E)	VH262948
b. My students did well because they put in a lot of effort.	(A)	(B)	(C)	(D)	(E)	VH262949
c. My students did well because they always do well on tests.	(A)	(B)	(C)	(D)	(E)	VH262950
d. My students did well because I taught the concepts well.	(A)	(B)	(C)	(D)	(E)	VH262951
e. My students did well because they guessed well on the test.	(A)	(B)	(C)	(D)	(E)	VH337286
f. My students did well because they are just good at reading.	(A)	(B)	(C)	(D)	(E)	VH337287

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

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

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

2019 Pilot Grade 4 Reading Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																																																								
<p style="text-align: right; font-size: small;">V1826015</p> <p>I. 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.</p> <p><input type="radio"/> I do not teach English/language arts to this class. <i>Questions 2–11 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1835408</p> <p>I. 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.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The phrase “using print and digital texts” was added.</p> <p>Please note inline directions are different given transition from PBA to DBA.</p>																																																																								
<p style="text-align: right; font-size: small;">V1826100</p> <p>2. How many students are in this class? Enter the number of students.</p> <p style="font-size: 2em;">□ □</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1826100</p> <p>2. How many students are in this class? Enter the number of students.</p> <p style="font-size: 2em;">□ □</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																								
<p style="text-align: right; font-size: small;">V1804214</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1835408</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The phrase “and include in-class time only” was added.</p>																																																																								
<p style="text-align: right; font-size: small;">V1840522</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18240523</td> </tr> <tr> <td>b. Literary nonfiction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18240524</td> </tr> <tr> <td>c. Poetry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18240525</td> </tr> <tr> <td>d. Exposition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18240526</td> </tr> <tr> <td>e. Argumentation and persuasion</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18240527</td> </tr> <tr> <td>f. Procedural texts and documents</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18240528</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18240523	b. Literary nonfiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18240524	c. Poetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18240525	d. Exposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18240526	e. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18240527	f. Procedural texts and documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18240528	<p style="text-align: right; font-size: small;">V1835408</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18355052</td> </tr> <tr> <td>b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18355058</td> </tr> <tr> <td>c. Argumentation and persuasion</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18355056</td> </tr> <tr> <td>d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18355059</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18355052	b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18355058	c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18355056	d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18355059	R	<p>In the stem, the phrase “types of text” was added. Sub-items were removed; the parenthetical was added to sub-item “b”; and one sub-</p>
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2019 Pilot Grade 4 Reading Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																																
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Question the motives or feelings of the characters</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H1213</td> </tr> <tr> <td>d. Identify the main ideas of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H1215</td> </tr> <tr> <td>e. Identify the themes of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H1216</td> </tr> <tr> <td>f. Analyze two or more texts on the same topic</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H1210</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1211	b. Interpret the meaning of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1212	c. Question the motives or feelings of the characters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1213	d. Identify the main ideas of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1215	e. Identify the themes of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1216	f. Analyze two or more texts on the same topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1210	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Summarize the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H11991</td> </tr> <tr> <td>b. Interpret the meaning of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H11997</td> </tr> <tr> <td>c. Question the motives or feelings of the characters</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H11998</td> </tr> <tr> <td>d. Identify the themes of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H12001</td> </tr> <tr> <td>e. Analyze two or more texts on the same topic</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H12005</td> </tr> <tr> <td>f. Analyze the author's organization of information in a passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H12009</td> </tr> <tr> <td>g. Critique the author's craft or technique</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H12011</td> </tr> <tr> <td>h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H55003</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H11991	b. Interpret the meaning of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H11997	c. Question the motives or feelings of the characters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H11998	d. Identify the themes of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12001	e. Analyze two or more texts on the same topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12005	f. Analyze the author's organization of information in a passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12009	g. Critique the author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12011	h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H55003	R	<p>item was added.</p> <p>In the stem, “activities” was added; two sub-items were removed; and one sub-item was added.</p>
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																																														
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g. Critique the author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12011																																																																																																													
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H55003																																																																																																													
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H1206</td> </tr> <tr> <td>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H1207</td> </tr> <tr> <td>c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H1208</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1206	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1207	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H1208	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H12042</td> </tr> <tr> <td>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H12044</td> </tr> <tr> <td>c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V10H12047</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12042	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12044	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V10H12047	R	<p>In the stem, “cognitive processes” was replaced with “tasks”.</p>																																																								
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2019 Pilot Grade 4 Reading Teacher

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2019 Pilot Grade 4 Reading Teacher

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A variety of children's books (e.g., novels, collections of stories, nonfiction)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>V1E20291</td> </tr> <tr> <td>d. Materials from different curricular areas</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>V1E20293</td> </tr> <tr> <td>e. Children's newspapers and/or magazines</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td>V1E20294</td> </tr> <tr> <td>f. 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c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E20291																																																																																																															
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2019 Pilot Grade 4 Reading Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																																																																																		
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1D62948</td> </tr> <tr> <td>b. My students did well because they put in a lot of effort.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1D62949</td> </tr> <tr> <td>c. 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Appendix K-2l: 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.
 - Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

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

3. In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855058
c. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855055

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	(A)	(B)	(C)	(D)	(E)	VH811995
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH811997
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH811998
d. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH812001
e. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH812005
f. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH812009
g. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(A)	(B)	(C)	(D)	(E)	VH855005

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.

	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812047

7. When you teach English/language arts, how often do you use the following teaching 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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855024
b. I create student groups with the same achievement level.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855025
c. I create student groups with mixed achievement levels.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855026
d. I create groups by random assignment.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855027
e. I allow students to choose their own groups.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855028
f. I use individualized instruction for reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855034
g. Students work independently on an assigned plan or goal.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855030
h. Students work independently on a goal they choose themselves.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855031
i. Students use self-paced reading programs or apps.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855032
j. I create opportunities for students to participate in (online or in-person) book clubs.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855033
k. Students collaborate with peers and experts through the Internet or other digital connections.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855029

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855084
b. Electronic textbooks, workbooks or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855085
c. Children's books (e.g., novels, collections of stories, nonfiction, graphic novels)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855086
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855087
e. Children's newspapers and/or magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855092
f. Reading-related websites or apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855089
g. Reading-related educational games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855090
h. Materials found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	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	(A)	(B)	(C)	(D)	(E)	VH812077
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH812078
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH812083
d. Practice spelling, grammar, capitalization, punctuation, and other mechanics	(A)	(B)	(C)	(D)	(E)	VH812084
e. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH812086
f. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH812088
g. Read something they have chosen themselves	(A)	(B)	(C)	(D)	(E)	VH812089
h. Work in pairs or small groups to talk about something they have read	(A)	(B)	(C)	(D)	(E)	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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262948
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262949
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262950
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262951
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337286
f. My students did well because they are just good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337287

11. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812546
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812547
c. Disruptive students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812549
d. Uninterested students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812550
e. English-language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812551
f. Gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812553
g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854948

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

Grade 8 Reading Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VH24005</p> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class. <i>Questions 2–12 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH24005</p> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>Issue: Resources for Learning and Instruction</p>	NC	Please note inline directions are different given transition from PBA to DBA.
<p style="text-align: right; font-size: small;">VH24160</p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH24160</p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">VH33425</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH33425</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">VH33431</p> <p>4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</p> <p><input type="radio"/> English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</p> <p><input type="radio"/> Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.</p> <p><input type="radio"/> English/language arts lessons are primarily integrated with instruction in other subjects.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH33431</p> <p>4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</p> <p><input type="radio"/> English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</p> <p><input type="radio"/> Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.</p> <p><input type="radio"/> English/language arts lessons are primarily integrated with instruction in other subjects.</p> <p>Issue: Organization of Instruction</p>	NC	N/A

Grade 8 Reading Teacher

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Grade 8 Reading Teacher

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Grade 8 Reading Teacher

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Appendix K-2n: Operational 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. 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.
 - Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

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

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

_____ hours and _____ minutes per week

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
c. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334295
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334299
d. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335901
e. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334297
f. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334302
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334305

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

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547868
b. Build reading fluency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617114
c. Build reading comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617116
d. Access reading-related websites	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547871
e. Conduct research for projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547872

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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262948
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262949
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262950
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262951
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH337286
f. My students did well because they are just good at reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH337287

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

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262637
c. Disruptive students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262638
d. Uninterested students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262639

Appendix K-2o: Summary of Changes Pilot Grade 8 Reading

2019 Pilot Grade 8 Reading Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right;"><small>VID4005</small></p> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class. <i>Questions 2–12 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>VID5408</small></p> <p>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.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The phrase “using print and digital texts” was added.</p> <p>Please note inline directions are different given transition from PBA to DBA.</p>
<p style="text-align: right;"><small>VID0160</small></p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>VID0160</small></p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right;"><small>VID0425</small></p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>VID5421</small></p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>The phrase “and include in-class time only” was added.</p>
<p style="text-align: right;"><small>VID0406</small></p> <p>4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</p> <p><input type="radio"/> English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</p> <p><input type="radio"/> Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.</p> <p><input type="radio"/> English/language arts lessons are primarily integrated with instruction in other subjects.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>VID5401</small></p> <p>4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</p> <p><input type="radio"/> English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</p> <p><input type="radio"/> Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.</p> <p><input type="radio"/> English/language arts lessons are primarily integrated with instruction in other subjects.</p> <p>Issue: Organization of Instruction</p>	NC	N/A

2019 Pilot Grade 8 Reading Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																																																					
<p>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.</p> <p style="text-align: right; font-size: small;">VH04022</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH04023</td> </tr> <tr> <td>b. Literary nonfiction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH04024</td> </tr> <tr> <td>c. Poetry</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH04025</td> </tr> <tr> <td>d. Exposition</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH04026</td> </tr> <tr> <td>e. Argumentation and persuasion</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH04027</td> </tr> <tr> <td>f. Procedural texts and documents</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH04028</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH04023	b. Literary nonfiction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH04024	c. Poetry	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH04025	d. Exposition	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH04026	e. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH04027	f. Procedural texts and documents	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH04028	<p>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.</p> <p style="text-align: right; font-size: small;">VH05051</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH05052</td> </tr> <tr> <td>b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH05054</td> </tr> <tr> <td>c. Argumentation and persuasion</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH05056</td> </tr> <tr> <td>d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH05055</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05052	b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05054	c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05056	d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05055	R	<p>In the stem, the phrase “types of text” was added. Sub-items were removed; a parenthetical was added to sub-item “b”; and one sub-item was added.</p>																																																													
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	Not at all	Small extent	Moderate extent	Large extent																																																																																																																																				
a. Fiction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05052																																																																																																																																			
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05054																																																																																																																																			
c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05056																																																																																																																																			
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH05055																																																																																																																																			
<p>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.</p> <p style="text-align: right; font-size: small;">VH04294</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Summarize the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04295</td> </tr> <tr> <td>b. Interpret the meaning of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04296</td> </tr> <tr> <td>c. Question the motives or feelings of the characters</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04299</td> </tr> <tr> <td>d. Identify the main ideas of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04298</td> </tr> <tr> <td>e. Identify the themes of the passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04301</td> </tr> <tr> <td>f. Analyze two or more texts on the same topic</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04297</td> </tr> <tr> <td>g. Evaluate the main evidence in a persuasive/argument passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04300</td> </tr> <tr> <td>h. Analyze the author's organization of information in a passage</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04302</td> </tr> <tr> <td>i. Critique the author's craft or technique</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH04305</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04295	b. Interpret the meaning of the passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04296	c. Question the motives or feelings of the characters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04299	d. Identify the main ideas of the passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04298	e. Identify the themes of the passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04301	f. Analyze two or more texts on the same topic	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04297	g. Evaluate the main evidence in a persuasive/argument passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04300	h. Analyze the author's organization of information in a passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04302	i. Critique the author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH04305	<p>6. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities? 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2019 Pilot Grade 8 Reading Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																								
<p>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.</p> <p style="text-align: right; font-size: small;">VID01255</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID01258</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID01256	b. 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Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIB12044	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIB12047	<p>R</p>	<p>In the stem, “cognitive processes” was replaced with “tasks”.</p>
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2019 Pilot Grade 8 Reading Teacher

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<p>2. When you teach English/language arts, how often do you use the following strategies? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1E33060</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I teach reading as a whole-class activity.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E33061</td> </tr> <tr> <td>b. I create student groups with the same achievement level.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E33062</td> </tr> <tr> <td>c. I create student groups with different achievement levels.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E48665</td> </tr> <tr> <td>d. I create groups by random assignment.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E33068</td> </tr> <tr> <td>e. I allow students to choose their own groups.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E33069</td> </tr> <tr> <td>f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E62894</td> </tr> <tr> <td>g. I ask students to work independently on an assignment or task.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E48666</td> </tr> <tr> <td>h. I ask students to work independently on a task they choose themselves.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E48667</td> </tr> <tr> <td>i. Other strategies (Please specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E62900</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2017 Grade 8)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. I teach reading as a whole-class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E33061	b. I create student groups with the same achievement level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E33062	c. I create student groups with different achievement levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E48665	d. 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I create student groups with the same achievement level.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855025</td> </tr> <tr> <td>c. I create student groups with mixed achievement levels.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855026</td> </tr> <tr> <td>d. I create groups by random assignment.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855027</td> </tr> <tr> <td>e. I allow students to choose their own groups.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855028</td> </tr> <tr> <td>f. I use individualized instruction for reading.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855034</td> </tr> <tr> <td>g. Students work independently on an assigned plan or goal.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855030</td> </tr> <tr> <td>h. Students work independently on a goal they choose themselves.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855031</td> </tr> <tr> <td>i. Students use self-paced reading programs or apps.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH855032</td> </tr> <tr> <td>j. 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2019 Pilot Grade 8 Reading Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																		
<p>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.</p> <p style="text-align: right; font-size: small;">VH034484</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not used</th> <th>Supplement</th> <th>Basis for instruction</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Hardback textbooks, workbooks, or worksheets</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: right;">VH034485</td> </tr> <tr> <td>b. Electronic textbooks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH034486</td> </tr> <tr> <td>c. A variety of books (e.g., novels, collections of stories, nonfiction)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH027070</td> </tr> <tr> <td>d. Materials from different curricular areas</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH034489</td> </tr> <tr> <td>e. Newspapers and/or magazines</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH027070</td> </tr> <tr> <td>f. 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<p>10. In your eighth-grade English/language arts class this year, how often do your students use a computer or other digital device to do each of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH025375</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Build and practice vocabulary</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: right;">VH025377</td> </tr> <tr> <td>b. 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2019 Pilot Grade 8 Reading Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																																																																																		
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1020948</td> </tr> <tr> <td>b. My students did well because they put in a lot of effort.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1020949</td> </tr> <tr> <td>c. 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Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1012547</td> </tr> <tr> <td>c. Disruptive students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1012549</td> </tr> <tr> <td>d. Uninterested students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1012550</td> </tr> <tr> <td>e. English-language learners (ELLs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1012551</td> </tr> <tr> <td>f. Gifted and talented students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1012555</td> </tr> <tr> <td>g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1054948</td> </tr> </tbody> </table> <p>Issue:</p>		Not well at all	A little	Somewhat	Quite a bit	Extremely well		a. Students lacking prerequisite knowledge or skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1012546	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1012547	c. Disruptive students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1012549	d. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1012550	e. English-language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1012551	f. Gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1012555	g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1054948	<p>R</p>	<p>The entire stem was revised and three sub-items were added.</p>												
	Not applicable	Not at all	Some	A lot																																																																																																	
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g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1054948																																																																																															

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.
 - Ⓓ 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

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

5. To what extent have you provided instruction in the following 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855058
c. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855055

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	(A)	(B)	(C)	(D)	(E)	VH811995
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH811997
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH811998
d. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH812001
e. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH812005
f. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH812009
g. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(A)	(B)	(C)	(D)	(E)	VH855005

7. 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.

	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812047

8. When you teach English/language arts, how often do you use the following teaching 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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855024
b. I create student groups with the same achievement level.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855025
c. I create student groups with mixed achievement levels.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855026
d. I create groups by random assignment.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855027
e. I allow students to choose their own groups.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855028
f. I use individualized instruction for reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855034
g. Students work independently on an assigned plan or goal.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855030
h. Students work independently on a goal they choose themselves.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855031
i. Students use self-paced reading programs or apps.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855032
j. I create opportunities for students to participate in (online or in-person) book clubs.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855033
k. Students collaborate with peers and experts through the Internet or other digital connections.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855029

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	Ⓐ	Ⓑ	Ⓒ	VH855084
b. Electronic textbooks, workbooks or worksheets	Ⓐ	Ⓑ	Ⓒ	VH855085
c. Books (e.g., novels, collections of stories, nonfiction, graphic novels)	Ⓐ	Ⓑ	Ⓒ	VH855094
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	Ⓐ	Ⓑ	Ⓒ	VH855087
e. Newspapers and/or magazines	Ⓐ	Ⓑ	Ⓒ	VH855096
f. Reading-related websites or apps	Ⓐ	Ⓑ	Ⓒ	VH855089
g. Reading-related educational games	Ⓐ	Ⓑ	Ⓒ	VH855090
h. Materials found on the Internet	Ⓐ	Ⓑ	Ⓒ	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	Ⓐ	Ⓑ	Ⓒ	VH855088

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.

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

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262948
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262949
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262950
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262951
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337286
f. My students did well because they are just good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337287

12. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812546
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812547
c. Disruptive students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812549
d. Uninterested students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812550
e. English-language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812551
f. Gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812553
g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854948

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

2019 Operational Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VIE4004</p> <p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class. <i>Questions 2–20 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4004</p> <p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class.</p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>Issue: Resources for Learning and Instruction</p>	NC	<p>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.</p>
<p style="text-align: right; font-size: small;">VIE4100</p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4100</p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4051</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4051</p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	<p>As per the Standing Committee recommendation, the text “and include in-class time only” was added to the inline directions to clarify mathematics instruction as the time spent</p>

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

2019 Operational Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
			instructing in class.
<p style="text-align: right; font-size: small;">V1119754</p> <p>4. Are students assigned to this class by achievement level?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p>	N/A	D	This item was dropped to reduce burden.
<p style="text-align: right; font-size: small;">V1119758</p> <p>5. Do you create groups within this class for mathematics instruction on the basis of achievement level?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p>	N/A	D	This item was dropped to reduce burden.
<p style="text-align: right; font-size: small;">V1210060</p> <p>6. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Scientific (not graphing)</p> <p><input type="radio"/> Graphing</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1210060</p> <p>6. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Scientific (not graphing)</p> <p><input type="radio"/> Graphing</p> <p>Issue: Resources for learning and instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1210058</p> <p>7. Approximately how much mathematics homework do you assign to students in this class each day?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> 15 minutes</p> <p><input type="radio"/> 30 minutes</p> <p><input type="radio"/> 45 minutes</p> <p><input type="radio"/> One hour</p> <p><input type="radio"/> More than one hour</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1210058</p> <p>4. Approximately how much mathematics homework do you assign to students in this class each day?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> 15 minutes</p> <p><input type="radio"/> 30 minutes</p> <p><input type="radio"/> 45 minutes</p> <p><input type="radio"/> One hour</p> <p><input type="radio"/> More than one hour</p> <p>Issue: Organization of Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1210059</p> <p>8. To what extent are students permitted to use calculators during mathematics lessons?</p> <p><input type="radio"/> Unrestricted use</p> <p><input type="radio"/> Restricted use</p> <p><input type="radio"/> Calculators are not permitted.</p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1210059</p> <p>5. To what extent are students permitted to use calculators during mathematics lessons?</p> <p><input type="radio"/> Unrestricted use</p> <p><input type="radio"/> Restricted use</p> <p><input type="radio"/> Calculators are not permitted.</p> <p>Issue: Organization of Instruction</p>	NC	N/A

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

2019 Operational Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																								
<p style="text-align: right; font-size: small;">VHE0061</p> <p>9. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p> <input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always </p> <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VHE0061</p> <p>7. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p> <input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always </p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																								
<p style="text-align: right; font-size: small;">VHE0921</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Practice or review mathematics topics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE0922</td> </tr> <tr> <td>b. Extend mathematics learning with enrichment activities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE0923</td> </tr> <tr> <td>c. Research mathematics topics on the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE0924</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE0922	b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE0923	c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE0924	<p style="text-align: right; font-size: small;">VHE0921</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Practice or review mathematics topics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE0922</td> </tr> <tr> <td>b. Extend mathematics learning with enrichment activities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE0923</td> </tr> <tr> <td>c. Research mathematics topics on the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE0924</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE0922	b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE0923	c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE0924	NC	N/A
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

2019 Operational Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																
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Materials found on the Internet</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH12.70297</td> </tr> <tr> <td>d. Materials you have created</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VH12.70254</td> </tr> <tr> <td>e. Other materials (Please specify):</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH12.70260</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2017 Grade 4)</p>		Yes	No		a. Textbooks provided by your district or school	<input type="radio"/>	<input checked="" type="radio"/>	VH12.0257	b. Other materials provided by your district or school	<input type="radio"/>	<input checked="" type="radio"/>	VH12.0154	c. 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Interactive whiteboard</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH145844</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>		Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.		a. Textbooks provided by your district or school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH145833	b. Other materials provided by your district or school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH145834	c. Materials you have created	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH145842	d. Printed workbooks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH145840	e. Physical and/or digital manipulatives	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH145837	f. Digital games	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH145841	g. Interactive whiteboard	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH145844	<p>R</p>	<p>The data captured by the “other please specify” option informed sub-items to be added. Previous sub-items “c” was dropped since 95% responded “Yes”. Based on the grade 8 piloted version of this item, sub-items “d”, “e”, “f”, and “g” were added.</p>
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Grade 4 Mathematics Teacher

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Use alternate methods to solve problems when the first method does not work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH27024</td> </tr> <tr> <td>c. Explain one's thinking and make connections between models and equations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH27025</td> </tr> <tr> <td>d. Make assumptions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH617226</td> </tr> <tr> <td>e. Make approximations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH617227</td> </tr> <tr> <td>f. Represent a problem situation with numbers, words, pictures, or charts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH27027</td> </tr> <tr> <td>g. Understand tools for problem solving and limitations of use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH27028</td> </tr> <tr> <td>h. Use clear and precise language when students are discussing their problem solving and reasoning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH27029</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. Determine what the problem is asking and the best way to solve it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27022	b. Use alternate methods to solve problems when the first method does not work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27024	c. Explain one's thinking and make connections between models and equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27025	d. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617226	e. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617227	f. Represent a problem situation with numbers, words, pictures, or charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27027	g. Understand tools for problem solving and limitations of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27028	h. Use clear and precise language when students are discussing their problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27029	<p>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.</p> <p style="text-align: right; font-size: small;">VH27021</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Make approximations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH617227</td> </tr> <tr> <td>e. Represent a problem situation with numbers, words, pictures, or charts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH27027</td> </tr> <tr> <td>f. Understand tools for problem solving and limitations of use</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH27028</td> </tr> <tr> <td>g. Use clear and precise language to discuss problem solving and reasoning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH617655</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27024	b. Explain one's thinking and make connections between models and equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27025	c. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617226	d. 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	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis																																																																																																																					
a. Determine what the problem is asking and the best way to solve it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH27022																																																																																																																				
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<p>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.</p> <p style="text-align: right; font-size: small;">VH24083</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240851</td> </tr> <tr> <td>b. Measurement</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240852</td> </tr> <tr> <td>c. Geometry</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240853</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240854</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240851	b. Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240852	c. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240853	d. Data analysis, statistics, and probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240854	<p>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.</p> <p style="text-align: right; font-size: small;">VH24083</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240851</td> </tr> <tr> <td>b. Measurement</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240852</td> </tr> <tr> <td>c. Geometry</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240853</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240854</td> </tr> <tr> <td>e. Algebra and functions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240854</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240851	b. Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240852	c. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240853	d. Data analysis, statistics, and probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240854	e. Algebra and functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240854	R	<p>Sub-item "e" was added for 2019 operational for both grades 4 and 8.</p>																																																																
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Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																								
<p>15. When you teach mathematics to your fourth-grade class, do you do any of the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Set different achievement standards for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40874</td> </tr> <tr> <td>b. Supplement the regular course curriculum with additional material for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40875</td> </tr> <tr> <td>c. Have some students engage in different classroom activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40878</td> </tr> <tr> <td>d. Use a different set of methods in teaching some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40877</td> </tr> <tr> <td>e. Pace my teaching differently for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40876</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40874	b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40875	c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40878	d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40877	e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40876	<p>12. When you teach mathematics to your fourth-grade class, do you do any of the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Set different achievement standards for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40874</td> </tr> <tr> <td>b. Supplement the regular course curriculum with additional material for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40875</td> </tr> <tr> <td>c. Have some students engage in different classroom activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40878</td> </tr> <tr> <td>d. Use a different set of methods in teaching some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40877</td> </tr> <tr> <td>e. Pace my teaching differently for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.40876</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40874	b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40875	c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40878	d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40877	e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.40876	NC	N/A
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<p>16. How often do you use each of the following to assess student progress in mathematics? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once or twice a year</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.60553</td> </tr> <tr> <td>b. Small project-based assignments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.60557</td> </tr> <tr> <td>c. Individual students collaborating on group assignments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHD.60558</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week		a. Multiple-choice tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.60553	b. Small project-based assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.60557	c. Individual students collaborating on group assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHD.60558	<p>N/A</p>	D	<p>This item was dropped to reduce burden.</p>																																																
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Grade 4 Mathematics Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">VH26925</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH26925</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Discuss each student's current level of performance with them</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VH26927</td> </tr> <tr> <td>b. 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Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VH270361</p> <p>19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH270361</p> <p>15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small;">VH270362</p> <p>20. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>(2017 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH270362</p> <p>16. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>Issue: Resources for Learning and Instruction</p>	NC	N/A

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Appendix K-2r: Operational Grade 4 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.
- Ⓓ 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
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ One hour
- Ⓕ More than one hour

5. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

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

7. When you give students a mathematics test or quiz, how often do they use a calculator?
- Ⓐ Never
 - Ⓑ Sometimes
 - Ⓒ Always

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845833
b. Other materials provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845834
c. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845842
d. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845837
f. Digital games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845841
g. Interactive whiteboard	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845844

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	(A)	(B)	(C)	(D)	(E)	VH270274
b. Explain one's thinking and make connections between models and equations	(A)	(B)	(C)	(D)	(E)	VH270275
c. Make assumptions	(A)	(B)	(C)	(D)	(E)	VH617226
d. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617227
e. Represent a problem situation with numbers, words, pictures, or charts	(A)	(B)	(C)	(D)	(E)	VH270277
f. Understand tools for problem solving and limitations of use	(A)	(B)	(C)	(D)	(E)	VH270278
g. Use clear and precise language to discuss problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

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	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240874
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240877
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240876

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845878
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

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

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
 - Ⓒ Two or three times
 - Ⓓ Four or five times
 - Ⓔ More than five times

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

2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class. <i>Questions 2–20 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>(2017 Grade 4)</p>	<p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class.</p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>Issue: Resources for Learning and Instruction</p>	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.
<p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 4)</p>	<p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p>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.</p> <p>_____ hours and _____ minutes per week</p>	<p>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.</p> <p>_____ hours and _____ minutes per week</p>	R	As per the Standing Committee recommendation, 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).

2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
(2017 Grade 4)	Issue: Resources for Learning and Instruction		instructing in class.
4. Are students assigned to this class by achievement level? <input type="radio"/> Yes <input type="radio"/> No (2017 Grade 4)	N/A	D	This item was dropped to reduce burden.
5. Do you create groups within this class for mathematics instruction on the basis of achievement level? <input type="radio"/> Yes <input type="radio"/> No (2017 Grade 4)	N/A	D	This item was dropped to reduce burden.
6. What kind of calculator do your students usually use during mathematics lessons? <input type="radio"/> None <input type="radio"/> Basic four-function (addition, subtraction, multiplication, division) <input type="radio"/> Scientific (not graphing) <input type="radio"/> Graphing (2017 Grade 4)	11. What kind of calculator do your students usually use during mathematics lessons? <input type="radio"/> None <input type="radio"/> Basic four-function (addition, subtraction, multiplication, division) <input type="radio"/> Scientific (not graphing) <input type="radio"/> Graphing Issue: Resources for Learning and Instruction	NC	N/A
7. Approximately how much mathematics homework do you assign to students in this class each day? <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour (2017 Grade 4)	9. Approximately how much mathematics homework do you assign to students in this class each day? <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour Issue: Organization of instruction	NC	N/A
8. To what extent are students permitted to use calculators during mathematics lessons? <input type="radio"/> Unrestricted use <input type="radio"/> Restricted use <input type="radio"/> Calculators are not permitted. (2017 Grade 4)	10. To what extent are students permitted to use calculators during mathematics lessons? <input type="radio"/> Unrestricted use <input type="radio"/> Restricted use <input type="radio"/> Calculators are not permitted.	NC	N/A

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2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																								
	Issue: Organization of instruction																																																										
<p>9. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Always</p> <p>(2017 Grade 4)</p>	<p>12. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Always</p> <p>Issue: Organization of instruction</p>	NC	N/A																																																								
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Practice or review mathematics topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209922</td> </tr> <tr> <td>b. Extend mathematics learning with enrichment activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209923</td> </tr> <tr> <td>c. Research mathematics topics on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209924</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209922	b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209923	c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209924	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Practice or review mathematics topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209922</td> </tr> <tr> <td>b. Extend mathematics learning with enrichment activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209923</td> </tr> <tr> <td>c. Research mathematics topics on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209924</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209922	b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209923	c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209924	NC	N/A
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<p>11. In your mathematics class this year, how often do you use assessment results to do each of the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Discuss the progress your students have made toward individually set goals</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209962</td> </tr> <tr> <td>b. Adjust your teaching strategies to meet the current learning needs of individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209964</td> </tr> <tr> <td>c. Adjust your teaching strategies to reflect your instructional objectives for the classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209963</td> </tr> <tr> <td>d. Discuss class progress with school administrators</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209965</td> </tr> <tr> <td>e. Discuss class progress with other colleagues</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1209971</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Discuss the progress your students have made toward individually set goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209962	b. Adjust your teaching strategies to meet the current learning needs of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209964	c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209963	d. Discuss class progress with school administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209965	e. Discuss class progress with other colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1209971	N/A	D	This item was dropped to reduce burden.														
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2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																														
<p>12. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1270256</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1270257</td> </tr> <tr> <td>b. Other materials provided by your district or school</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1270258</td> </tr> <tr> <td>c. Materials found on the Internet</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1270259</td> </tr> <tr> <td>d. Materials you have created</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1617026</td> </tr> <tr> <td>e. Other materials (Please specify): _____</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1270260</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> <p>4. In your mathematics class this year, do you use any of the following instructional materials during instruction? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1548917</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No, I do not prefer to use this resource.</th> <th style="text-align: center;">No, this resource is not available to me.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1548938</td> </tr> <tr> <td>b. 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Digital manipulatives</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1548942</td> </tr> <tr> <td>f. Physical manipulatives (for example, ruler, protractor, compass)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1548943</td> </tr> <tr> <td>g. Digital games</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1548944</td> </tr> <tr> <td>h. Interactive whiteboard</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1548944</td> </tr> <tr> <td>i. Other materials not listed above (Please specify): _____</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1548944</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Yes	No		a. Textbooks provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	V1270257	b. Other materials provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	V1270258	c. Materials found on the Internet	<input checked="" type="radio"/>	<input type="radio"/>	V1270259	d. Materials you have created	<input checked="" type="radio"/>	<input type="radio"/>	V1617026	e. Other materials (Please specify): _____	<input checked="" type="radio"/>	<input type="radio"/>	V1270260		Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.		a. Textbooks provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548938	b. Other materials provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548939	c. Materials found on the Internet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548940	d. Printed workbooks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548941	e. Digital manipulatives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548942	f. Physical manipulatives (for example, ruler, protractor, compass)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548943	g. Digital games	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548944	h. Interactive whiteboard	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548944	i. Other materials not listed above (Please specify): _____	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1548944	<p>4. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1011594</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks (print or digital) provided by your district or school</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1011602</td> </tr> <tr> <td>b. Printed workbooks</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1054173</td> </tr> <tr> <td>c. Physical and/or digital manipulatives</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1054175</td> </tr> <tr> <td>d. Digital games</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1054176</td> </tr> <tr> <td>e. Interactive panel (e.g., SMART board, Promethean ActivPanel)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1054179</td> </tr> <tr> <td>f. Materials you have created</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1054180</td> </tr> <tr> <td>g. Math software and/or apps</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1054182</td> </tr> <tr> <td>h. Other materials provided by your district or school (e.g., math board games, math puzzles)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1011624</td> </tr> </tbody> </table> <p>Issue: Resources for learning and instruction</p>		Yes	No		a. Textbooks (print or digital) provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	V1011602	b. Printed workbooks	<input checked="" type="radio"/>	<input type="radio"/>	V1054173	c. Physical and/or digital manipulatives	<input checked="" type="radio"/>	<input type="radio"/>	V1054175	d. Digital games	<input checked="" type="radio"/>	<input type="radio"/>	V1054176	e. Interactive panel (e.g., SMART board, Promethean ActivPanel)	<input checked="" type="radio"/>	<input type="radio"/>	V1054179	f. Materials you have created	<input checked="" type="radio"/>	<input type="radio"/>	V1054180	g. Math software and/or apps	<input checked="" type="radio"/>	<input type="radio"/>	V1054182	h. Other materials provided by your district or school (e.g., math board games, math puzzles)	<input checked="" type="radio"/>	<input type="radio"/>	V1011624	<p>R</p>	<p>Sub-item “a” was revised to include “(print or digital)”. Sub-items “b” and “d” were part of the 2017 pilot and have been included for the 2019 pilot; sub-item “c” was combined from two distinct sub-items that were in 2017 pilot; sub-item “g” is new and was added based on ADC feedback; and sub-item “h” has been revised based on ADC feedback.</p>
	Yes	No																																																																																																															
a. Textbooks provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	V1270257																																																																																																														
b. Other materials provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	V1270258																																																																																																														
c. Materials found on the Internet	<input checked="" type="radio"/>	<input type="radio"/>	V1270259																																																																																																														
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2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																																														
<p>13. Thinking about your fourth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID7021</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Determine what the problem is asking and the best way to solve it</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID7021</td> </tr> <tr> <td>b. 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Explain one's thinking and make connections between models and equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7021	d. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7226	e. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7227	f. Represent a problem situation with numbers, words, pictures, or charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7027	g. Understand tools for problem solving and limitations of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7029	h. 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Make connections between models and equations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID88065</td> </tr> <tr> <td>d. Make assumptions using mathematical knowledge to solve a problem</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID8286</td> </tr> <tr> <td>e. 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Make connections between models and equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID88065	d. Make assumptions using mathematical knowledge to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID8286	e. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7227	f. Represent a problem situation with numbers, words, pictures, or charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7027	g. Understand tools for problem solving and limitations of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7029	h. Use clear and precise language when students are discussing their problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID7029	R	<p>Previous sub-item “a” was dropped.</p> <p>Previous sub-item “c” was split into current sub-items “b” and “c”. Sub-item “d” was revised based on cog lab data.</p>
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<p>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.</p> <p style="text-align: right; font-size: small;">VID8050</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID8051</td> </tr> <tr> <td>b. Measurement</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID4052</td> </tr> <tr> <td>c. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID6053</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID4056</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p>		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID8051	b. Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4052	c. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID6053	d. Data analysis, statistics, and probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4056	<p>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.</p> <p style="text-align: right; font-size: small;">VID8050</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID8051</td> </tr> <tr> <td>b. Measurement</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID4052</td> </tr> <tr> <td>c. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID6053</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID4056</td> </tr> <tr> <td>e. Algebra and functions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VID8054</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID8051	b. Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4052	c. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID6053	d. Data analysis, statistics, and probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4056	e. Algebra and functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID8054	R	<p>Sub-item “e” was added from the grade 8 version of this item.</p>																																																																							
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2019 Pilot Grade 4 Mathematics Teacher

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2019 Pilot Grade 4 Mathematics Teacher

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2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p>19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>(2017 Grade 4)</p>	<p>16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p>20. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>(2017 Grade 4)</p>	<p>17. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
N/A	<p>6. How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once or twice a year <input type="radio"/> Once or twice a month <input type="radio"/> Once or twice a week <p>Issue: Organization of instruction</p>	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.

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

2019 Pilot Grade 4 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																								
N/A	<p>18. How well has your education and professional training prepared you to teach students with the following attributes? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">Not well at all</th> <th style="width: 10%;">A little</th> <th style="width: 10%;">Somewhat</th> <th style="width: 10%;">Quite a bit</th> <th style="width: 10%;">Extremely well</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Students lacking prerequisite knowledge or skills</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH888067</td> </tr> <tr> <td>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH888068</td> </tr> <tr> <td>c. Disruptive students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH888069</td> </tr> <tr> <td>d. Uninterested students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH888070</td> </tr> <tr> <td>e. English-language learners (ELLs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH888071</td> </tr> <tr> <td>f. Gifted and talented students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH888072</td> </tr> <tr> <td>g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH888073</td> </tr> </tbody> </table> <p>Issue: Resources for learning and instruction</p>		Not well at all	A little	Somewhat	Quite a bit	Extremely well		a. Students lacking prerequisite knowledge or skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH888067	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH888068	c. Disruptive students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH888069	d. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH888070	e. English-language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH888071	f. Gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH888072	g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH888073	A	<p>This item is new and was added to math based on it being part of coglabs for the 2019 Reading pilot.</p>
	Not well at all	A little	Somewhat	Quite a bit	Extremely well																																																						
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Appendix K-2t: Pilot Grade 4 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.
- Ⓓ 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. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

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

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH845878
b. Set goals for specific progress the student would like to make	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269928
c. Discuss progress the student has made toward goals previously set	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269931

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
- Ⓑ Once or twice a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269922
b. Extend mathematics learning with enrichment activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269923
c. Research mathematics topics on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269924

8. 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	(A)	(B)	(C)	(D)	(E)	VH270274
b. Explain one's thinking	(A)	(B)	(C)	(D)	(E)	VH888064
c. Make connections between models and equations	(A)	(B)	(C)	(D)	(E)	VH888065
d. Make assumptions using mathematical knowledge to solve a problem	(A)	(B)	(C)	(D)	(E)	VH812846
e. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617227
f. Represent a problem situation with numbers, words, pictures, or charts	(A)	(B)	(C)	(D)	(E)	VH270277
g. Understand tools for problem solving and limitations of use	(A)	(B)	(C)	(D)	(E)	VH270278
h. Use clear and precise language when students are discussing their problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	VH270279

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

- (A) None
- (B) 15 minutes
- (C) 30 minutes
- (D) 45 minutes
- (E) One hour
- (F) More than one hour

10. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

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

12. When you give students a mathematics test or quiz, how often do they use a calculator?
- Ⓐ Never
 - Ⓑ Sometimes
 - Ⓒ Always

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

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240874
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240877
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240876
f. Provide multiple representations of concepts and guide students to express what they know using various formats	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811643

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270306
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270307
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270308
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270309
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270311
f. My students did well because they are just good at math.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270313

16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

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

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
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888067
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888068
c. Disruptive students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888069
d. Uninterested students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888070
e. English-language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888071
f. Gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888072
g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888073

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

2019 Operational Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale
<p style="text-align: right;"><small>VH24054</small></p> <p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class. <i>Questions 2–19 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>VH24054</small></p> <p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class.</p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>Issue: Resources for Learning and Instruction</p>	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.
<p style="text-align: right;"><small>VH26190</small></p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>VH26190</small></p> <p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right;"><small>VH33658</small></p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>(2017 Grade 8)</p>	<p style="text-align: right;"><small>VH44752</small></p> <p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	As per the Standing Committee recommendation, 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).

2019 Operational Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
			spent instructing in class.
<small>VIE36584</small> 4. Are students assigned to this class by achievement level? <input type="radio"/> Yes <input type="radio"/> No (2017 Grade 8)	N/A	D	This item was dropped to reduce burden.
<small>VIE4060</small> 5. What kind of calculator do your students usually use during mathematics lessons? <input type="radio"/> None <input type="radio"/> Basic four-function (addition, subtraction, multiplication, division) <input type="radio"/> Scientific (not graphing) <input type="radio"/> Graphing (2017 Grade 8)	<small>VIE4060</small> 6. What kind of calculator do your students usually use during mathematics lessons? <input type="radio"/> None <input type="radio"/> Basic four-function (addition, subtraction, multiplication, division) <input type="radio"/> Scientific (not graphing) <input type="radio"/> Graphing Issue: Resources for Learning and Instruction	NC	N/A

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2019 Operational Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																								
<p style="text-align: right; font-size: small;">VH24058</p> <p>6. Approximately how much mathematics homework do you assign to students in this class each day?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> 15 minutes</p> <p><input type="radio"/> 30 minutes</p> <p><input type="radio"/> 45 minutes</p> <p><input type="radio"/> One hour</p> <p><input type="radio"/> More than one hour</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH24058</p> <p>4. Approximately how much mathematics homework do you assign to students in this class each day?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> 15 minutes</p> <p><input type="radio"/> 30 minutes</p> <p><input type="radio"/> 45 minutes</p> <p><input type="radio"/> One hour</p> <p><input type="radio"/> More than one hour</p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																								
<p style="text-align: right; font-size: small;">VH26921</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">About once or twice a year</th> <th style="text-align: center;">About once or twice a month</th> <th style="text-align: center;">About once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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<p style="text-align: right; font-size: small;">VH24061</p> <p>8. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Always</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH24061</p> <p>7. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Always</p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																								
<p style="text-align: right; font-size: small;">VH24059</p> <p>9. To what extent are students permitted to use calculators during mathematics lessons?</p> <p><input type="radio"/> Unrestricted use</p> <p><input type="radio"/> Restricted use</p> <p><input type="radio"/> Calculators are not permitted.</p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH24059</p> <p>5. To what extent are students permitted to use calculators during mathematics lessons?</p> <p><input type="radio"/> Unrestricted use</p> <p><input type="radio"/> Restricted use</p> <p><input type="radio"/> Calculators are not permitted.</p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																								

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2019 Operational Grade 8 Mathematics Teacher

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<p>4. In your mathematics class this year, do you use any of the following instructional materials during instruction? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VHS48937</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No, I do not prefer to use this resource.</th> <th>No, this resource is not available to me.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS48938</td> </tr> <tr> <td>b. Other materials provided by your district or school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS48939</td> </tr> <tr> <td>c. 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Other materials not listed above (Please specify): ___</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS48941</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.		a. Textbooks provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS48938	b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS48939	c. Materials found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS48940	d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS48947	e. Digital manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS48942	f. 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Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS45844	R	<p>The data captured by the “other please specify” option informed sub-items to be added. Previous sub-items “c” and “f” were dropped since over 93% responded “Yes”. Previous sub-item “e” was revised to include physical manipulatives.</p>
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<p>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.</p> <p style="text-align: right; font-size: small;">VHS6989</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Discuss the progress your students have made toward individually set goals</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS69902</td> </tr> <tr> <td>b. Adjust your teaching strategies to meet the current learning needs of individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS69904</td> </tr> <tr> <td>c. Adjust your teaching strategies to reflect your instructional objectives for the classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS69905</td> </tr> <tr> <td>d. Discuss class progress with school administrators</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS69906</td> </tr> <tr> <td>e. Discuss class progress with other colleagues</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHS69971</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Discuss the progress your students have made toward individually set goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69902	b. Adjust your teaching strategies to meet the current learning needs of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69904	c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69905	d. Discuss class progress with school administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69906	e. Discuss class progress with other colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69971	N/A	D	<p>This item was dropped to reduce burden.</p>																																																
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b. Adjust your teaching strategies to meet the current learning needs of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69904																																																																																							
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69905																																																																																							
d. Discuss class progress with school administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69906																																																																																							
e. Discuss class progress with other colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS69971																																																																																							

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2019 Operational Grade 8 Mathematics Teacher

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<p>11. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. VH270256</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270257</td> </tr> <tr> <td>b. Other materials provided by your district or school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270258</td> </tr> <tr> <td>c. Materials found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270259</td> </tr> <tr> <td>d. Materials you have created</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH617636</td> </tr> <tr> <td>e. Other materials (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH270260</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Yes	No		a. Textbooks provided by your district or school	<input type="radio"/>	<input type="radio"/>	VH270257	b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	VH270258	c. Materials found on the Internet	<input type="radio"/>	<input type="radio"/>	VH270259	d. Materials you have created	<input type="radio"/>	<input type="radio"/>	VH617636	e. Other materials (Please specify): _____	<input type="radio"/>	<input type="radio"/>	VH270260	<p>N/A</p>	<p>D</p>	<p>This version of this item was dropped and was replaced by VH845832.</p>																																																																										
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2019 Operational Grade 8 Mathematics Teacher

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<p>12. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V107091</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Make assumptions</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right;">V10617914</td> </tr> <tr> <td>b. Make approximations</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right;">V10617995</td> </tr> <tr> <td>c. Use models to explain calculations</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right;">V10770384</td> </tr> <tr> <td>d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right;">V10270245</td> </tr> <tr> <td>e. 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Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right;">V10270280</td> </tr> <tr> <td>i. Examine patterns in tables and graphs to generate equations and describe relationships</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right;">V10270212</td> </tr> </tbody> </table>		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. Make assumptions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10617914	b. Make approximations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10617995	c. Use models to explain calculations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10770384	d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270245	e. Evaluate a problem-solving process	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270266	f. Create equations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270244	g. Relate what your students know to the real world and make sense of it mathematically	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270209	h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270280	i. Examine patterns in tables and graphs to generate equations and describe relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270212	<p>10. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? 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Examine patterns in tables and graphs to describe relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10620991	h. Evaluate a problem-solving process	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10620983	i. Evaluate the conclusions of other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10649107	j. Relate what your students know to the real world and make sense of it mathematically	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10620988	<p>R</p>	<p>This item was revised to include a final set of sub-items for 2019 based on the response data from the 2017 piloted and operational versions.</p>
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d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270245																																																																																																																																																
e. Evaluate a problem-solving process	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270266																																																																																																																																																
f. Create equations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270244																																																																																																																																																
g. Relate what your students know to the real world and make sense of it mathematically	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270209																																																																																																																																																
h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270280																																																																																																																																																
i. Examine patterns in tables and graphs to generate equations and describe relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10270212																																																																																																																																																
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h. Evaluate a problem-solving process	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10620983																																																																																																																																																
i. Evaluate the conclusions of other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V10649107																																																																																																																																																
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2019 Operational Grade 8 Mathematics Teacher

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<p>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.</p> <p style="text-align: right; font-size: small;">V163291</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">No emphasis</th> <th style="width: 10%;">Very little emphasis</th> <th style="width: 10%;">Some emphasis</th> <th style="width: 10%;">Quite a bit of emphasis</th> <th style="width: 10%;">A lot of emphasis</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Use clear and precise language to discuss problem solving and reasoning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V163291</td> </tr> <tr> <td>b. 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2019 Operational Grade 8 Mathematics Teacher

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<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40851</td> </tr> <tr> <td>b. Measurement</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40852</td> </tr> <tr> <td>c. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40853</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40856</td> </tr> <tr> <td>e. Algebra and functions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40854</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40851	b. Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40852	c. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40853	d. Data analysis, statistics, and probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40856	e. Algebra and functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40854	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40851</td> </tr> <tr> <td>b. Measurement</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40852</td> </tr> <tr> <td>c. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40853</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40856</td> </tr> <tr> <td>e. Algebra and functions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V12.40854</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40851	b. Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40852	c. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40853	d. Data analysis, statistics, and probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40856	e. Algebra and functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40854	NC	N/A																	
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e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12.40902																																																																											
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2019 Operational Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																						
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2019 Operational Grade 8 Mathematics Teacher

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My students did well because they are just good at math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270313</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270306	b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270307	c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270308	d. 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My students did well because they are just good at math.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270313</td> </tr> </tbody> </table> <p>Issue: Teacher Preparation</p>		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270306	b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270307	c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270308	d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270309	e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270311	f. My students did well because they are just good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270313	NC	N/A
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<p>18. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>(2017 Grade 8)</p>	<p>16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																																																		
<p>19. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>(2017 Grade 8)</p>	<p>17. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																																																		

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

2019 Operational Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																			
<p>6. Thinking about your eighth-grade mathematics classes this year, how often do you incorporate the following practices when teaching your students? Select one circle in each row. VHS47438</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 12.5%;">Never or hardly ever</th> <th style="width: 12.5%;">Once in a while</th> <th style="width: 12.5%;">Sometimes</th> <th style="width: 12.5%;">Often</th> <th style="width: 12.5%;">Always or almost always</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Posing questions during a lesson that will help students to reason and make sense of mathematical connections and relationships</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS47431</td> </tr> <tr> <td style="font-size: x-small;">b. Using overall learning goals to guide instructional decisions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS47434</td> </tr> <tr> <td style="font-size: x-small;">c. Building procedural understanding to encourage the use of multiple problem-solving strategies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS47433</td> </tr> <tr> <td style="font-size: x-small;">d. Providing opportunities for students to productively struggle with mathematical ideas and relationships</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHS47432</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2017 Grade 8)</p>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Posing questions during a lesson that will help students to reason and make sense of mathematical connections and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47431	b. Using overall learning goals to guide instructional decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47434	c. Building procedural understanding to encourage the use of multiple problem-solving strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47433	d. Providing opportunities for students to productively struggle with mathematical ideas and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47432	N/A	D	<p>This item was dropped since a high percentage of respondents chose "Often" and "Always or almost always" across all sub-items, indicating that this item may elicit socially desirable responses.</p>
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																	
a. Posing questions during a lesson that will help students to reason and make sense of mathematical connections and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47431																																
b. Using overall learning goals to guide instructional decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47434																																
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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.
- Ⓓ 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
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ One hour
- Ⓕ More than one hour

5. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

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

7. When you give students a mathematics test or quiz, how often do they use a calculator?
- Ⓐ Never
 - Ⓑ Sometimes
 - Ⓒ Always

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845833
b. Other materials provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845834
c. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845842
d. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845837
f. Digital games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845841
g. Interactive whiteboard	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845844

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH562965
b. Make assumptions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617994
c. Make approximations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617995
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH562967
e. Use models to examine real-life and mathematical examples	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH549099
f. Create equations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH562985
g. Examine patterns in tables and graphs to describe relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH562991
h. Evaluate a problem-solving process	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH562983
i. Evaluate the conclusions of other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH549107
j. Relate what your students know to the real world and make sense of it mathematically	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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	(A)	(B)	(C)	(D)	(E)	VH547462
b. Identify and correct flawed mathematical reasoning	(A)	(B)	(C)	(D)	(E)	VH547464
c. Construct arguments using tables, graphs, or diagrams	(A)	(B)	(C)	(D)	(E)	VH547468
d. Make, test, and validate conjectures	(A)	(B)	(C)	(D)	(E)	VH547466
e. Engage in deductive reasoning and informal proofs	(A)	(B)	(C)	(D)	(E)	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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

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	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845878
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

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

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
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617289
b. I create student groups with the same achievement level.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617290
c. I create student groups with different achievement levels.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH887867
d. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617291
e. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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
<p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class. <i>Questions 2–19 are not applicable and will be skipped.</i></p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>(2017 Grade 8)</p>	<p>1. Which best describes your role in teaching mathematics to this class?</p> <p><input type="radio"/> I do not teach mathematics to this class.</p> <p><input type="radio"/> I teach all or most subjects, including mathematics.</p> <p><input type="radio"/> The only subject I teach is mathematics.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics.</p> <p>Issue: Resources for Learning and Instruction</p>	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.
N/A	<p>2. Which best describes how mathematics instruction is organized for eighth-grade students at this school? Select one circle.</p> <p><input type="radio"/> Mathematics is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</p> <p><input type="radio"/> Some mathematics instruction is integrated with other subjects, and some mathematics instruction is presented as a discrete subject.</p> <p><input type="radio"/> Mathematics lessons are primarily integrated with instruction in other subjects.</p> <p>Issue: Resources for Learning and Instruction</p>	A	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.

+ 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/R/NC+	Rationale
<p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 8)</p>	<p>3. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>(2017 Grade 8)</p>	<p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	As per the Standing Committee recommendation, 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.
<p>4. Are students assigned to this class by achievement level?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p>	N/A	D	This item was dropped to reduce burden.
<p>5. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Scientific (not graphing)</p> <p><input type="radio"/> Graphing</p> <p>(2017 Grade 8)</p>	<p>12. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Scientific (not graphing)</p> <p><input type="radio"/> Graphing</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A

+ 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/R/NC+	Rationale																																																								
<p style="text-align: right; font-size: small;">V120098</p> <p>6. Approximately how much mathematics homework do you assign to students in this class each day?</p> <p> <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour </p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V120098</p> <p>10. Approximately how much mathematics homework do you assign to students in this class each day?</p> <p> <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour </p> <p>Issue: Organization of instruction</p>	NC	N/A																																																								
<p style="text-align: right; font-size: small;">V120921</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">About once or twice a year</th> <th style="text-align: center;">About once or twice a month</th> <th style="text-align: center;">About once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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<p style="text-align: right; font-size: small;">V120059</p> <p>9. To what extent are students permitted to use calculators during mathematics lessons?</p> <p> <input type="radio"/> Unrestricted use <input type="radio"/> Restricted use <input type="radio"/> Calculators are not permitted. </p> <p>(2017 Grade 8)</p>	<p style="text-align: right; font-size: small;">V120059</p> <p>11. To what extent are students permitted to use calculators during mathematics lessons?</p> <p> <input type="radio"/> Unrestricted use <input type="radio"/> Restricted use <input type="radio"/> Calculators are not permitted. </p> <p>Issue: Organization of instruction</p>	NC	N/A																																																								

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2019 Pilot Grade 8 Mathematics Teacher

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2019 Pilot Grade 8 Mathematics Teacher

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c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V107024c																																																																																																																																									
d. Use models to examine real-life and mathematical examples	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V107024d																																																																																																																																									
e. Create equations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V107024e																																																																																																																																									
f. Examine patterns in tables and graphs to describe relationships	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V107024f																																																																																																																																									
g. Evaluate a problem-solving process	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V107024g																																																																																																																																									
h. Evaluate the conclusions of other students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V107024h																																																																																																																																									
i. Relate what your students know to the real world and make sense of it mathematically	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V107024i																																																																																																																																									

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2019 Pilot Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																																																									
<p>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.</p> <p style="text-align: right; font-size: small;">VH570281</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use clear and precise language to discuss problem solving and reasoning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542945</td> </tr> <tr> <td>b. Use models to explain calculations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542966</td> </tr> <tr> <td>c. Represent a problem in multiple ways including using numbers, words, pictures, and charts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542967</td> </tr> <tr> <td>d. Use models to examine real-life and mathematical examples</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH549099</td> </tr> <tr> <td>e. Evaluate a problem-solving process</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542983</td> </tr> <tr> <td>f. Create equations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542985</td> </tr> <tr> <td>g. Relate what your students know to the real world and make sense of it mathematically</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542988</td> </tr> <tr> <td>h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542989</td> </tr> <tr> <td>i. Evaluate the conclusions of other students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH549107</td> </tr> <tr> <td>j. Examine patterns in tables and graphs to describe relationships</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH542991</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. 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Create equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH542985	g. Relate what your students know to the real world and make sense of it mathematically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH542988	h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH542989	i. Evaluate the conclusions of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH549107	j. Examine patterns in tables and graphs to describe relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH542991	<p>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.</p> <p style="text-align: right; font-size: small;">VH24850</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH24851</td> </tr> <tr> <td>b. Measurement</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH24852</td> </tr> <tr> <td>c. Geometry</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH24853</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH24856</td> </tr> <tr> <td>e. Algebra and functions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH24854</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH24851	b. Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH24852	c. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH24853	d. Data analysis, statistics, and probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH24856	e. Algebra and functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH24854	<p>14. Think about your plans for this mathematics class for the entire year. 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2019 Pilot Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																														
<p>14. When you teach mathematics to your eighth-grade class, do you do any of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID4899</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Set different achievement standards for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4890</td> </tr> <tr> <td>b. Supplement the regular course curriculum with additional material for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4891</td> </tr> <tr> <td>c. Have some students engage in different classroom activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4894</td> </tr> <tr> <td>d. Use a different set of methods in teaching some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4893</td> </tr> <tr> <td>e. Pace my teaching differently for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4892</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4890	b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4891	c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4894	d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4893	e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4892	<p>15. When you teach mathematics to your eighth-grade class, do you do any of the following? 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Have some students engage in different classroom activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4904</td> </tr> <tr> <td>d. Use a different set of methods in teaching some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4903</td> </tr> <tr> <td>e. Pace my teaching differently for some students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID4902</td> </tr> <tr> <td>f. Provide multiple representation of concepts, and guide students to express what they know using various formats</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID11688</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4900	b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4901	c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4904	d. 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	Not at all	Small extent	Moderate extent	Large extent																																																																													
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<p>15. How often do you use each of the following to assess student progress in mathematics? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID3051</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once or twice a year</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID9934</td> </tr> <tr> <td>b. Small project-based assignments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID9937</td> </tr> <tr> <td>c. Individual students collaborating on group assignments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID10538</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week		a. Multiple-choice tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID9934	b. Small project-based assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID9937	c. Individual students collaborating on group assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID10538	N/A	D	<p>This item was dropped to reduce burden.</p>																																																						
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b. Small project-based assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID9937																																																																												
c. Individual students collaborating on group assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID10538																																																																												

+ 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/R/NC+	Rationale																																																																																																		
<p>16. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Regularly discuss each student's current level of performance with them.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D9925</td> </tr> <tr> <td>b. Set goals for specific progress the student would like to make</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D9928</td> </tr> <tr> <td>c. Discuss progress the student has made toward goals previously set</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D9930</td> </tr> <tr> <td>d. Determine how to adjust your teaching strategies to meet the student's current learning needs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D9931</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. 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2019 Pilot Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p>18. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>(2017 Grade 8)</p>	<p>19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for learning and instruction</p>	NC	N/A
<p>19. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>(2017 Grade 8)</p>	<p>20. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>Issue: Resources for learning and instruction</p>	NC	N/A
N/A	<p>6. How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?</p> <ul style="list-style-type: none"> <input type="radio"/> Never or hardly ever <input type="radio"/> Once or twice a year <input type="radio"/> Once or twice a month <input type="radio"/> Once or twice a week <p>Issue: Organization of Instruction</p>	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 Pilot Grade 8 Mathematics Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																		
<p>7. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VHS47461</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use definitions and notation precisely</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS47462</td> </tr> <tr> <td>b. Justify and explain their reasoning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS47463</td> </tr> <tr> <td>c. Identify and correct flawed mathematical reasoning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS47464</td> </tr> <tr> <td>d. Construct arguments using tables, graphs, or diagrams</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS47465</td> </tr> <tr> <td>e. Make, test, and validate conjectures</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS47466</td> </tr> <tr> <td>f. Use examples or counterexamples to support or refute a mathematical conjecture</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS47467</td> </tr> <tr> <td>g. Engage in deductive reasoning and informal proofs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS47468</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p>		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. Use definitions and notation precisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47462	b. Justify and explain their reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47463	c. Identify and correct flawed mathematical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47464	d. Construct arguments using tables, graphs, or diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47465	e. Make, test, and validate conjectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47466	f. 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2019 Pilot Grade 8 Mathematics Teacher

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N/A	<p style="text-align: right; font-size: small;">V180806</p> <p>21. How well has your education and professional training prepared you to teach students with the following attributes? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">Not well at all</th> <th style="width: 10%;">A little</th> <th style="width: 10%;">Somewhat</th> <th style="width: 10%;">Quite a bit</th> <th style="width: 10%;">Extremely well</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: left; font-size: x-small;">a. Students lacking prerequisite knowledge or skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1808067</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1808068</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">c. Disruptive students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1808069</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">d. Uninterested students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1808070</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">e. English-language learners (ELLs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1808071</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">f. Gifted and talented students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1808072</td> </tr> <tr> <td style="text-align: left; font-size: x-small;">g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1808073</td> </tr> </tbody> </table> <p>Issue: Resources for learning and instruction</p>		Not well at all	A little	Somewhat	Quite a bit	Extremely well		a. Students lacking prerequisite knowledge or skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1808067	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1808068	c. Disruptive students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1808069	d. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1808070	e. English-language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1808071	f. Gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1808072	g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1808073	A	This item was added to math based on it being coglabbed for the 2019 Reading pilot.
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Appendix K-2x: Pilot 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.
- Ⓓ 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.
- Ⓑ 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.

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

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845878
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

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
 - Ⓑ Once or twice a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week

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

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

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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812897
b. Make approximations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617995
c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270285
d. Use models to examine real-life and mathematical examples	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH549099
e. Create equations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270288
f. Examine patterns in tables and graphs to describe relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854203
g. Evaluate a problem-solving process	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270286
h. Evaluate the conclusions of other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH549107
i. Relate what your students know to the real world and make sense of it mathematically	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH270289

10. 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

11. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

12. What kind of calculator do your students usually use during mathematics lessons?
- Ⓐ None
 - Ⓑ 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
 - Ⓑ 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

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	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902
f. Provide multiple representation of concepts, and guide students to express what they know using various formats	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811659

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	(A)	(B)	(C)	(D)	(E)	VH547462
b. Identify and correct flawed mathematical reasoning	(A)	(B)	(C)	(D)	(E)	VH547464
c. Construct arguments using tables, graphs, or diagrams	(A)	(B)	(C)	(D)	(E)	VH547468
d. Make, test, and validate conjectures	(A)	(B)	(C)	(D)	(E)	VH547466
e. Engage in deductive reasoning and informal proofs	(A)	(B)	(C)	(D)	(E)	VH547465

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.

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

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

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

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

20. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?

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

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888067
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888068
c. Disruptive students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888069
d. Uninterested students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888070
e. English-language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888071
f. Gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888072
g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888073

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

2019 Operational Grade 4 Science Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>(2018 Grade 4)</p>	<p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2018 Grade 4)</p>	<p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p>3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.</p> <p>_____ hours and _____ minutes per week</p> <p>(2018 Grade 4)</p>	<p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	The second sentence was replaced with wording used in other subject questionnaire .
<p>4. Are students assigned to this class by achievement level?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p>	N/A	D	To align with content reductions made for other subjects and to keep teacher burden low, this item was dropped.

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

2019 Operational Grade 4 Science Teacher

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<p>5. How often do you use each of the following methods to assess student progress in science? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th>Almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1241165</td> </tr> <tr> <td>b. Short written responses (e.g., a phrase or sentence)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1241166</td> </tr> <tr> <td>c. Long written responses (e.g., several sentences or paragraphs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1241169</td> </tr> <tr> <td>d. Performance-based assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1241168</td> </tr> <tr> <td>e. Group projects</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1241167</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day		a. Multiple-choice tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1241165	b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1241166	c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1241169	d. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1241168	e. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1241167	<p>N/A</p>	<p>D</p>	<p>To align with content reductions made for other subjects and to keep teacher burden low, this item was dropped.</p>																																		
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2019 Operational Grade 4 Science Teacher

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b. Using drawings or models to explain events or phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640902																																																																																																																											
c. Coming up with experiments or other tests to answer a scientific question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640903																																																																																																																											
d. Organizing data into a chart, graph, or spreadsheet to test a solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640906																																																																																																																											
e. Deciding when to use quantitative versus qualitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640907																																																																																																																											
f. Generating explanations based on observations and measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640908																																																																																																																											
g. Evaluating the quality of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640909																																																																																																																											
h. Teaching science ideas to others (e.g., students or teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640911																																																																																																																											
<p>10. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Increasing students' interest in science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241202</td> </tr> <tr> <td>b. Increasing awareness of the importance of science in daily life</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241201</td> </tr> <tr> <td>c. Teaching the iterative process of scientific inquiry</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1829755</td> </tr> <tr> <td>d. Teaching the iterative process of scientific practice</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1746977</td> </tr> <tr> <td>e. Developing problem-solving skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241197</td> </tr> <tr> <td>f. Developing scientific writing skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241200</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Increasing students' interest in science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18241202	b. Increasing awareness of the importance of science in daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18241201	c. Teaching the iterative process of scientific inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1829755	d. Teaching the iterative process of scientific practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1746977	e. Developing problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18241197	f. Developing scientific writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18241200	N/A	D	To make room for new content and to keep teacher burden low, this item was dropped.																																																																																				
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2019 Operational Grade 4 Science Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																												
<p>11. To what extent are the following resources available to you in your school system (including your school and school district)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science textbooks (print or online)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639521</td> </tr> <tr> <td>b. Science magazines and books (print or online)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH639522</td> </tr> <tr> <td>c. 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Online content (e.g., online software, podcasts, or videos)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH641309</td> </tr> <tr> <td>d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH641310</td> </tr> <tr> <td>e. Smart board(s)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH641311</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Desktop or laptop computer(s) (including Chromebooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641307	b. 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2019 Operational Grade 4 Science Teacher

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2019 Operational Grade 4 Science Teacher

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Appendix K-2z: Operational Grade 4 Science

1. Which best describes your role in teaching science to this class? Select **one** circle.

- Ⓐ I do not teach science to this class.
 Ⓑ I teach all or most subjects, including science.
 Ⓒ The only subject I teach is science.
 Ⓓ We team teach, and I have primary responsibility for teaching science.

2. How many students are in this class? 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639434
b. Earth and space science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639436
c. Physical science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639435
d. Engineering and technology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639437

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

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.

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

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 (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639521
b. Science magazines and books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639522
c. Supplies or equipment for science labs or demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639523
d. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639525
e. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639528
f. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639531
g. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH641307
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH641308
c. Online content (e.g., online software, podcasts, or videos)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH641309
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH641310
e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH859326

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?

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D Once or twice a week
- E 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639634
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639635
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639636
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639637

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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641273
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641276
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641277
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641279
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641281
f. My students did well because they are just good in science.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	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 community or the world	<input type="radio"/> A	<input type="radio"/> B	VH641334
b. Opportunities for students to engage in group science activities	<input type="radio"/> A	<input type="radio"/> B	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	<input type="radio"/> A	<input type="radio"/> B	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	<input type="radio"/> A	<input type="radio"/> B	VH641341

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

2019 Operational Grade 8 Science Teacher

Previous item	2019 item	D/A/R/NC+	Rationale
<p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>(2018 Grade 8)</p>	<p>1. Which best describes your role in teaching science to this class? Select one circle.</p> <p><input type="radio"/> I do not teach science to this class.</p> <p><input type="radio"/> I teach all or most subjects, including science.</p> <p><input type="radio"/> The only subject I teach is science.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching science.</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>(2018 Grade 8)</p>	<p>2. How many students are in this class? Enter the number of students.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p>3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.</p> <p>_____ hours and _____ minutes per week</p> <p>(2018 Grade 8)</p>	<p>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.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	R	The second sentence was replaced with wording used in other subject questionnaire.
<p>4. Are students assigned to this class by achievement level?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p>	N/A	D	To align with content reductions made for other subjects and to keep teacher burden low, this item was dropped.

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

2019 Operational Grade 8 Science Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																						
<p>5. How often do you use each of the following methods to assess student progress in science? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th>Almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Multiple-choice tests</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1824115</td> </tr> <tr> <td>b. Short written responses (e.g., a phrase or sentence)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1824116</td> </tr> <tr> <td>c. Long written responses (e.g., several sentences or paragraphs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1824117</td> </tr> <tr> <td>d. Performance-based assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1824118</td> </tr> <tr> <td>e. Group projects</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1824119</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p>		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day		a. Multiple-choice tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1824115	b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1824116	c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1824117	d. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1824118	e. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1824119	<p>N/A</p>	<p>D</p>	<p>To align with content reductions made for other subjects and to keep teacher burden low, this item was dropped.</p>																																		
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2019 Operational Grade 8 Science Teacher

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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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y180997																																																																																																													
f. Figure out different ways to solve a science problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y180998																																																																																																													
g. Present what they have learned about science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y180999																																																																																																													

2019 Operational Grade 8 Science Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																	
<p>8. In your science class this year, how much emphasis have you devoted to teaching your students each of the following skills? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V18041162</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">No emphasis</th> <th style="width: 10%;">Very little emphasis</th> <th style="width: 10%;">Some emphasis</th> <th style="width: 10%;">Quite a bit of emphasis</th> <th style="width: 10%;">A lot of emphasis</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Making observations of natural phenomena (e.g., making measurements)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V18041163</td> </tr> <tr> <td style="font-size: small;">b. Making predictions based on prior experimental observations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V18041166</td> </tr> <tr> <td style="font-size: small;">c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V18041167</td> </tr> <tr> <td style="font-size: small;">d. Reading data in tables or charts to draw conclusions about hypotheses</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V18041169</td> </tr> <tr> <td style="font-size: small;">e. Deciding which tools would be most appropriate to gather data</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V18041172</td> </tr> <tr> <td style="font-size: small;">f. Designing and testing a solution to a problem</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V18041174</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p>		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. Making observations of natural phenomena (e.g., making measurements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18041163	b. Making predictions based on prior experimental observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18041166	c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18041167	d. Reading data in tables or charts to draw conclusions about hypotheses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18041169	e. Deciding which tools would be most appropriate to gather data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18041172	f. Designing and testing a solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18041174	<p>N/A</p>	<p>D</p>	<p>This item was dropped. Two matrix items concerning science skills were developed and piloted with the intention of only one matrix being selected for operational use.</p>
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

2019 Operational Grade 8 Science Teacher

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<p>10. To what extent do you emphasize each of the following objectives in teaching science to your eighth-grade class? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V124120</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Increasing students' interest in science</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1241262</td> </tr> <tr> <td>b. Increasing awareness of the importance of science in daily life</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1241263</td> </tr> <tr> <td>c. Teaching the iterative process of scientific inquiry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1640844</td> </tr> <tr> <td>d. Teaching the iterative process of scientific practice</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1740971</td> </tr> <tr> <td>e. Developing problem-solving skills</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1241257</td> </tr> <tr> <td>f. Developing scientific writing skills</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V1241260</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Increasing students' interest in science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241262	b. Increasing awareness of the importance of science in daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241263	c. Teaching the iterative process of scientific inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1640844	d. Teaching the iterative process of scientific practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1740971	e. Developing problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241257	f. Developing scientific writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241260	<p>N/A</p>	<p>D</p>	<p>To make room for new content and to keep teacher burden low, this item was dropped.</p>																																																																																				
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e. Developing problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241257																																																																																																																												
f. Developing scientific writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241260																																																																																																																												

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2019 Operational Grade 8 Science Teacher

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2019 Operational Grade 8 Science Teacher

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2019 Operational Grade 8 Science Teacher

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2019 Operational Grade 8 Science Teacher

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<p>17. In this school year, did your school offer any of the following supplemental activities? Select one answer choice in each row.</p> <p style="text-align: right; font-size: small;">VH041332</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 65%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to work together to solve problems in their community or the world</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041334</td> </tr> <tr> <td>b. Opportunities for students to engage in group science activities</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041338</td> </tr> <tr> <td>c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041339</td> </tr> <tr> <td>d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041341</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2018 Grade 8)</p>		Yes	No		a. Opportunities for students to work together to solve problems in their community or the world	Ⓐ	Ⓓ	VH041334	b. Opportunities for students to engage in group science activities	Ⓐ	Ⓓ	VH041338	c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	Ⓐ	Ⓓ	VH041339	d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	Ⓐ	Ⓓ	VH041341	<p>13. In this school year, did your school offer any of the following supplemental activities? Select one answer choice in each row.</p> <p style="text-align: right; font-size: small;">VH041332</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 65%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to work together to solve problems in their community or the world</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041334</td> </tr> <tr> <td>b. Opportunities for students to engage in group science activities</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041338</td> </tr> <tr> <td>c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041339</td> </tr> <tr> <td>d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center; font-size: x-small;">VH041341</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Resources for Learning and Instruction</p>		Yes	No		a. Opportunities for students to work together to solve problems in their community or the world	Ⓐ	Ⓓ	VH041334	b. Opportunities for students to engage in group science activities	Ⓐ	Ⓓ	VH041338	c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	Ⓐ	Ⓓ	VH041339	d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	Ⓐ	Ⓓ	VH041341	<p>NC</p>	<p>N/A</p>
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Appendix K-2ab: Operational Grade 8 Science

1. Which best describes your role in teaching science to this class? Select **one** circle.

- Ⓐ I do not teach science to this class.
- Ⓑ I teach all or most subjects, including science.
- Ⓒ The only subject I teach is science.
- Ⓓ We team teach, and I have primary responsibility for teaching science.

2. How many students are in this class? 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639434
b. Earth and space science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639436
c. Physical science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639435
d. Engineering and technology	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639437

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

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.

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

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 (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639521
b. Science magazines and books (print or online)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639522
c. Supplies or equipment for science labs or demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639523
d. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639525
e. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639528
f. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH639531
g. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641307
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641308
c. Online content (e.g., online software, podcasts, or videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641309
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH641310
e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH859326

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241282
b. Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun or how gas expands)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241284
c. Make a chart or graph that shows results of a science project	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241283

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
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Every day or almost every day

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639634
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639635
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639636
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH639637

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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641273
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641276
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641277
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641279
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH641281
f. My students did well because they are just good in science.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	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 community or the world	<input type="radio"/> A	<input type="radio"/> B	VH641334
b. Opportunities for students to engage in group science activities	<input type="radio"/> A	<input type="radio"/> B	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	<input type="radio"/> A	<input type="radio"/> B	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	<input type="radio"/> A	<input type="radio"/> B	VH641341

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

2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																												
<p style="text-align: right; font-size: small;">VC90809</p> <p>1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."</p> <p style="margin-left: 20px;">□□ Years</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH21874</p> <p>1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."</p> <p style="margin-left: 20px;">□□ Years</p>	NC	N/A																																																												
<p style="text-align: right; font-size: small;">VH21875</p> <p>2. How many students are currently in your class?</p> <p style="margin-left: 20px;">□□ Students</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH21903</p> <p>2. How many students are currently in your class?</p> <p style="margin-left: 20px;">□□ Students</p>	NC	N/A																																																												
<p style="text-align: right; font-size: small;">VB59243</p> <p>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? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Independent reading and study</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VB59244</td> </tr> <tr> <td>b. Your own personal or family background and experiences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VB59245</td> </tr> <tr> <td>c. Locally sponsored American Indian or Alaska Native cultural orientation program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC20212</td> </tr> <tr> <td>d. 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Your own personal or family background and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH21585	c. Locally sponsored American Indian or Alaska Native cultural orientation program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH21586	d. Living and working in an American Indian or Alaska Native community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH21587	NC	<p>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."</p>
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<p style="text-align: right; font-size: small;">VH21204</p> <p>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? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH21205</td> </tr> <tr> <td>b. College courses, or other classes or workshops with a general focus on various cultures or diversity</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH21206</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH21205	b. College courses, or other classes or workshops with a general focus on various cultures or diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH21206	<p style="text-align: right; font-size: small;">VH21590</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH21192</td> </tr> <tr> <td>b. College courses, or other classes or workshops with a general focus on various cultures or diversity</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH21191</td> </tr> </tbody> </table>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH21192	b. College courses, or other classes or workshops with a general focus on various cultures or diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH21191	NC	<p>The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer"</p>																								
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

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<p style="text-align: right; font-size: small;">VH180521</p> <p>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? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">1 or 2 times</th> <th style="text-align: center;">3 or 4 times</th> <th style="text-align: center;">5 or more times</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Online websites or databases</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH180526</td> </tr> <tr> <td>b. 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Articles in professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH180527	c. Local libraries or cultural centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH180530	d. Other teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH180529	e. Elders or other experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH180528	<p style="text-align: right; font-size: small;">VH241591</p> <p>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? 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c. Local libraries or cultural centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH180530																																																																						
d. Other teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH180529																																																																						
e. Elders or other experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH180528																																																																						
	Never	1 or 2 times	3 or 4 times	5 or more times																																																																							
a. Online websites or databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241594																																																																						
b. Articles in professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241595																																																																						
c. Local libraries or cultural centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241596																																																																						
d. Other teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241597																																																																						
e. Elders or other experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241598																																																																						
<p style="text-align: right; font-size: small;">VH180217</p> <p>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?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH240164</p> <p>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?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p>	NC	N/A																																																																								
<p style="text-align: right; font-size: small;">VH180225</p> <p>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?</p> <p><input type="radio"/> Never → <i>Skip to Question 10.</i></p> <p><input type="radio"/> 1 or 2 times</p> <p><input type="radio"/> 3 or 4 times</p> <p><input type="radio"/> 5 or more times</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH240165</p> <p>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?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> 1 or 2 times</p> <p><input type="radio"/> 3 or 4 times</p> <p><input type="radio"/> 5 or more times</p>	NC	<p>Please note that no content changes were made to the item but the skip pattern text was removed from the item.</p>																																																																								

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

2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale
<p style="text-align: right; font-size: small;">V1800201</p> <p>8. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1800166</p> <p>8. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1800051</p> <p>9. Who sponsored the professional or community-based development programs you attended in the last two years? Fill in all ovals that apply.</p> <p><input type="radio"/> State</p> <p><input type="radio"/> District</p> <p><input type="radio"/> Tribal education department</p> <p><input type="radio"/> Indian education professional associations</p> <p><input type="radio"/> College or university</p> <p><input type="radio"/> Other (please specify): _____</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1800167</p> <p>9. Who sponsored the professional or community-based development programs you attended in the last two years? Select all squares that apply.</p> <p><input type="radio"/> State</p> <p><input type="radio"/> District</p> <p><input type="radio"/> Tribal education department</p> <p><input type="radio"/> Indian education professional associations</p> <p><input type="radio"/> College or university</p> <p><input type="radio"/> Other (please specify): _____</p>	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."
<p style="text-align: right; font-size: small;">V1012550</p> <p>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.</p> <p><input type="radio"/> No knowledge or skill; nonspeaker</p> <p><input type="radio"/> Minimal functional or communicative ability; ability to use some words or phrases</p> <p><input type="radio"/> Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</p> <p><input type="radio"/> Fluent nonnative speaker</p> <p><input type="radio"/> Fluent native speaker</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1800168</p> <p>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.</p> <p><input type="radio"/> No knowledge or skill; nonspeaker</p> <p><input type="radio"/> Minimal functional or communicative ability; ability to use some words or phrases</p> <p><input type="radio"/> Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</p> <p><input type="radio"/> Fluent nonnative speaker</p> <p><input type="radio"/> Fluent native speaker</p>	NC	N/A

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2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																
<p style="text-align: right; font-size: small;">VE012658</p> <p>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)?</p> <p><input type="radio"/> Instruction is entirely in English.</p> <p><input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.</p> <p><input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.</p> <p><input type="radio"/> Instruction is primarily in the students' American Indian or Alaska Native language(s).</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VE040169</p> <p>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)?</p> <p><input type="radio"/> Instruction is entirely in English.</p> <p><input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.</p> <p><input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.</p> <p><input type="radio"/> Instruction is primarily in the students' American Indian or Alaska Native language(s).</p>	NC	N/A																																
<p style="text-align: right; font-size: small;">VE012660</p> <p>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])? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE012661</td> </tr> <tr> <td>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</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE012665</td> </tr> <tr> <td>c. Any other training or professional development on how to teach students whose first language is not English</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE012666</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		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)	<input type="radio"/>	<input type="radio"/>	VE012661	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	<input type="radio"/>	<input type="radio"/>	VE012665	c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>	VE012666	<p style="text-align: right; font-size: small;">VE041590</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE041600</td> </tr> <tr> <td>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</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE041602</td> </tr> <tr> <td>c. Any other training or professional development on how to teach students whose first language is not English</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE041601</td> </tr> </tbody> </table>		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)	<input type="radio"/>	<input type="radio"/>	VE041600	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	<input type="radio"/>	<input type="radio"/>	VE041602	c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>	VE041601	NC	<p>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."</p>
	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)	<input type="radio"/>	<input type="radio"/>	VE012661																																
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2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																																																								
<p style="text-align: right; font-size: small;">VIE154009</p> <p>13. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154009</td> </tr> <tr> <td>b. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154009</td> </tr> <tr> <td>c. Assessments developed by American Indian or Alaska Native organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154002</td> </tr> <tr> <td>d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154003</td> </tr> <tr> <td>e. Teacher-made tests or quizzes</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154009</td> </tr> <tr> <td>f. Performance-based assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154005</td> </tr> <tr> <td>g. Group projects</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154006</td> </tr> <tr> <td>h. Oral responses of students during class discussions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154007</td> </tr> <tr> <td>i. Assessments to evaluate English language proficiency</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154025</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154009	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154009	c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154002	d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154003	e. Teacher-made tests or quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154009	f. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154005	g. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154006	h. 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Assessments developed by American Indian or Alaska Native organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154006</td> </tr> <tr> <td>d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE154007</td> </tr> <tr> <td>e. 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District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154005	c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154006	d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154007	e. Teacher-made tests or quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154009	f. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154005	g. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154006	h. 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	Not at all	Small extent	Moderate extent	Large extent																																																																																																																							
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b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154005																																																																																																																						
c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154006																																																																																																																						
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154007																																																																																																																						
e. Teacher-made tests or quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154009																																																																																																																						
f. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154005																																																																																																																						
g. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154006																																																																																																																						
h. Oral responses of students during class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154007																																																																																																																						
i. Assessments to evaluate English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE154008																																																																																																																						
<p style="text-align: right; font-size: small;">VIE140023</p> <p>14. Do you teach reading/language arts to grade 4 students?</p> <p style="margin-left: 20px;"><input type="radio"/> Yes → Go to Question 15.</p> <p style="margin-left: 20px;"><input type="radio"/> No → Skip to Question 18.</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE140023</p> <p>14. Do you teach reading/language arts to grade 4 students?</p> <p style="margin-left: 20px;"><input type="radio"/> Yes</p> <p style="margin-left: 20px;"><input type="radio"/> No</p>	NC	<p>Please note that no content changes were made to the item but the skip pattern text was removed from the item.</p>																																																																																																																								
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																																				
(2015 Grade 4)			answer choice on each row."																																																																																				
<p style="text-align: right; font-size: small;">VE012686</p> <p>16. How often do you have your students do each of the following reading/language arts activities? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">Never</th> <th style="width: 10%;">At least once a year</th> <th style="width: 10%;">At least once a month</th> <th style="width: 10%;">At least once a week</th> <th style="width: 10%;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Read literature with American Indian or Alaska Native themes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VE012687</td> </tr> <tr> <td>b. 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Read literature by American Indian or Alaska Native authors</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID11918</td> </tr> <tr> <td>c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID11921</td> </tr> <tr> <td>d. Write about experiences or issues affecting American Indian or Alaska Native people</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID11920</td> </tr> <tr> <td>e. 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2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																										
<p>18. Do you teach mathematics to grade 4 students?</p> <p><input type="radio"/> Yes → <i>Go to Question 19.</i></p> <p><input type="radio"/> No → <i>Skip to Question 22.</i></p> <p>(2015 Grade 4)</p>	<p>18. Do you teach mathematics to grade 4 students?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	NC	<p>Please note that no content changes were made to the item but the skip pattern text was removed from the item.</p>																																										
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2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

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<p style="text-align: right; font-size: small;">VIE01030</p> <p>24. Are you Hispanic or Latino? Fill in one or more ovals.</p> <p><input type="radio"/> No, I am not Hispanic or Latino.</p> <p><input type="radio"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="radio"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="radio"/> Yes, I am Cuban or Cuban American.</p> <p><input type="radio"/> Yes, I am from some other Hispanic or Latino background.</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE00095</p> <p>24. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p>	<p>NC</p>	<p>The in-line direction was adapted from PBA to DBA: "Fill in one or more ovals." was adapted</p>																																																																																																																								

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2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale
			to "Select all squares that apply."
<p style="text-align: right; font-size: small;">V010166</p> <p>25. Which of the following best describes you? Fill in one or more ovals.</p> <p><input type="radio"/> White</p> <p><input type="radio"/> Black or African American</p> <p><input type="radio"/> Asian</p> <p><input type="radio"/> 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.)</p> <p>_____</p> <p><input type="radio"/> Native Hawaiian or other Pacific Islander</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">Y120078</p> <p>25. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)</p> <p>_____</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p>	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."
<p style="text-align: right; font-size: small;">V012709</p> <p>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?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">Y124285</p> <p>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?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	NC	N/A

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2019 Operational Grade 4 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">V042352</p> <p>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.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>(2015 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1D4286</p> <p>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.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	NC	N/A

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Appendix K-2ad: Operational Grade 4 NIES

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

Years

2. How many students are currently in your class?

Students

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241584
b. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241586
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241585
d. Living and working in an American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241592
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241594
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241595
c. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241596
d. Other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241597
e. Elders or other experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241598

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

7. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?
- Ⓐ Never
 - Ⓑ 1 or 2 times
 - Ⓒ 3 or 4 times
 - Ⓓ 5 or more times

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

9. Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.

- (A) State
- (B) District
- (C) Tribal education department
- (D) Indian education professional associations
- (E) College or university
- (F) Other (please specify): _____

10. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.

- (A) No knowledge or skill; nonspeaker
- (B) Minimal functional or communicative ability; ability to use some words or phrases
- (C) Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
- (D) Fluent nonnative speaker
- (E) Fluent native speaker

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

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

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

	Yes	No	
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	Ⓐ	Ⓑ	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	Ⓐ	Ⓑ	VH241602
c. Any other training or professional development on how to teach students whose first language is not English	Ⓐ	Ⓑ	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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241604
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241605
c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241606
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241607
e. Teacher-made tests or quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241611
f. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241612
g. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241609
h. Oral responses of students during class discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241610
i. Assessments to evaluate English language proficiency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241608

14. Do you teach **reading/language arts** to grade 4 students?

- A Yes
- B 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	(A)	(B)	(C)	(D)	(E)	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	(A)	(B)	(C)	(D)	(E)	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	(A)	(B)	(C)	(D)	(E)	VH241617
b. Read literature by American Indian or Alaska Native authors	(A)	(B)	(C)	(D)	(E)	VH241618
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	(A)	(B)	(C)	(D)	(E)	VH241621
d. Write about experiences or issues affecting American Indian or Alaska Native people	(A)	(B)	(C)	(D)	(E)	VH241620
e. Write about their own experiences as an American Indian or Alaska Native person	(A)	(B)	(C)	(D)	(E)	VH241619

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

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241623
b. State content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241626
c. District content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241625
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241624

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

- A Yes
- B 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241628

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241634
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241633
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241632

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

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241636
b. State content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241639
c. District content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241638
d. American Indian or Alaska Native content or cultural standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241637

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241641
b. The quality of the books and materials available for 4th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241644
c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241643
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241642

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

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

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

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

25. Which of the following best describes you? Select **all** squares that apply.

- Ⓐ 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.)

- Ⓔ 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

2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																												
<p style="text-align: right; font-size: small;">VC19080</p> <p>1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."</p> <p style="margin-left: 20px;"> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> Years </p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH23374</p> <p>1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."</p> <p style="margin-left: 20px;"> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> Years </p>	NC	N/A																																																												
<p style="text-align: right; font-size: small;">VB92441</p> <p>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? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Independent reading and study</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VB92444</td> </tr> <tr> <td>b. Your own personal or family background and experiences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VB92449</td> </tr> <tr> <td>c. Locally sponsored American Indian or Alaska Native cultural orientation program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC202923</td> </tr> <tr> <td>d. 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<p style="text-align: right; font-size: small;">VH12624</p> <p>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? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH12626</td> </tr> <tr> <td>b. College courses, or other classes or workshops with a general focus on various cultures or diversity</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH12628</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH12626	b. College courses, or other classes or workshops with a general focus on various cultures or diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH12628	<p style="text-align: right; font-size: small;">VH24150</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241502</td> </tr> <tr> <td>b. College courses, or other classes or workshops with a general focus on various cultures or diversity</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241501</td> </tr> </tbody> </table>		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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241502	b. College courses, or other classes or workshops with a general focus on various cultures or diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241501	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."																								
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+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/R/NC+	Rationale																																																																								
<p style="text-align: right; font-size: small;">VH158325</p> <p>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? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>1 or 2 times</th> <th>3 or 4 times</th> <th>5 or more times</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Online websites or databases</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH158326</td> </tr> <tr> <td>b. Articles in professional journals</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH158327</td> </tr> <tr> <td>c. Local libraries or cultural centers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH158330</td> </tr> <tr> <td>d. Other teachers in your school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH158329</td> </tr> <tr> <td>e. Elders or other experts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH158328</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Never	1 or 2 times	3 or 4 times	5 or more times		a. Online websites or databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158326	b. Articles in professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158327	c. Local libraries or cultural centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158330	d. Other teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158329	e. Elders or other experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH158328	<p style="text-align: right; font-size: small;">VH151591</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>1 or 2 times</th> <th>3 or 4 times</th> <th>5 or more times</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Online websites or databases</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH151594</td> </tr> <tr> <td>b. Articles in professional journals</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH151595</td> </tr> <tr> <td>c. Local libraries or cultural centers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH151596</td> </tr> <tr> <td>d. Other teachers in your school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH151597</td> </tr> <tr> <td>e. Elders or other experts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH151598</td> </tr> </tbody> </table>		Never	1 or 2 times	3 or 4 times	5 or more times		a. Online websites or databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH151594	b. Articles in professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH151595	c. Local libraries or cultural centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH151596	d. Other teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH151597	e. Elders or other experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH151598	<p>NC</p>	<p>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."</p>
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<p style="text-align: right; font-size: small;">VH160217</p> <p>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?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH160161</p> <p>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?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p>	<p>NC</p>	<p>N/A</p>																																																																								
<p style="text-align: right; font-size: small;">VH160273</p> <p>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?</p> <p><input type="radio"/> Never → <i>Skip to Question 9.</i></p> <p><input type="radio"/> 1 or 2 times</p> <p><input type="radio"/> 3 or 4 times</p> <p><input type="radio"/> 5 or more times</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VH150165</p> <p>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?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> 1 or 2 times</p> <p><input type="radio"/> 3 or 4 times</p> <p><input type="radio"/> 5 or more times</p>	<p>NC</p>	<p>Please note that no content changes were made to the item but the skip pattern text was removed from the item.</p>																																																																								

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2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right; font-size: small;">VID4021</p> <p>7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4016</p> <p>7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4023</p> <p>8. Who sponsored the professional or community-based development programs you attended in the last two years? Fill in all ovals that apply.</p> <p><input type="radio"/> State</p> <p><input type="radio"/> District</p> <p><input type="radio"/> Tribal education department</p> <p><input type="radio"/> Indian education professional associations</p> <p><input type="radio"/> College or university</p> <p><input type="radio"/> Other (please specify): _____</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4017</p> <p>8. Who sponsored the professional or community-based development programs you attended in the last two years? Select all squares that apply.</p> <p><input type="checkbox"/> State</p> <p><input type="checkbox"/> District</p> <p><input type="checkbox"/> Tribal education department</p> <p><input type="checkbox"/> Indian education professional associations</p> <p><input type="checkbox"/> College or university</p> <p><input type="checkbox"/> Other (please specify): _____</p>	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."
<p style="text-align: right; font-size: small;">VID4054</p> <p>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.</p> <p><input type="radio"/> No knowledge or skill; nonspeaker</p> <p><input type="radio"/> Minimal functional or communicative ability; ability to use some words or phrases</p> <p><input type="radio"/> Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</p> <p><input type="radio"/> Fluent nonnative speaker</p> <p><input type="radio"/> Fluent native speaker</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4018</p> <p>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.</p> <p><input type="radio"/> No knowledge or skill; nonspeaker</p> <p><input type="radio"/> Minimal functional or communicative ability; ability to use some words or phrases</p> <p><input type="radio"/> Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas</p> <p><input type="radio"/> Fluent nonnative speaker</p> <p><input type="radio"/> Fluent native speaker</p>	NC	N/A

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<p style="text-align: right; font-size: small;">V012500</p> <p>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])? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>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)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V012502</td> </tr> <tr> <td>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</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V012503</td> </tr> <tr> <td>c. Any other training or professional development on how to teach students whose first language is not English</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V012504</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		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)	<input type="radio"/>	<input type="radio"/>	V012502	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	<input type="radio"/>	<input type="radio"/>	V012503	c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>	V012504	<p style="text-align: right; font-size: x-small;">V1241500</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 55%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>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)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1241600</td> </tr> <tr> <td>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</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1241602</td> </tr> <tr> <td>c. Any other training or professional development on how to teach students whose first language is not English</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1241603</td> </tr> </tbody> </table>		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)	<input type="radio"/>	<input type="radio"/>	V1241600	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	<input type="radio"/>	<input type="radio"/>	V1241602	c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>	V1241603	NC	<p>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."</p>																																																																																								
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Group projects</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1241609</td> </tr> <tr> <td>h. Oral responses of students during class discussions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1241610</td> </tr> <tr> <td>i. Assessments to evaluate English language proficiency</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V1241608</td> </tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241604	b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241605	c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241606	d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241607	e. Teacher-made tests or quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241611	f. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241612	g. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241609	h. 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<p style="text-align: right; font-size: x-small;">V012771</p> <p>12. Do you teach reading/language arts to grade 8 students?</p> <p><input type="radio"/> Yes → Go to Question 13.</p> <p><input type="radio"/> No → Skip to Question 18.</p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: x-small;">V1240172</p> <p>12. Do you teach reading/language arts to grade 8 students?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	NC	<p>Please note that no content changes were made to the item but the skip pattern</p>																																																																																																																								

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2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

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			text was removed from the item.																																										
<p style="text-align: right; font-size: small;">VIE02776</p> <p>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.)</p> <p> <input type="radio"/> Few (less than 5) <input type="radio"/> Several, but less than half the class <input type="radio"/> At least half the class, but not every student <input type="radio"/> The whole class <input type="radio"/> I don't know. </p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIE00173</p> <p>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.)</p> <p> <input type="radio"/> Few (less than 5) <input type="radio"/> Several, but less than half the class <input type="radio"/> At least half the class, but not every student <input type="radio"/> The whole class <input type="radio"/> I don't know. </p>	NC	N/A																																										
<p style="text-align: right; font-size: small;">VIE02780</p> <p>14. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach reading/language arts?</p> <p> <input type="radio"/> Instruction is entirely in English. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently. <input type="radio"/> Instruction is primarily in the students' American Indian or Alaska Native language(s). </p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIE00174</p> <p>14. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach reading/language arts?</p> <p> <input type="radio"/> Instruction is entirely in English. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently. <input type="radio"/> Instruction is primarily in the students' American Indian or Alaska Native language(s). </p>	NC	N/A																																										
<p style="text-align: right; font-size: small;">VIE00181</p> <p>15. How often do you integrate materials about the following topics into your reading/language arts lessons? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">At least once a year</th> <th style="text-align: center;">At least once a month</th> <th style="text-align: center;">At least once a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. American Indian or Alaska Native culture or history</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE04615</td> </tr> <tr> <td>b. Current issues affecting American Indian or Alaska Native people or communities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE04616</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p>		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day		a. American Indian or Alaska Native culture or history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE04615	b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE04616	<p style="text-align: right; font-size: small;">VIE0161</p> <p>15. How often do you integrate materials about the following topics into your reading/language arts lessons? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">At least once a year</th> <th style="text-align: center;">At least once a month</th> <th style="text-align: center;">At least once a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. American Indian or Alaska Native culture or history</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE04615</td> </tr> <tr> <td>b. Current issues affecting American Indian or Alaska Native people or communities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE04616</td> </tr> </tbody> </table>		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day		a. American Indian or Alaska Native culture or history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE04615	b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE04616	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."
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2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

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<p style="text-align: right; font-size: small;">V012688</p> <p>16. How often do you have your students do each of the following reading/language arts activities? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>At least once a year</th> <th>At least once a month</th> <th>At least once a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Read literature with American Indian or Alaska Native themes</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V012689</td> </tr> <tr> <td>b. 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2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

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<p style="text-align: right; font-size: small;">V1801765</p> <p>20. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach mathematics?</p> <p> <input type="radio"/> Instruction is entirely in English. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently. <input type="radio"/> Instruction is primarily in the students' American Indian or Alaska Native language(s). </p> <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1801771</p> <p>20. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach mathematics?</p> <p> <input type="radio"/> Instruction is entirely in English. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally. <input type="radio"/> Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently. <input type="radio"/> Instruction is primarily in the students' American Indian or Alaska Native language(s). </p>	NC	N/A																																										
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2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

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District content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE012747	d. American Indian or Alaska Native content or cultural standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE012749	<p style="text-align: right; font-size: small;">VH241635</p> <p>23. How much do you rely on each of the following documents in planning mathematics lessons? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>A little</th> <th>Some</th> <th>A lot</th> <th>Not aware of any</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

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<p style="text-align: right; font-size: small;">V1804095</p> <p>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? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Strongly disagree</th> <th>Disagree</th> <th>Agree</th> <th>Strongly agree</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. The number of books and materials available for 8th grade students is sufficient.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V18D40399</td> </tr> <tr> <td>b. 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<p style="text-align: right; font-size: small;">V18D38336</p> <p>26. About how many of your grade 8 students will be prepared for high school?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> A few</p> <p><input type="radio"/> Some</p> <p><input type="radio"/> Most</p> <p><input type="radio"/> All</p> <p><input type="radio"/> I don't know.</p> <p>(2018 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18D40379</p> <p>26. About how many of your grade 8 students will be prepared for high school?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> A few</p> <p><input type="radio"/> Some</p> <p><input type="radio"/> Most</p> <p><input type="radio"/> All</p> <p><input type="radio"/> I don't know.</p>	NC	N/A																																																												

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Teen pregnancies</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0047</td></tr> <tr><td>e. Drug or alcohol use by students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0051</td></tr> <tr><td>f. Student misbehavior in class</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0052</td></tr> <tr><td>g. Physical conflicts among students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0054</td></tr> <tr><td>h. Bullying</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0055</td></tr> <tr><td>i. 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Student health problems</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0168</td></tr> <tr><td>d. Teen pregnancies</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0169</td></tr> <tr><td>e. Drug or alcohol use by students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0170</td></tr> <tr><td>f. Student misbehavior in class</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0171</td></tr> <tr><td>g. Physical conflicts among students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE0172</td></tr> <tr><td>h. 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Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0167	c. Student health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0168	d. Teen pregnancies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0169	e. Drug or alcohol use by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0170	f. Student misbehavior in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0171	g. Physical conflicts among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0172	h. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0173	i. Low student aspirations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0174	j. Low teacher expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0175	k. Low family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE0176	<p>NC</p>	<p>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."</p>
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<p style="text-align: right; font-size: small;">VIE0130</p> <p>28. Are you Hispanic or Latino? Fill in one or more ovals.</p> <ul style="list-style-type: none"> <input type="radio"/> No, I am not Hispanic or Latino. <input type="radio"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="radio"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="radio"/> Yes, I am Cuban or Cuban American. <input type="radio"/> Yes, I am from some other Hispanic or Latino background. <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIE0305</p> <p>28. Are you Hispanic or Latino? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, I am not Hispanic or Latino. <input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="checkbox"/> Yes, I am Cuban or Cuban American. <input type="checkbox"/> Yes, I am from some other Hispanic or Latino background. 	<p>NC</p>	<p>The in-line direction was adapted from PBA to DBA: "Fill in one or more ovals." was adapted to "Select all squares that apply."</p>																																																																																																																																																
<p style="text-align: right; font-size: small;">VIE0300</p> <p>29. Which of the following best describes you? Fill in one or more ovals.</p> <ul style="list-style-type: none"> <input type="radio"/> White <input type="radio"/> Black or African American <input type="radio"/> Asian <input type="radio"/> American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.) _____ <input type="radio"/> Native Hawaiian or other Pacific Islander <p>(2015 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIE0375</p> <p>29. Which of the following best describes you? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> 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.) _____ <input type="checkbox"/> Native Hawaiian or other Pacific Islander 	<p>NC</p>	<p>The in-line direction was adapted from PBA to DBA: "Fill in one or more ovals." was adapted to "Select all squares that apply."</p>																																																																																																																																																

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

2019 Operational Grade 8 National Indian Education Study (NIES) Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale
<p style="text-align: right;"><small>V1812781</small></p> <p>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?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(2015 Grade 8)</p>	<p style="text-align: right;"><small>V1812885</small></p> <p>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?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	NC	N/A
<p style="text-align: right;"><small>V1812782</small></p> <p>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.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(2015 Grade 8)</p>	<p style="text-align: right;"><small>V1812886</small></p> <p>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.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	NC	N/A

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

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."

Years

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241584
b. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241586
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241585
d. Living and working in an American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241592
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241591

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241594
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241595
c. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241596
d. Other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241597
e. Elders or other experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241598

5. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?

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

6. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?

- Ⓐ Never
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

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

8. Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.
- Ⓐ 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
 - Ⓑ 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)	Ⓐ	Ⓑ	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	Ⓐ	Ⓑ	VH241602
c. Any other training or professional development on how to teach students whose first language is not English	Ⓐ	Ⓑ	VH241601

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

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

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

A Yes

B No

13. How many students are American Indian or Alaska Native in your **reading/language arts** class? (Include both enrolled tribal members and descendants in your calculations.)

- Ⓐ Few (less than 5)
- Ⓑ Several, but less than half the class
- Ⓒ At least half the class, but not every student
- Ⓓ The whole class
- Ⓔ I don't know.

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

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

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

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241617
b. Read literature by American Indian or Alaska Native authors	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241618
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241621
d. Write about experiences or issues affecting American Indian or Alaska Native people	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241620
e. Write about their own experiences as an American Indian or Alaska Native person	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241619

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

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

18. Do you teach **mathematics** to grade 8 students?

- Ⓐ Yes
- Ⓑ 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)
- Ⓑ Several, but less than half the class
- Ⓒ At least half the class, but not every student
- Ⓓ The whole class
- Ⓔ I don't know.

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

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

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

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241634
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241633
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241632

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

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241636
b. State content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241639
c. District content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241638
d. American Indian or Alaska Native content or cultural standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241637

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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241658
b. The quality of the books and materials available for 8th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241661
c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241660
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241659

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

- Ⓐ None
- Ⓑ A few
- Ⓒ Some
- Ⓓ Most
- Ⓔ All
- Ⓕ I don't know.

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

- Ⓐ None
- Ⓑ A few
- Ⓒ Some
- Ⓓ Most
- Ⓔ All
- Ⓕ I don't know.

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241646
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241647
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241648
d. Teen pregnancies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241649
e. Drug or alcohol use by students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241650
f. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241656
g. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241652
h. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241653
i. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241654
j. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241655
k. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241651

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

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

29. Which of the following best describes you? Select **all** squares that apply.

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

- E Native Hawaiian or other Pacific Islander

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

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

**Appendix 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	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>Rarely</th> <th>Sometimes</th> <th>Often</th> <th>Very Often</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. In-class work in which the whole class participates</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1871772</td> </tr> <tr> <td>b. In-class work done in small groups</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1871773</td> </tr> <tr> <td>c. In-class work done individually</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1871774</td> </tr> <tr> <td>d. Homework (individual or small group)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1871775</td> </tr> </tbody> </table>		Never	Rarely	Sometimes	Often	Very Often		a. In-class work in which the whole class participates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1871772	b. In-class work done in small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1871773	c. In-class work done individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1871774	d. Homework (individual or small group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1871775	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.					
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2019 Operational Grade 4 and 8 Computer and Familiarity Study (CAFS) Teacher

Previous item	2019 item	D/A/ R/NC+	Rationale																																								
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N/A	<p align="right"><small>V3001215</small></p> <p>3. Do you teach any low-performing students?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	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	<p align="right"><small>V3001791</small></p> <p>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.</p> <table border="1" data-bbox="842 1263 1593 1417"> <thead> <tr> <th></th> <th>Not Available</th> <th>Never</th> <th>Rarely</th> <th>Sometimes</th> <th>Often</th> <th>Very Often</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Paper and pencil</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td><small>V3001792</small></td> </tr> <tr> <td>b. Desktop or laptop computer</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td><small>V3001794</small></td> </tr> <tr> <td>c. Tablet</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td><small>V3001794</small></td> </tr> <tr> <td>d. Smartphone</td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td align="center"><input type="radio"/></td> <td><small>V3001796</small></td> </tr> </tbody> </table>		Not Available	Never	Rarely	Sometimes	Often	Very Often		a. Paper and pencil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V3001792</small>	b. Desktop or laptop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V3001794</small>	c. Tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V3001794</small>	d. Smartphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<small>V3001796</small>	A	The CAFS teacher items were added to provide contextual information on the computer and
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2019 Operational Grade 4 and 8 Computer and Familiarity Study (CAFS) Teacher

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 items.
N/A	<p align="right"><small>V8871798</small></p> <p>5. When you assign additional practice for low-performing students, which of the above are your low-performing students most likely to use?</p> <ul style="list-style-type: none"> <input type="radio"/> Paper and pencil <input type="radio"/> Desktop computer <input type="radio"/> Laptop computer <input type="radio"/> Tablet <input type="radio"/> Smartphone <input type="radio"/> I do not have any low-performing students. 	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.

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH871772
b. In-class work done in small groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH871773
c. In-class work done individually	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH871774
d. Homework (individual or small group)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH871775

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH871777
b. To extend learning opportunities for high-performing students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH871778
c. To provide a modification or accommodation to comply with an IEP	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH871779
d. To provide support for students who are English-language learners (e.g., digital dictionaries)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	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.

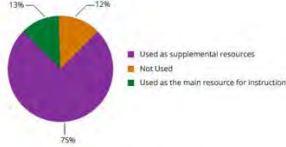
	Not Available	Never	Rarely	Sometimes	Often	Very Often	
a. Paper and pencil	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH871792
b. Desktop or laptop computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH871793
c. Tablet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH871794
d. Smartphone	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH871796

5. When you assign additional practice for **low-performing** students, which of the above are your **low-performing** students **most likely** to use?

- A Paper and pencil
- B Desktop computer
- C Laptop computer
- D Tablet
- E Smartphone
- F I do not have any low-performing students.

**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
<p>1. Would you like to receive information about how other teachers in the nation responded to this questionnaire?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4 and 8)</p>	<p>1. Would you like to sign up for special access to preliminary information regarding teachers and schools across the nation?</p> <p>Example Question</p> <p>In 2017, 75% of reading teachers used reading-related websites or apps as supplemental resources when teaching English/language arts.</p>  <p>___ Yes, I want access to preliminary information regarding teachers and schools across the nation.</p>	R	The item was revised to accommodate system changes.
<p>2. If yes, please provide your email address so that we may send access to the website when it is available in May.</p> <p>(2018 Grade 4 and 8)</p>	<p>2. What type of analyses do you want to do based on feedback?</p> <ol style="list-style-type: none"> How other teachers and school administrators across the nation responded to this questionnaire How other teachers and school administrators in my state responded to this questionnaire What resources for learning and instruction are available to and used by teachers and school administrators How instruction for different subjects is organized in classrooms The type of training and education received by teachers across the nation Technology infrastructure that is available for students, teachers, and school administrators Information about enrollment and absenteeism in schools across the nation How students across the nation performed on the assessment How students in my state performed on the assessment Other information not listed above (Please specify): _____ 	R	The item was revised to accommodate system changes.

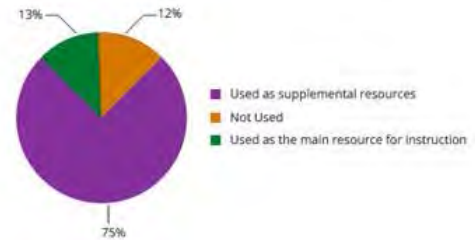
+ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

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 reading-related 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): _____