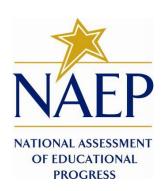
NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

National Assessment of Educational Progress (NAEP) 2019 and 2020

Appendix K2

NAEP 2019 Teacher Questionnaires

OMB# 1850-0928 v.11



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).

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Teacher	CJUESIII	OHIDAHES

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Teacher Questionnaire Login Screens:

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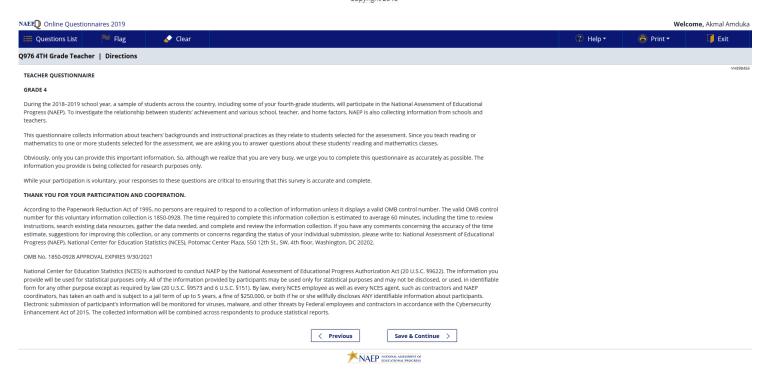




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Appendix K-2a: Summary of Changes Operational Grade 4 Core

2019 Operational Grade 4 Core Teacher						
Previous item	2019 item	D/A/ R/NC+	Rationale			
NII71289		/11/12259-	NC	N/A		
1. What is your sex?	1. What is your sex?			'		
Male	Male					
① Female	© Female					
2018 Grade 4)	Issue: Gender					
VH28035	VID-031		NC	N/A		
2. Are you Hispanic or Latino? Select all squares that apply.	2. Are you Hispanic or Latino? Select all squares that apply.		140	''/		
O No, I am not Hispanic or Latino.	№ No, I am not Hispanic or Latino.					
Yes, I am Mexican, Mexican American, or Chicano.	Yes, I am Mexican, Mexican American, or Chicano.					
© Yes, I am Puerto Rican or Puerto Rican American.	© Yes, I am Puerto Rican or Puerto Rican American.					
Yes, I am Cuban or Cuban American.	Yes, I am Cuban or Cuban American.					
Yes, I am from some other Hispanic or Latino background.	Yes, I am from some other Hispanic or Latino background.					
2018 Grade 4)	Issue: Race/Ethnicity					
V124036	vicios	b	NC	N/A		
Which of the following best describes you? Select all squares that apply.	3. Which of the following best describes you? Select all squares that apply.			'',' '		
White	White					
Black or African American	Black or African American					
O Asian	© Asian					
American Indian or Alaska Native	American Indian or Alaska Native					
Native Hawaiian or other Pacific Islander	Native Hawaiian or other Pacific Islander					
2018 Grade 4)	Issue: Race/Ethnicity					
THE MOTE OF THE MO	<u> </u>	H240195	NC	N/A		
Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?	4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?		NC	IN/A		
● 1-2 years	Ф 1−2 years					
© 3–5 years	© 3-5 years					
© 6-10 years	© 6–10 years					
Ф 11-20 years	Φ 11–20 years					
© 21 or more years	21 or more years					
2018 Grade 4)	Issue: Teacher Preparation					

2019 Operational Grade 4 Core Teacher					
Previous item	2019 item	D/A/ R/NC+	Rationale		
5. Have you been awarded tenure by the school, district, or diocese where you currently teach?	5. Have you been awarded tenure by the school, district, or diocese where you currently teach?	NC	N/A		
⊕ No	® No				
My school, district, or diocese does not award tenure.	My school, district, or diocese does not award tenure.				
(2018 Grade 4)	Issue: Teacher Preparation				
ARTHOLOGY	Y1D40197	NC	N/A		
6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?	6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?				
Yes, I hold a permanent certificate.	Yes, I hold a permanent certificate.				
 Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) 	 Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) 				
No, but I am currently working toward certification.	O No, but I am currently working toward certification.				
No, and I am not planning to obtain certification.	No, and I am not planning to obtain certification.				
(2018 Grade 4)	Issue: Teacher Preparation				
7. Did you enter teaching through an alternative route to certification program?	7. Did you enter teaching through an alternative route to certification program?	NC	N/A		
(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)	(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)				
© Yes					
® No	® No				
(2018 Grade 4)	Issue: Teacher Preparation				
VI(2019)	N/A	D	Due to a lack		
8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?			of a clear		
(The National Board for Professional Teaching Standards is a nongovernmental			relationship		
organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards.					
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.)			to achievement		
Yes, I am fully certified by the National Board for Professional Teaching Standards.					
Tes, 1 am tuny certified by the National Board for Professional Teaching Standards. Tam working towards my National Board certification.			and low		
© No			response		
			variability,		
(2018 Grade 4)			this item was		
1			dropped.		

revious item					2019 item					D/A/ R/NC+	Rationale
9. What is the highest academic degree	ertification sional diploma ba		ır's work past	vigsioni master's	8. What is the highest academic degree	ertification sional diploma bas		r's work past	vic.coo	N/A	N/A
2018 Grade 4) 10. Did you have a major, minor, or s part of your undergraduate course	pecial emphasis in	any of the following circle in each row.	subjects as	VII24171)	Issue: Teacher Preparati 9. Did you have a major, minor, or s part of your undergraduate course	pecial emphasis ir	any of the following s	subjects as	VH241753	R	This item is
					part of your intucigation of course	WOLK: Select one	encie in each row.				
	Yes, a major	Yes, a minor or special emphasis	No		part or your undergraduate course	Yes, a major	Yes, a minor or	No			customized by subject
a. Biology or other life science	Yes, a major	Yes, a minor or special emphasis	No ©	VHD41768		Yes, a major	Yes, a minor or special emphasis		VH241766		by subject
b. Physics, chemistry, or other	10000 00000	special emphasis	447	VHD41788 VHD41789	Biology or other life science b. Physics, chemistry, or other		Yes, a minor or	No ©	VH241769 VH241769		by subject and has bee
	٩	special emphasis	0		Biology or other life science Physics, chemistry, or other physical science	Yes, a major	Yes, a minor or special emphasis	0	VH241769		by subject and has bee expanded
Physics, chemistry, or other physical science	9	special emphasis	0	VHD41789	Biology or other life science Physics, chemistry, or other physical science Earth or space science Mathematics or mathematics	Yes, a major	Yes, a minor or special emphasis	0			by subject and has bee expanded from readin
b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics	© ©	© ©	0	VHD417891 VHD41770	Biology or other life science Physics, chemistry, or other physical science Earth or space science Mathematics or mathematics education	Yes, a major	Yes, a minor or special emphasis	6	VH241769 VH241770 VH241771		by subject and has bee
b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education	© ©	© © ©	0 0 0	VHD41760 VHD41770 VHD41771	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering	Yes, a major	Yes, a minor or special emphasis	6	VH241769 VH241770		by subject and has bee expanded from readin
b. Physics, chemistry, or other physical science 2. Earth or space science 4. Mathematics or mathematics education 5. Science education 6. Engineering or engineering	Ø Ø Ø	special emphasis	0 0 0	VEDA1769 VEDA1770 VEDA1771 VEDA1772	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy	Yes, a major	Yes, a minor or special emphasis	0 0 0	VH241769 VH241770 VH241771 VH241772 VH241740		by subject and has bee expanded from readin and math to also include
Physics, chemistry, or other physical science Earth or space science Mathematics or mathematics education Science education Engineering or engineering education Education (including elementary or early childhood) Special education (including	© © ©	special emphasis	0 0 0	VEDAL776 VEDAL776 VEDAL771 VEDAL770 VEDAL776	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education	Yes, a major © © © © © © © © © © © © ©	Yes, a minor or special emphasis	0 0 0 0	VH341769 VH341770 VH341771 VH241772 VH241770 VH241788		by subject and has bee expanded from readin and math to also include
Physics, chemistry, or other physical science Earth or space science Marhematics or mathematics education Science education Engineering or engineering education Education (including elementary or early childhood)	© © © ©	special emphasis	0 0 0 0	VREALY70 VECALY71 VECALY72 VECALY72 VECALY72 VECALY76 VECALY76	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education h. English i. Other language arts-related	Yes, a major	Yes, a minor or special emphasis	0 0 0	VH241769 VH241770 VH241771 VH241772 VH241740		by subject and has bee expanded from readin and math to also include sub-items fo
D. Physics, chemistry, or other physical science Earth or space science I. Mathematics or mathematics education Engineering or engineering education Education Education (including elementary or early childhood) Special education (including students with disabilities)	© © © © ©	special emphasis	0 0 0 0 0 0	VRDA1766 VRDA1775 VRDA1775 VRDA1775 VRDA1775 VRDA17760 VRDA1760 VRDA1761	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education h. English i. Orher language arts-related subject	Yes, a major	Yes, a minor or special emphasis	0 0 0 0 0 0	VH241769 VH241770 VH241770 VH241772 VH241772 VH241786 VH241758 VH241754 VH241754		by subject and has bee expanded from readin and math to also include sub-items fo
D. Physics, chemistry, or other physical science Earth or space science I. Mathematics or mathematics education Engineering or engineering education Education Education (including elementary or early childhood) Special education (including students with disabilities)	© © © © ©	special emphasis	0 0 0 0 0 0	VRDA1766 VRDA1775 VRDA1775 VRDA1775 VRDA1775 VRDA17760 VRDA1760 VRDA1761	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education h. English i. Other language arts-related subject j. Mathematics education	Yes, a major	Yes, a minor or special emphasis	0 0 0 0 0 0 0 0 0 0	VH241769 VH241770 VH241777 VH241772 VH241760 VH241758 VH241758 VH241754 VH241754 VH241754 VH241754		by subject and has bee expanded from readin and math to also include sub-items for
b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education c. Science education Engineering or engineering education g. Education (including elementary or early childhood) h. Special education (including students with disabilities)	© © © © ©	special emphasis	0 0 0 0 0 0	VRDA1766 VRDA1775 VRDA1775 VRDA1775 VRDA1775 VRDA17760 VRDA1760 VRDA1761	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education h. English i. Other language arts-related subject j. Mathematics education k. Mathematics	Yes, a major	Yes, a minor or special emphasis	0 0 0 0 0 0 0 0 0 0 0	VH241769 VH241770 VH241770 VH241771 VH241772 VH241780 VH241784 VH241784 VH241784 VH241784 VH241784 VH241784		by subject and has bee expanded from readin and math to also include sub-items for
b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education c. Science education Engineering or engineering education g. Education (including elementary or early childhood) h. Special education (including students with disabilities)	© © © © ©	special emphasis	0 0 0 0 0 0	VRDA1766 VRDA1775 VRDA1775 VRDA1775 VRDA1775 VRDA17760 VRDA1760 VRDA1761	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education h. English i. Other language arts-related subject j. Mathematics education k. Mathematics l. Other mathematics-related subject such as statistics	Yes, a major	Yes, a minor or special emphasis	0 0 0 0 0 0 0 0 0 0	VH241769 VH241770 VH241770 VH241772 VH241770 VH241770 VH241776 VH241776 VH241776 VH241776 VH241776 VH241776		by subject and has bee expanded from readin and math to also include sub-items fo
b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Education (including elementary or early childhood) b. Special education (including students with disabilities)	© © © © ©	special emphasis	0 0 0 0 0 0	VRDA1766 VRDA1775 VRDA1775 VRDA1775 VRDA1775 VRDA17760 VRDA1760 VRDA1761	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education c. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education h. English i. Other language arts-related subject j. Mathematics education k. Mathematics l. Other mathematics-related subject such as statistics m. Education (including elementary or early childhood)	Yes, a major	Yes, a minor or special emphasis	0 0 0 0 0 0 0 0 0 0 0	VH241769 VH241770 VH241770 VH241771 VH241772 VH241780 VH241784 VH241784 VH241784 VH241784 VH241784 VH241784		by subject and has bee expanded from readin and math to also include sub-items fo
b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Education (including elementary or early childhood) b. Special education (including students with disabilities)	© © © © ©	special emphasis	0 0 0 0 0 0	VRDA1766 VRDA1775 VRDA1775 VRDA1775 VRDA1775 VRDA17760 VRDA1760 VRDA1761	a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Reading, language arts, or literacy education h. English i. Other language arts-related subject j. Mathematics education k. Mathematics l. Other mathematics-related subject such as statistics m. Education (including elementary	Yes, a major	Yes, a minor or special emphasis	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	VH241769 VH241770 VH241770 VH241772 VH241770 VH241770 VH241776 VH241776 VH241776 VH241776 VH241776 VH241776		by subject and has bee expanded from readin and math to also include sub-items fo

2019 Operational Grade 4 Core Teacher					
Previous item	2019 item	D/A/ R/NC+	Rationale		
11. Since completing your undergraduate degree, have you taken any graduate courses? ⑤ Yes ⑤ No→Question 12 is not applicable and will be skipped.	10. Since completing your undergraduate degree, have you taken any graduate courses? ② Yes ③ No	NC	Please note skip pattern directions have been removed given the transition		
(2018 Grade 4)	Issue: Teacher Preparation		from PPT to DBA.		

Previous item				2019 item					D/A/ R/NC+	Rationale	
	ou have a major, minor, or special emphasis in any of the following subjects as of your graduate coursework? Select one circle in each row.			 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. 					R	This item is customized	
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject
. Biology or other life science	®	(B)	0	V#6241798	a. Biology or other life science	•	(1)	0	VH241798		and has bee
Physics, chemistry, or other physical science	®	0	0	VH241799	b. Physics, chemistry, or other physical science	0	0	0	VE1241799		expanded
. Earth or space science	0	®	0	VFD41800	c. Earth or space science	®	0	0	VH241800		
l. Mathematics or mathematics education	9	0	0	VHQ4(80)	d. Mathematics or mathematics education	0	•	0	VIII241801		from readin
. Science education	8	(1)	0	VH281602	e. Science education	®	(B)	0	V26241NG2		and math to
Engineering or engineering education	Ø	0	0	VH241806	f. Engineering or engineering education	0	Ф	0	V11241806		also include
. Education (including elementary or early childhood)	0	0	0	VIII)41795	g. Reading, language arts, or literacy education	Φ	Φ.	0	V89249791		sub-items fo
n. Special education (including students with disabilities)	®	®	0	V#\$241807	h. English	Φ.	(0)	0	V81241789		science.
. English language learning	Φ	0	0	VH2-01906	i. Other language arts-related subject	•	⊕	0	V[1241H10		
					j. Mathematics education	®	(3)	0	V(12A) *92		
					k. Mathematics	®	(D)	0	VH241793		
					Other mathematics-related subject such as statistics	00	®	0	VH241794		
					m. Education (including elementary or early childhood)	Ø	@	0	VH241795		
					n. Special education (including students with disabilities)	۵	0	0	V8241807		
					o. English language learning	(3)	0	Ø	V11241806		
018 Grade 4)				Varrasini	Issue: Teacher Preparat	ion				-	Due to a lee
	participate in any he teaching of scie	7 of the following prof nce? Select one circle i	essional n cach row.		N/A					D	Due to a lac
 During the last two years, did you development activities related to t 			No								of a clear
 During the last two years, did you development activities related to t 		Yes		1.	į						relationship
During the last two years, did you development activities related to t College course taken after your firs certification	t	Yes	0	VH73s142							to
development activities related to t	t			VH738192 VH738193							to
development activities related to t College course taken after your first certification	and	0	•	-							achievemer
development activities related to t College course taken after your firs certification Workshop or training session Mentoring and/or peer observation	and	Ø Ø	(B)	VH/38193							

revious item	2019 item						D/A/ R/NC+	Rationale			
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.					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.					NC	N/A
	No, I am already proficient.	No, I have not.	Yes			No. I am already proficient.	No, I have not.	Yes			
a. Basic computer training	Ø	Φ.	0	VH241894	a. Basic computer training	(0)	0	0	VH241894		
b. Software applications	0	(1)	0	VH241895	b. Software applications	0	0	0	VH241695		
c. Use of the Internet	00	0	0	VH241899	c. Use of the Internet	0	(B)	0	VH241696		
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	0	•	0	V\$I341647	d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencine	0	0	0	V13241897		
e. Integration of computers and other technology into classroom instruction	Φ	•	0	VH241696	e. Integration of computers and other technology into classroom instruction	0	•	0	VH2.41890		

2019 Operational Grade 4 Core Teacher					
Previous item	2019 item	D/A/ R/NC+	Rationale		
15. In this school year, did your school offer training for teachers on how to use computers or other digital devices? ① Yes, to all teachers ① Yes, to some teachers ② No (2018 Grade 4)	12. In this school year, did your school offer training for teachers on how to use computers or other digital devices? Teachers Yes, to some teachers No Issue: Technology Use	NC	N/A		
16. In this school year, have you participated in training on computers or other digital devices through your school? No Once Twice Several times (2018 Grade 4)	13. In this school year, have you participated in training on computers or other digital devices through your school? No Once Twice Several times Issue: Technology Use	NC	N/A		
17. In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation? Yes, and I can take it home. Yes, but I cannot take it home. No	N/A	D	Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.		
18. In this school year, did your school provide you with a tablet (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation? ② Yes, and I can take it home. ③ Yes, but I cannot take it home. ③ No	N/A	D	Due to a lack of a clear relationship to achievement and to keep teacher burden low,		
(2018 Grade 4)			this item was dropped.		

2019 Operational Grade 4 Core Teacher						
Previous item	2019 item	D/A/ R/NC+	Rationale			
19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. © Desktop computers © Laptop computers (including Chromebooks) © Tablets (for example, Surface Pro, iPad, Kindle Fire) © Other digital devices (Please specify):	15. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. © Desktop computers © Laptop computers (including Chromebooks) © Tablets (for example, Surface Pro, iPad, Kindle Fire)	R	The "Other (Please specify)" response option was removed. This response option is only used in pilot			
(2018 Grade 4)	Issue: Technology Use		administratio ns.			

2019 Op	erational Grade 4 Core Teacher			
Previous item	2019 item		D/A/ R/NC+	Rationale
20. How well do the desktop computers in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. I don't know.	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.	VH69/2052	NC	N/A
21. How well do the laptop computers (including Chromebooks) in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. I don't know.	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. Issue: Technology Use	V1892099	NC	N/A
22. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work? All tablets are functional and operate quickly. All tablets are functional, but some run more slowly than others. All tablets are functional, but all or almost all run slowly. Some of the tablets do not operate and cannot be used. I don't know.	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. Issue: Technology Use	Yi19206b	NC	N/A

Previous item							2019 item							D/A/ R/NC+	Rationale
23. How often do you do th	e following	in this school	Select one c	rele in each re	ow.	VH304679	19. How often do you do the	following in this	s school? S	select one ci	rcle in each re	w.	VH304679	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never or t		About once or twice a month	About once or twice a week	Every day or almost every day			
Teach jointly as a team in the same class	0	0	0	0	0	VERIDANG	a. Teach jointly as a team in the same class	0	Ø	0	0	Φ	VHIMM		
b. Observe other teachers' classes and provide feedback	00	(1)	0	8	Ф	VH304099	b. Observe other teachers' classes and provide feedback	Φ.	0	0	Φ	0	VH304698		
c. Engage in discussions about the learning development of specific students	Φ.	0	Θ	Ф	0	V15364736	c. Engage in discussions about the learning development of specific students	•	3	Φ	@	Φ	VH304736		
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student	Φ	•	0	•	Ф	¥91304740	d. Work with other teachers in my school to ensure common standards in evaluations for	0	0	0	0	Θ	VH301240		
progress							assessing student progress								
2018 Grade 4)	1	ntion N	linor I	Moderate	Serious	VIDio82	assessing student	e is each probler	Min	ior M	each row.	Serious	V8282652	NC	N/A
2018 Grade 4) 24. In your school, how sev	Not a pr	oblem N	linor oblem	Moderate problem	problem		Issue: School Clima 20. In your school, how sever		1	ior M		Serious problem	V1083x52	NC	N/A
2018 Grade 4) 24. In your school, how sev a. The school building need significant repair.	Not a pr	roblem pro	linor oblem	Moderate problem	problem	VH262853	Issue: School Climate 20. In your school, how sever a. The school building needs significant repair.	e is each probler	Min	ior M	Moderate		VIENDAS	NC	N/A
2018 Grade 4) 24. In your school, how sev a. The school building need significant repair. b. Classrooms are overcrowded.	Not a pr	roblem pro	linor oblem	Moderate problem	problem		assessing student progress Issue: School Clima 20. In your school, how sever a. The school building needs significant repair. b. Classrooms are overcrowded.	Not a problem	n Min probl	lem 1	Moderate problem	problem		NC	N/A
2018 Grade 4) 24. In your school, how sev a. The school building need significant repair. b. Classrooms are overcrowded. c. Teachers have too many teaching hours.	Not a pr	roblem pro	linor oblem	Moderate problem	problem	VH262853	Issue: School Clima 20. In your school, how sever a. The school building needs significant repair. b. Classrooms are	Not a problem	n Min probl	ior M lem 1	Moderate problem	problem	VHZAZASS	NC	N/A
2018 Grade 4) 24. In your school, how sev a. The school building need significant repair. b. Classrooms are overcrowded. c. Teachers have too many	Not a pr	roblem Pro	linor blem	Moderate problem ©	problem	VH262653 VH262654	assessing student progress Issue: School Clima: 20. In your school, how sever a. The school building needs significant repair. b. Classrooms are overcrowded. c. Teachers have too many	Not a problem	n Min probl	or Market	Moderate problem	problem	VH262654	NC	N/A

revious item							2019 item							D/A/ R/NC+	Rationale
25. How much does each circle in each row.	of the followin	g statements a	apply to you as	a teacher? Sel	ect one	VIDOSOOS	21. How much does each of the following statements apply to you as a teacher? Select one circle in each row.					NC	N/A		
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			
 I am satisfied with being a teacher at this school. 	9	©	0	0	θ	V11305016	I am satisfied with being a teacher at this school.	0	3	0	0	Ф	Vecasors		
b. My work inspires me.	0	0	0	0	Φ	V1005024	b. My work inspires me.	0	0	0	00	Φ	VH505024		
 I am frustrated as a teacher at my school. 	(3)	ⅎ	0	9	Φ	VH305032	c. I am frustrated as a teacher at my school.	•	•	0	0	0	V18305032		
 I am supported by the teachers at my school. 	۵	0	0	0	0	VH105013	d. I am supported by the teachers at my school	•	Ф	0	Φ	0	V16305032		
2018 Grade 4) 26. Whether a student do things. You may feel than others. In school following? Select one	hat some of the how possible	iese things are	easier for you	ir students to	change	VFD29966	Issue: School Clir 22. Whether a student de things. You may feel than others. In school following? Select one	es well or poor that some of th I, how possible	iese things are	easier for you	ir students to	change	VHI/9966	NC	N/A
26. Whether a student do things. You may feel t than others. In school	hat some of the how possible	iese things are	easier for you	ir students to	change	VH2996	22. Whether a student do things. You may feel than others. In school	es well or poor that some of th I, how possible	iese things are	easier for you	ir students to	change	VHI2996	NC	N/A
26. Whether a student do things. You may feel than others. In school following? Select one	hat some of the how possible circle in each Not at all possible to	A little possible to	Somewhat possible to	Quite possible to	change he Completely possible to	VH32996	22. Whether a student do things. You may feel than others. In school	nes well or poor that some of the l, how possible circle in each Not at all possible to	is it for your row. A little possible to	Somewhat possible to	Quite possible to	change he Completely possible to	VH339966 VH339967	NC	N/A
26. Whether a student do things. You may feel t than others. In school following? Select one	hat some of the how possible circle in each Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change		22. Whether a student d things. You may feel than others. In schoo following? Select one	hets well or poor that some of th I, how possible circle in each Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change		NC	N/A

Appendix K-2b: Operational Grade 4 Core

4	TT71 .			2
1.	What	18	vour	sex?
	111111	10	,	0021.

- Male
- Female

- 2. Are you Hispanic or Latino? Select all squares that apply.
 - No, I am not Hispanic or Latino.
 - (B) 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

 - © Native Hawaiian or other Pacific Islander

			VH240195
4.		cluding student teaching, how many years have you worked as an elementary or condary teacher, counting this year?	
	(A)	Less than 1 year	
	®	1–2 years	
	0	3–5 years	
	0	6–10 years	
	(E)	11–20 years	
	(Ē)	21 or more years	
			VH547397
5.		ve you been awarded tenure by the school, district, or diocese where you crently teach?	
	(A)	Yes	
	®	No	
	0	My school, district, or diocese does not award tenure.	
			VH240197
6.		you hold a regular or standard certificate that is valid in the state in which you currently teaching?	
	(A)	Yes, I hold a permanent certificate.	
	lack	Yes, I hold a temporary certificate. (This type of certificate may require additional course student teaching, etc.)	work,
	0	No, but I am currently working toward certification.	
	(No, and I am not planning to obtain certification.	

7.	Did you	enter te	eaching t	hrough at	n alternative	route to	certification	program
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(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
- No

- 8. What is the highest academic degree you hold?
 - High school diploma
 - Associate's degree/vocational certification
 - © Bachelor's degree
 - Master's degree
 - © Education specialist's or professional diploma based on at least one year's work past master's degree
 - Doctorate
 - © Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Biology or other life science	(A)	®	0	VH241768
b. Physics, chemistry, or other physical science	(A)	(8)	0	VH241769
c. Earth or space science	(A)	®	0	VH241770
d. Mathematics or mathematics education	(A)	₿	0	VH241771
e. Science education	(A)	®	0	VH241772
f. Engineering or engineering education	(A)	₿	0	VH241780
g. Reading, language arts, or literacy education	(A)	₿	0	VH241758
h. English	(A)	®	0	VH241754
i. Other language arts-related subject	(A)	₿	0	VH241784
j. Mathematics education	(A)	®	0	VH241760
k. Mathematics	(A)	®	0	VH241761
l. Other mathematics-related subject such as statistics	(A)	(8)	0	VH241776
m. Education (including elementary or early childhood)	(A)	®	0	VH241762
n. Special education (including students with disabilities)	(A)	®	0	VH241781
o. English language learning	A	®	©	VH241782

VH240204

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

A Yes

® 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	(A)	B	0	VH241798
b. Physics, chemistry, or other physical science	(A)	(B)	0	VH241799
c. Earth or space science	(A)	®	0	VH241800
d. Mathematics or mathematics education	(A)	(B)	0	VH241801
e. Science education	(A)	®	0	VH241802
f. Engineering or engineering education	(A)	(B)	0	VH241806
g. Reading, language arts, or literacy education	(A)	8	0	VH241791
h. English	(A)	®	0	VH241789
i. Other language arts-related subject	(4)	®	0	VH241810
j. Mathematics education	(A)	®	0	VH241792
k. Mathematics	(A)	®	0	VH241793
l. Other mathematics-related subject such as statistics	(4)	₿	0	VH241794
m. Education (including elementary or early childhood)	(4)	®	0	VH241795
n. Special education (including students with disabilities)	(A)	8	0	VH241807
o. English language learning	A	®	0	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
 - Yes, to some teachers
 - © No

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

- No
- ® Once
- © Twice
- 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	A	®	0	VH241894
b. Software applications	A	®	0	VH241895
c. Use of the Internet	A	®	0	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	(4)	®	0	VH241897
e. Integration of computers and other technology into classroom instruction	0	®	0	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.
 - Desktop computers
 - Laptop computers (including Chromebooks)
 - © Tablets (for example, Surface Pro, iPad, Kindle Fire)

V/LI	502	052

- **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	(A)	B	0	0	Ē	VH304693
b. Observe other teachers' classes and provide feedback	(A)	®	0	0	©	VH304698
c. Engage in discussions about the learning development of specific students	(A)	®	0	0	©.	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(®	0	Φ	©.	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.	(A)	B	0	0	VH262653
b. Classrooms are overcrowded.	(A)	B	0	0	VH262654
c. Teachers have too many teaching hours.	(A)	B	0	0	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	(A)	®	0	0	VH262656
e. Teachers do not have adequate instructional materials and supplies.	(A)	®	0	0	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.	(A)	ß	0	0	©.	VH305016
b. My work inspires me.	(A)	®	0	0	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	B	0	0	Œ	VH305032
d. I am supported by the teachers at my school.	(A)	B	0	0	Œ	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 inte	lligent	A	®	O	0	(Ē)	VH329967
b. Putting fo effort	rth a lot of	(A)	®	0	0	Œ	VH329968
c. Behaving	well in class	(A)	®	0	0	Œ	VH329970

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

2	2019 Pilot Grade 4 Core Teacher			
Previous item	2019 item		D/A/ R/NC+	Rationale
1. Are you Hispanic or Latino? Select all squares that apply. ① No, I am not Hispanic or Latino. ① Yes, I am Mexican, Mexican American, or Chicano. ② Yes, I am Puerto Rican or Puerto Rican American. ③ Yes, I am Cuban or Cuban American. ① Yes, I am from some other Hispanic or Latino background.	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.	VH2#038S	NC	N/A
(2017 Grade 4)	Issue: Race/Ethnicity			
2. Which of the following best describes you? Select all squares that apply. © White © Black or African American © Asian © American Indian or Alaska Native © Native Hawaiian or other Pacific Islander (2017 Grade 4)	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 Issue: Race/Ethnicity	VH249386	NC	N/A
3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year? © Less than 1 year © 1-2 years © 3-5 years © 6-10 years © 11-20 years © 21 or more years (2017 Grade 4)		V11240195	NC	N/A
4. Have you been awarded tenure by the school or district where you currently teach? Yes No My school or district does not award tenure.		VH547397	R	This item was revised to include "diocese" as a source of
(2017 Grade 4)	Issue: Teacher Preparation			tenure.

201	9 Pilot Grade 4 Core Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
5. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?	6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?	NC	N/A
Yes, I hold a permanent certificate.	Yes, I hold a permanent certificate.		
 Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) 	Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)		
No, but I am currently working toward certification.	No, but I am currently working toward certification.		
No, and I am not planning to obtain certification.	No, and I am not planning to obtain certification.		
(2017 Grade 4)	Issue: Teacher Preparation		
6. Did you enter teaching through an alternative route to certification program?	7. Did you enter teaching through an alternative route to certification program?	NC	N/A
(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)	(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)		
① Yes ① No	® No		
(2017 Grade 4)	Issue: Teacher Preparation		
(2017 Grade 4)	1.11	+	
7. Are you certified by the National Board for Professional Teaching Standards in at least one content area? (The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.) ② Yes, I am fully certified by the National Board for Professional Teaching Standards. ③ I am working towards my National Board certification.	N/A	D	To create room in the questionnaire for new development and keep school administrator burden low,
(2017 Grade 4)			this item was dropped.
8. What is the highest academic degree you hold?	8. What is the highest academic degree you hold?	R	Response
High school diploma	High school diploma	1	options e, f,
Associate's degree/vocational certification	Associate's degree/vocational certification	1	and g were
© Bachelor's degree	© Bachelor's degree	1	revised and
Master's degree	Master's degree	1	an open-
© Education specialist's or professional diploma based on at least one year's work past master's degree	 Education specialist degree Doctor of Education degree (i.e., Ed.D.) 		ended
Doctorate Professional degree (e.g. M.D. IJ.R. ID. D.D.S.)	© Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)	1	response
© Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)	Other academic degree (Please specify):		option has
(2017 Grade 4)	Issue: Teacher Preparation		been added.

9. Did you have a major, minor, or special emphasis in any of the following su part of your undergraduate coursework? Select one circle in each row. Yes, a major Yes, a minor or special emphasis a. Reading, language arts, or literacy education b. English C. Other language arts-related	bjects as	VH241753	9. Did you have a major, minor, or sp	evious item 2019 item						
a. Reading, language arts, or literacy education b. English Other language arts, related	No		part of your undergraduate course	pecial emphasis in work? Select one	any of the following so circle in each row.	ibjects as	VH241753	R	This item is	
education b. English c. Other language arts related				Yes, a major	Yes, a minor or special emphasis	No			customized by subject	
c. Other language arts related	0	VH241758	a. Reading, language arts, or literacy education	®	®	0	VH241758		and has been expanded from reading and math to also include sub-items for science.	
c. Other language arts-related	0	VH241754	b. English	®	0	0	VH241754			
subject	0	VH241784	c. Other language arts-related subject	0	•	0	VH241784			
d. Mathematics education	0	VH241760	d. Mathematics education	®	(1)	0	VH241760			
e. Mathematics 💿 🕦	0	VH241761	e. Mathematics	(8)	®	0	VH241761			
f. Other mathematics-related subject such as statistics	0	VH241776	f. Other mathematics-related subject such as statistics	®	®	0	VH241776			
g. Education (including elementary or early childhood)	0	VH241762	g. Biology or other life science	(8)	(3)	0	VH241768			
h. Special education (including students with disabilities)	0	VH241781	h. Physics, chemistry, or other physical science	0	(8)	0	VH241769			
i. English language learning	0	VH241782	i. Earth or space science	®	®	0	VH241770			
			j. Mathematics or mathematics education	•	•	0	VH241771			
			k. Science education	®	®	0	VH241772			
			Engineering or engineering education	®	(8)	0	VH241780			
			m. Education (including elementary or early childhood)	•	•	0	VH241762			
			 Special education (including students with disabilities) 	0	•	0	VH241781			
			o. English language learning	®	•	0	VH241782			
2017 Grade 4)			Issue: Teacher Preparation	nn -						
		VH240204	- 1334C. Teacher Freparatio	J11	Ø		V16240204	1.0	1.10	
10. Since completing your undergraduate degree, have you taken any graduate	courses?		10. Since completing your undergradua	ite degree, have v	ou taken any graduat	courses?		NC	N/A	
⊕ Yes					The second second					
No Question 11 is not applicable and will be skipped.			- 450							

part of your galdulare counserwork. Select one circle in each row. Part of your galdulare counserwork. Select one circle in each row.	Previous item					2019 item					D/A/ R/NC+	Rationale
Reduling, Imprage arts, or literacy © 0 © 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	11. Did you have a major, minor, or spart of your graduate coursework?	pecial emphasis in Select one circle	any of the following s in each row.	subjects as	VH241785				subjects as	VH241785	R	This item is
a. Reading, language arts, or literacy (whether the collection (whether the co		Yes, a major		No			Yes, a major		No			
Description To Grade 4) 1. During the last two years, did you participate in or lead any of the following professional development activities of the continuous of the conti		®	(1)	0	VH241791		Ø		0	VH241791		and has been
Subject solution	o. English	@	(8)	0	VH241789	STATES SERVICE				300041780		
Mathematics oducation		®	®	0	VH241810	c. Other language arts-related						
Cober mathematics related © © © viscarial statistics of cardy childhood? So Education (including elementary or cardy childhood) So Education (including elementary or cardy					1 10000000		700	12"		VH241792		-
EDITO Grade 4) 2. During the last two years, did you participate in or lead any of the following processional development activities related to the teaching of reading, writing, or literature? Select one circle in each row. 1. College course taken after your first certification (December 2) with the content of the circle and approximate the content of the circle and approximate to the teaching of content of the circle and approximate to the teaching of content of the content of the circle and approximate to the teaching of content of the												and math to
Second equation including students with disabilities)	subject such as statistics		(1)	0		f. Other mathematics-related				VH241794		also include
In Special education (including extractions including) In English language learning In English		Ø	®	0	VH241795	The state of the s	(A)	(B)	0	VH241798		sub-items fo
Earth or space science	h. Special education (including students with disabilities)	0	®	0	VH241807		⊗	®	0	VH241799		
College course taken after your first See No Teaching and/or peer observation and College course taken after your first College course taken after your fi	. English language learning	®	•	0	VH241808		(a)	®	0	VH241800		
R. Science education							®	(8)	0	VH241801		
education Special elucation (including elementary or early childhood). n. Special elucation (including students with disabilities) o. English language learning o working professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row. College course taken after your first							®	®	0	VH241802		
College course taken after your first certification Workshop or training assion Workshop or training and/or peer observation and coaching as part of a formal arrangement Co-teaching/team teaching Co-teaching/feam teaching Co-teaching Co-teaching/feam teaching Co-teaching Co-teaching Co-teaching Co-teaching Co-teaching Co-teaching Co-tea							®	®	0	VH241806		
Students with disabilities Society Students Stu						m. Education (including elementary or early childhood)	•	•	0	VH241795		
Issue: Teacher Preparation Issue: Teacher Preparation						n. Special education (including students with disabilities)	®	®	0	VH241807		
12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row. N/A N/A N/A N/A N/A N/A N/A N/						o. English language learning	@	(1)	0	VH241808		
12. During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of reading, writing, or literature? Select one circle in each row. N/A N/A N/A N/A N/A N/A N/A N/	2017 Grade 4)					Issue: Teacher Preparat	ion					
for new developme and/or peer observation and coaching as part of a formal arrangement white the coaching/team teaching with this item with this item with this item with the coaching as part of a formal arrangement white the coaching as part of a formal arrangement white the coaching/team teaching with this item with this item with this item with the coaching as part of a formal arrangement white the coaching/team teaching with this item with this item with the coaching as part of a formal arrangement with this item with the coaching as part of a formal arrangement with this item with the coaching as part of a formal arrangement with this item with the coaching as part of a formal arrangement with the coaching as part of a formal arrangement with the coaching as part of a formal arrangement with the coaching as part of a formal arrangement with the coaching as part of a formal arrangement with the coaching as part of a formal arrangement with the coaching as part of a formal arrangement with the coaching and the coaching as part of a formal arrangement with the coaching as part o	professional development activitie	es related to the to	eaching of reading, wr	iting, or	VH241842	N/A						room in the
certification	College course taken after your fire				1 2 1							·
Mentoring and/or peer observation and coaching as part of a formal arrangement Co-teaching/team teaching Wildeliss Wil	certification		_ 30/2									for new
and keep school administrat burden low this item w.		and	⊕	®	/ A							developmen
school administrat burden low this item w.	coaching as part of a formal arrange		®	(1)	VH241847							
administrat burden low this item w	. Co-teaching/team teaching		®	®	VH241853							
burden low 2017 Grade 4)												
this item wa												
(017 Grade 4)												burden low,
2017 Grade 4)	2017 Cuarla 4)											this item wa
	ZUT / GLade 4)											

Previous item					2019 item					D/A/ R/NC+	Rationale
13. During the last two years, did yo professional development activi one circle in each row.				VH241899	N/A					D	To create room in the
		Yes	No	1-1							questionnair
a. College course taken after your fir	st	0	(1)	VH241900							for new
b. Workshop or training session		0	®	VH241901							
c. Mentoring and/or peer observation	and	0	®	VH241904							developmen
coaching as part of a formal arrang d. Co-teaching/team teaching	ement	Φ	(8)	VH241904 VH241910							and keep
2017 Grade 4)											school administrate burden low, this item wa dropped.
 During the last two years, have following areas? Select one circl 		g from any source in	any of the	VH241893	14. During the last two school years, of the following areas? Select one	, have you received e circle in each row.	training from any sou	arce in any	VH852919	R	Example content was
	No, I am already proficient.	No, I have not.	Yes	VH241894		No, I have not needed training in this area.	No, I have not received training from any source	Yes			added to sul
											5.5.5.5.5
a. Basic computer training b. Software applications	Ø	(B)	0	VH241895		tills area.	in this area.				
The state of the s	@ @ @	® ®	0 0		a. Basic computer training (e.g., moving files, creating folders, or			6	VH852920		items a and
b. Software applications c. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web, interactive video,	®	®	0	VH241895	moving files, creating folders, or using keyboard/mouse) b. Software applications (e.g., Excel,	©	in this area.	0	VH852920 VH852921		
b. Software applications c. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television,	Ø Ø	(D)	0	VH241895 VH241898	moving files, creating folders, or using keyboard/mouse)	Ø	•				items a and and the
b. Software applications c. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web, interactive video,	Ø Ø	(D)	0	VH241895 VH241898	moving files, creating folders, or using keyboard/mouse) b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	Ø	®	0	VH852921		items a and and the example content for sub-item d
b. Software applications c. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing e. Integration of computers and other technology into classroom	Φ Φ	(b)	0	VH241895 VH241898 VH241897	moving files, creating folders, or using keyboard/mouse) b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs) c. Use of the Internet d. Use of other digital devices (e.g., scanners, mobile devices,	© ©	(b)	0	VH852921 VH852924		items a and and the example content for
b. Software applications c. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web. interactive video, closed-circuit television, videoconferencing e. Integration of computers and other technology into classroom instruction	© ©	(b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	0	VH241895 VH241898 VH241897	moving files, creating folders, or using keyboard/mouse) b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs) c. Use of the Internet d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels) e. Integration of computers and other digital devices into classroom instruction	©	© © © © © © © © © © © © © © © © © © ©	0	VH852921 VH852924 VH852923	NC	items a and and the example content for sub-item d
b. Software applications c. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing e. Integration of computers and other technology into classroom instruction 2017 Grade 4)	© © offer training for te	(b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	0	VH141895 VH141898 VH141897 VH141897	moving files, creating folders, or using keyboard/mouse) b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs) c. Use of the Internet d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels) e. Integration of computers and other digital devices into classroom instruction Issue: Teacher Prepara	© © tion	© © © © © © © © © © © © © © © © © © ©	0	VH852921 VH852924 VH852923 VH852922	NC	items a and and the example content for sub-item d was updated
b. Software applications 2. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing e. Integration of computers and other technology into classroom instruction 2017 Grade 4)	© © offer training for te	(b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	0	VH141895 VH141898 VH141897 VH141897	moving files, creating folders, or using keyboard/mouse) b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs) c. Use of the Internet d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels) e. Integration of computers and other digital devices into classroom instruction Issue: Teacher Prepara	© © tion	© © © © © © © © © © © © © © © © © © ©	0	VH852921 VH852924 VH852923 VH852922	NC	items a and and the example content for sub-item d was updated

2	2019 Pilot Grade 4 Core Teacher						
Previous item	2019 item	D/A/ R/NC+	Rationale				
16. In this school year, have you participated in training on computers or other digital devices through your school? No Once Twice Several times (2017 Grade 4)	13. In this school year, have you participated in training on computers or other digital devices through your school? No Once Twice Several times	NC	N/A				
	Issue: Technology Use N/A	D	To create room in the questionnaire for new development and keep school administrator burden low,				
(2017 Grade 4)			this item was dropped.				

2	2019 Pilot Grade 4 Core Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
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? ② Yes, and I can take it home. ③ Yes, but I cannot take it home. ③ No	N/A	D	To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.
19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify):	15. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify):	NC NC	N/A
(2017 Grade 4)	Issue: Technology Use		
20. How well do the desktop computers in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. I don't know.	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.	NC	N/A
(2017 Grade 4)	Issue: Technology Use		
21. How well do the laptop computers (including Chromebooks) in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. I don't know. (2017 Grade 4)	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. Issue: Technology Use	NC	N/A

Previous item						2019 item							D/A/ R/NC+	Rationale	
22. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work? All tablets are functional and operate quickly. All tablets are functional, but some run more slowly than others. All tablets are functional, but all or almost all run slowly. Some of the tablets do not operate and cannot be used. I don't know.						 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. 					NC	N/A			
3. How often do you do the	following in	this school	Select one c	ircle in each ro	w	VH304679	19. How often do you do th		og in this school	l? Select one ci	rcle in each ro	Mar.	VH304679	NC	N/A
	Never	About once or twice a year	About once or twice a month		Every day or almost every day		17. How otter up you up to	Never	About once or twice a year		A LANGE CO.	Every day or almost every day		NC	N/A
. Teach jointly as a team in the same class	®	•	0	Φ	Φ	VH304693	a. Teach jointly as a	(0)	®	0	Φ	©	VH304693		
. Observe other teachers' classes and provide feedback	Φ	®	0	•	Θ	VH304698	b. Observe other teachers' classes and provide feedback	@	•	0	Φ	©	VH304698		
Engage in discussions about the learning development of specific students	@	®	0	Φ	Φ	VH304736	c. Engage in discussions about the learning development of	®	•	0	Φ	©	VH304736		
. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	0	•	0	•	Φ	VH304740	specific students d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	®	•	0	•	θ	VH304740		
2017 Grade 4) 24. In your school, how sever	ere is each p	ahlam I	Minor	Moderate	Serious	VH262652	Issue: School Clin 20. In your school, how s	severe is ea	a problem	Minor	Moderate	Serious	VH262652	NC	N/A
a. The school building need		Pi	roblem	problem	problem	VH262653	a. The school building ne			problem	problem	problem			
significant repair. b. Classrooms are	0		®	0	Φ	VH262654	significant repair. b. Classrooms are		(A)	(8)	0	0	VH262653		
overcrowded. c. Teachers have too many	0		®	0	0	VH262655	overcrowded. c. Teachers have too man	nv	(3)	(6)	0	0	VH262654		
teaching hours. d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	0		•	0	•	VH262656	teaching hours. d. Teachers do not have adequate workspace (e for preparation, collaboration, or meeti with students).	e.g.,	®	(1)	0	Φ	VH262655 VH262656		
e. Teachers do not have adequate instructional materials and supplies.		0	Φ	VH262657	e. Teachers do not have adequate instructional		(A)	®	0	0	VH262657				

						201	9 Pilot Grade 4	Core 7	Гeache	r					
Previous item	Previous item 2019 item								D/A/ R/NC+	Rationale					
25. How much does each circle in each row.	of the followin	ng statements	apply to you a	s a teacher? Se	elect one	VH305005	21. How much does each of circle in each row.	of the following	ng statements :	apply to you as	s a teacher? Se	lect one	VH305005	NC	N/A
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			
 I am satisfied with being a teacher at this school. 	0	(8)	0	Φ	0	VH305016	I am satisfied with being a teacher at this school.	@	100	O	0	©	VH305016		
b. My work inspires me.	®	(8)	0	0	(D)	VH305024	b. My work inspires me.	0	®	0	0	•	VH305024		
 I am frustrated as a teacher at my school. 	@	•	0	0	•	VH305032	c. I am frustrated as a teacher at my school.	0	®	0	0	©	VH305032		
d. I am supported by the teachers at my school.	®	®	0	•	©	VH305033	d. I am supported by the teachers at my school.	Ø	(D)	0	Φ	(D)	VH305033		
following? Select one	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change		following? Select one	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	0	(1)	0	0	0	VH329967	a. Being intelligent	Ø	•	0	0	•	VH329967		
 Putting forth a lot of effort 	0	•	0	•	Ð	VH329968	b. Putting forth a lot of effort	(A)	•	0	0	©	VH329968		
c. Behaving well in class	(8)	(B)	0	0	•	VH329970	c. Behaving well in class	®	®	0	0	•	VH329970		
(2017 Grade 4)							Issue: Desire for	Learnin	3						
N/A					I. What is your sex? Male Female						A	This item was added to provide additional			
							Issue: Gender								contextual information.

Appendix K-2d: Pilot Grade 4 Core

4	TT71 .			2
1.	What	18	vour	sex?
	111111	10	,	0021.

- Male
- Female

- 2. Are you Hispanic or Latino? Select all squares that apply.
 - No, I am not Hispanic or Latino.
 - (B) 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

 - © Native Hawaiian or other Pacific Islander

			VH24019
4.		cluding student teaching, how many years have you worked as an elementary or ondary teacher, counting this year?	
	(A)	Less than 1 year	
	®	1–2 years	
	0	3–5 years	
	0	6–10 years	
	(E)	11–20 years	
	Ð	21 or more years	
			VH54739
5.		ve you been awarded tenure by the school, district, or diocese where you rently teach?	
	(A)	Yes	
	®	No	
	0	My school, district, or diocese does not award tenure.	
			VH24019
6.		you hold a regular or standard certificate that is valid in the state in which you currently teaching?	
	(A)	Yes, I hold a permanent certificate.	
	lack	Yes, I hold a temporary certificate. (This type of certificate may require additional course student teaching, etc.)	work
	0	No, but I am currently working toward certification.	
	(No, and I am not planning to obtain certification.	

7.	Did '	vou enter	teaching	through	an alterr	native ro	oute to	certification	program?
, .		, ou chice	Coucilling	CITI C CO CITI	all alcoll	1441 0 10	Jaco co	COLCILICATION	programm.

(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
- No

VH852913

8. What is the highest academic degree you hold?

- High school diploma
- Associate's degree/vocational certification
- © Bachelor's degree
- Master's degree
- © Education specialist degree
- Doctor of Education degree (i.e., Ed.D.)
- © Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)
- Other academic degree (Please specify):

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	(A)	₿	0	VH241758
b. English	(A)	®	0	VH241754
c. Other language arts-related subject	(A)	(8)	0	VH241784
d. Mathematics education	(A)	®	0	VH241760
e. Mathematics	(A)	®	0	VH241761
f. Other mathematics-related subject such as statistics	(A)	®	0	VH241776
g. Biology or other life science	(A)	®	0	VH241768
h. Physics, chemistry, or other physical science	(A)	(8)	0	VH241769
i. Earth or space science	(A)	®	0	VH241770
j. Mathematics or mathematics education	(A)	®	0	VH241771
k. Science education	(A)	®	0	VH241772
l. Engineering or engineering education	(A)	(8)	0	VH241780
m. Education (including elementary or early childhood)	(A)	®	0	VH241762
n. Special education (including students with disabilities)	(A)	®	0	VH241781
o. English language learning	(A)	®	©	VH241782

VH240204

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

A Yes

® 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	(A)	₿	0	VH241791
b. English	A	®	0	VH241789
c. Other language arts-related subject	A	®	0	VH241810
d. Mathematics education	A	®	0	VH241792
e. Mathematics	A	®	0	VH241793
f. Other mathematics-related subject such as statistics	A	®	0	VH241794
g. Biology or other life science	A	®	0	VH241798
h. Physics, chemistry, or other physical science	A	®	0	VH241799
i. Earth or space science	A	®	0	VH241800
j. Mathematics or mathematics education	A	®	0	VH241801
k. Science education	A	®	0	VH241802
l. Engineering or engineering education	A	®	0	VH241806
m. Education (including elementary or early childhood)	A	®	0	VH241795
n. Special education (including students with disabilities)	(A)	®	0	VH241807
o. English language learning	A	®	0	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
 - Yes, to some teachers
 - © No

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

- No
- ® Once
- © Twice
- 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)	(4)	®	0	VH852920
b.	Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	(A)	®	0	VH852921
c.	Use of the Internet	(A)	®	0	VH852924
d.	Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	®	®	0	VH852923
e.	Integration of computers and other digital devices into classroom instruction	(4)	®	0	VH852922

17	ū	5	O	2	n	5	6

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

- Laptop computers (including Chromebooks)
- © Tablets (for example, Surface Pro, iPad, Kindle Fire)
- ① Other digital devices (Please specify): _____

- **16.** How well do the **desktop computers** in your school work?
 - All computers are functional and operate quickly.
 - All computers are functional, but some run more slowly than others.
 - All computers are functional, but all or almost all run slowly.
 - © Some of the computers do not operate and cannot be used.
 - © I don't know.

- 17. How well do the laptop computers (including Chromebooks) in your school work?
 - All computers are functional and operate quickly.
 - All computers are functional, but some run more slowly than others.
 - All computers are functional, but all or almost all run slowly.
 - © Some of the computers do not operate and cannot be used.
 - © I don't know.

- **18.** How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?
 - All tablets are functional and operate quickly.
 - 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	(A)	®	0	0	Ē	VH304693
b.	Observe other teachers' classes and provide feedback	(A)	®	0	0	©	VH304698
c.	Engage in discussions about the learning development of specific students	®	(8)	0	0	©	VH304736
d.	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(®	0	Φ	©.	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.	(A)	B	0	0	VH262653
b. Classrooms are overcrowded.	(A)	B	0	0	VH262654
c. Teachers have too many teaching hours.	(A)	B	0	0	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	(A)	®	0	0	VH262656
e. Teachers do not have adequate instructional materials and supplies.	(A)	®	0	0	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.	(A)	®	0	0	©	VH305016
b. My work inspires me.	A	®	0	0	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	B	0	0	Ē	VH305032
d. I am supported by the teachers at my school.	(A)	B	0	0	Ē	VH305033

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

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

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

	Grade 8 Core Teacher			
Previous item	2019 item		D/A/ R/NC+	Rationale
vigi	259	VH712259	NC	N/A
1. What is your sex?	1. What is your sex?			
Male	Male			
Female	® Female			
(2018 Grade 8)	Issue: Gender			
VIEW CARGO	8	VH240385	NC	N/A
2. Are you Hispanic or Latino? Select all squares that apply.	2. Are you Hispanic or Latino? Select all squares that apply.		1	'*/ ^
No, I am not Hispanic or Latino.	No, I am not Hispanic or Latino.			
Yes, I am Mexican, Mexican American, or Chicano.	Yes, I am Mexican, Mexican American, or Chicano.			
Yes, I am Puerto Rican or Puerto Rican American.	Yes, I am Puerto Rican or Puerto Rican American.			
Yes, I am Cuban or Cuban American.	Yes, I am Cuban or Cuban American.			
Yes, I am from some other Hispanic or Latino background.	Yes, I am from some other Hispanic or Latino background.			
(2018 Grade 8)	Issue: Race/Ethnicity			
			NC	N/A
VID	0386	VH240386		
3. Which of the following best describes you? Select all squares that apply.	3. Which of the following best describes you? Select all squares that apply.			
White	White ■ White			
Black or African American	Black or African American			
© Asian	© Asian			
American Indian or Alaska Native	American Indian or Alaska Native			
Native Hawaiian or other Pacific Islander	Native Hawaiian or other Pacific Islander			
(2018 Grade 8)	Issue: Race/Ethnicity			
VIDEO		VH240195	NC	N/A
 Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year? 	4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?		INC	IN/A
◆ Less than 1 year				
● 1–2 years				
© 3–5 years	© 3–5 years			
⊕ 6–10 years	© 6-10 years			
© 11-20 years	© 11–20 years			
© 21 or more years	© 21 or more years			
(2018 Grade 8)	Issue: Teacher Preparation			

Grade 8 Core Teacher			
2019 item		D/A/ R/NC+	Rationale
5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year? ② Less than 1 year ③ 1-2 years ③ 3-5 years ⑤ 6-10 years ① 11-20 years ① 21 or more years Issue: Teacher Preparation	VIIZ40202	A	This item has been added to collect subject-specific teacher training information.
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 Issue: Teacher Preparation	VH240201	A	This item has been added to collect subject-specific teacher training information.
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 Issue: Teacher Preparation	V172-80203	NC	N/A
8. Have you been awarded tenure by the school, district, or diocese where you currently teach? ① Yes ① No ② My school, district, or diocese does not award tenure.	VII547397	NC	N/A
	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 © 21 or more years Issue: Teacher Preparation 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 © 11-20 years © 11-20 years © 12 or more years Issue: Teacher Preparation 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 © 11-20 years © 11-20 years © 21 or more years Issue: Teacher Preparation 8. Have you been awarded tenure by the school, district, or diocese where you currently teach? © Yes © No	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 Issue: Teacher Preparation Videos: 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 © 11-20 years © 12 or more years Issue: Teacher Preparation 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 © 11-20 years © 11-20 years © 11-20 years © 1-2 years © 3-5 years © 6-10 years © 11-20 years © 11-20 years © 11-20 years © 12 or more years Issue: Teacher Preparation	2019 item D/A/R/NC+ ****RECTURE TO SET TO

	D/A/ R/NC+	Rationale
is valid in the state in which you of certificate may require additional coursework, ication.	NC	N/A
ute to certification program? a program that was designed to ing career, for example, a state, ation program.)	NC	N/A
C	D	Due to a lack of a clear relationship to achievement and low response variability, this item was

Previous item					2019 item					D/A/ R/NC+	Rationale
10. What is the highest academic deg High school diploma Associate's degree/vocational Bachelor's degree Master's degree Education specialist's or profedegree Doctorate	certification	ed on at least one year	's work past 1	viiZ40200 master's	11. What is the highest academic degre	NC	N/A				
© Professional degree (e.g., M.D.	, LL.B., J.D., D.D.S.				degree Doctorate Professional degree (e.g., M.D., Issue: Teacher Preparat	LL.B., J.D., D.D.S		s work past i	nascer 5		
Did you have a major, minor, or part of your undergraduate cour	special emphasis ir sework? Select one	circle in each row.	ubjects as	VH241753	12. Did you have a major, minor, or spart of your undergraduate course	pecial emphasis ir work? Select one	any of the following st circle in each row.	ubjects as	VH241753	R	This item is customized
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or	No			by subject
a. Biology or other life science	0	(3)	0	VH241768	a Duading language due will	res, a major	special emphasis	140			and has bee
 Physics, chemistry, or other physical science 	0	Φ.	0	VH241769	 Reading, language arts, or literacy education 	•	0	0	VH241758		expanded
c. Earth or space science d. Mathematics or mathematics	0	Φ	0	VH241770	b. English	0	0	0	VH241754		from reading
education	0	•	0	VH241771	 Other language arts-related subject 	0	0	0	VH241784		
e. Science education	0	Φ	0	VH241772	d. Mathematics education	•	®	0	VH241760		and math to
f. Engineering or engineering education	∞	Φ	0	VH24L780	e. Mathematics	0	0	0	VH241761		also include
 Elementary or secondary education 	®	•	0	VH241767	f. Other mathematics-related subject such as statistics	0	•	0	VH241776		sub-items fo
h. Special education (including	0	Φ	0	VH241781	g. Biology or other life science	•	Φ	0	VH241768		science.
students with disabilities) i. English language learning	®	®	0	VH241782	 h. Physics, chemistry, or other physical science 	0	•	0	VH241769		Science.
					i. Earth or space science	0	0	0	VH241770		
					 Mathematics or mathematics education 	⊗	•	0	VH241771		
					k. Science education	0	Φ.	0	VH241772		
					Engineering or engineering education	0	•	0	VH241780		
					m. Elementary or secondary	0	•	0	VH241767		
					education n. Special education (including				1		
					students with disabilities)	0	•	0	VH241781		
					o. English language learning	0	•	0	VH241782		
(2018 Grade 8)					Issue: Teacher Preparat	ion					
 12. Since completing your undergrad 			courses?	VII249204	13. Since completing your undergraduate degree, have you taken any graduate courses? © Yes						N/A
- 110 s decention to is not uppn	and will be s				® No						
2018 Grade 8)					Issue: Teacher Preparat	:				1	

a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Elementary or secondary education	Yes, a major	any of the following sin each row. Yes, a minor or special emphasis	No © 0	VIII41799 VIII241798 VIII241799	Did you have a major, minor, or spart of your graduate coursework: a. Reading, language arts, or literacy education	Yes, a major	any of the following suin each row. Yes, a minor or special emphasis	No	VH241785	R	This item is customized by subject and has beer
a. Biology or other life science b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Elementary or secondary education	Φ Φ Φ	® ® ® ® ® ® ® ® ® ® ® ® ® ® ® ® ® ® ®	0 0	VH241799		12350000	Yes, a minor or special emphasis	No			
b. Physics, chemistry, or other physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Elementary or secondary education	© © ©	(I)	0	VH241799		- 2					I and has bee
physical science c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Elementary or secondary education	© ©	(D)	0				120		VH241791		
c. Earth or space science d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Elementary or secondary education	®	•			b partick	0	Φ	© ·	VH241791 VH241789		expanded
d. Mathematics or mathematics education e. Science education f. Engineering or engineering education g. Elementary or secondary education	®	•		VH241800	b. English c. Other language arts-related	⊗	Φ	0	VH241789		from readin
e. Science education f. Engineering or engineering education g. Elementary or secondary education		•	0	VH241801	subject	•	0	0	VH241810		and math to
f. Engineering or engineering education g. Elementary or secondary education			0	VH241802	d. Mathematics education	0	0	0	VH241792		
g. Elementary or secondary education	Φ	Φ	0	VH241806	e. Mathematics	0	Ф	0	VH241793		also include
education					f. Other mathematics-related subject such as statistics	@	Φ.	0	VH241794		sub-items fo
h Special education (including	00	(3)	0	VH241797	g. Biology or other life science	0	•	0	VH241798		science.
h. Special education (including students with disabilities)	0	Φ	0	VH241807	h. Physics, chemistry, or other physical science	0	•	0	VH241799		science.
i. English language learning	∞	0	0	VH241808	i. Earth or space science	0	•	0	VH241800		
					 Mathematics or mathematics education 	•	Φ	0	VH241801		
					k. Science education	0	•	0	VH241802		
					Engineering or engineering education	0	Φ.	0	VH241806		
					m. Elementary or secondary education	0	Φ	0	VH241797		
					n. Special education (including students with disabilities)	00	(D)	0	VH241807		
					o. English language learning	0	Φ	0	VH241808		
018 Grade 8)					Issue: Teacher Preparat	on					
 During the last two years, did you part development activities related to the te 	ticipate in any eaching of scien	of the following profe ce? Select one circle in	ssional n each row.	VH736191	N/A					D	Due to a lac of a clear
		Yes	No	- 12-3							relationship
College course taken after your first certification		⊗	®	VH736192							to
. Workshop or training session		Ø	(3)	VH736193							achievemer
 Mentoring and/or peer observation and coaching as part of a formal arrangement 		®	•	VH736196							and to keep
. Co-teaching/team teaching		®	Φ	VH736202							-
											teacher
											burden low,
											this item wa

					Grade 8 Core Teach	ier					
Previous item					2019 item	D/A/ R/NC+	Rationale				
15. During the last two years, have y following areas? Select one circle	ou received training in each row.	g from any source in	any of the	VII241893	17. During the last two years, have y following areas? Select one circle	NC	N/A				
	No, I am already proficient.	No, I have not.	Yes			No, I am already proficient.	No, I have not.	Yes			
a. Basic computer training	0	0	0	VH241894	a. Basic computer training	0	. 0	0	VH241894		
b. Software applications	0	•	0	VH241895	b. Software applications	0	(D)	0	VH241895		
c. Use of the Internet	0	Φ.	0	VH241898	c. Use of the Internet	0	0	0	VH241898		
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	Φ	Φ.	0	VH241897	d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	Φ	•	0	VH241897		
e. Integration of computers and other technology into classroom instruction	0	Φ	0	VH241896	e. Integration of computers and other technology into classroom instruction	0	©	0	VH241896		
(2018 Grade 8)					Issue: Teacher Preparati	on					
 16. In this school year, did your school computers or other digital devices Yes, to all teachers Yes, to some teachers No (2018 Grade 8) 		eachers on how to u	ise	VID94995.	15. In this school year, did your school computers or other digital devices? ② Yes, to all teachers ③ Yes, to some teachers ③ No Issue: Technology Use	offer training for to	eachers on how to us	e	V11294995	NC	N/A
17. In this school year, have you partidevices through your school?	cipated in training (on computers or other	er digital	VII293076	16. In this school year, have you partici devices through your school?	pated in training o	n computers or othe	r digital	VID95076	NC	N/A
No					No						
® Once					® Once						
© Twice					© Twice						
Several times					Several times						
(2018 Grade 8)					Issue: Technology Use						
 18. In this school year, did your school Chromebooks) to use for teaching Yes, and I can take it home. Yes, but I cannot take it home No 	and class preparati	a laptop computer (i on?	including	V8617404	N/A					D	Due to a lack of a clear relationship to achievement and to keep teacher burden low,
(2018 Grade 8)											this item was dropped.

	Grade 8 Core Teacher			
Previous item	2019 item		D/A/ R/NC+	Rationale
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? ② Yes, and I can take it home. ③ Yes, but I cannot take it home. ③ No	N/A		D	Due to a lack of a clear relationship to achievement and to keep teacher burden low, this item was dropped.
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. ② Desktop computers ③ Laptop computers (including Chromebooks) ③ Tablets (for example, Surface Pro, iPad, Kindle Fire) ④ Other digital devices (Please specify):	18. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire)	VI8602997	R	The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations.
(2018 Grade 8)	Issue: Technology Use			
21. How well do the desktop computers in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. I don't know.	19. How well do the desktop computers in your school work? ② All computers are functional and operate quickly. ③ All computers are functional, but some run more slowly than others. ② All computers are functional, but all or almost all run slowly. ⑤ Some of the computers do not operate and cannot be used. ④ I don't know.	VE092057	NC	N/A
(2018 Grade 8)	Issue: Technology Use			

revious item							2019 item							D/A/ R/NC+	Rationale
22. How well do the laptop All computers are f All computers are f All computers are f Some of the comput I don't know.	unctional an unctional, bu unctional, bu	d operate quick at some run me at all or almost	kly. ore slowly that all run slowl	n others.	work?	V1592059	 All computers are form All computers are form All computers are form 	 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. 							N/A
2018 Grade 8)							Issue: Technology	Use							
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 well do the tablet work? All tablets are func All tablets are func All tablets are func Some of the tablets I don't know.	tional and o tional, but s tional, but a do not oper	perate quickly. some run more all or almost all	slowly than o		school	V1892063	NC	N/A	
24. How often do you do	he following	in this school	Select one ci	rcle in each ro	w.	VH304679	22. How often do you do th	ne following	in this school	Select one ci	rcle in each r	ow.	VIII04679	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
Teach jointly as a team in the same class	0	®	Ø	Φ	Φ	VH304693	Teach jointly as a team in the same class	0	Φ.	0	0	0	VH304693		
b. Observe other teachers' classes and provide feedback	9	®	0	0	Ð	VH304698	b. Observe other teachers' classes and provide feedback	•	Φ.	0	Ф	Ф	VH304698		
c. Engage in discussions about the learning development of specific students	Φ	Ф	0	0	Ф	VH304736	c. Engage in discussions about the learning development of specific students	0	®	0	Ф	©	VH304736		
d. Work with other teachers in my school to ensure common standards in evaluations for	©	Φ	0	0	•	VH304740	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student	•	Ф	0	Φ	Ф	VH304740		

revious item							2019 item							D/A/ R/NC+	Rationale		
25. In your school, how sev	ere is each pro	blem? Selec	t one circle in	each row.		VH262652	23. In your school, how seve	ere is each pro	oblem? Selec	ct one circle i	n each row.	. 7	VH262652	NC	•		
	Not a pro	olem M	inor M	Moderate problem	Serious problem			Not a prob	blem pr		Moderate problem	Serious problem					
 The school building need significant repair. 	s oo		Ф	0	Φ	VH262653	The school building needs significant repair.	S @		0	0	Φ	VH262653				
 Classrooms are overcrowded. 	0		D	0	0	VH262654	 b. Classrooms are overcrowded. 	0		0	0	Φ	VH262654				
 Teachers have too many teaching hours. 	0		®	0	0	VH262655	c. Teachers have too many	0		0	©	0	VH262655				
 d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students). 	0		©	0	Ф	VH262656-	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting	•		Φ	0	Φ	VH262656				
 Teachers do not have adequate instructional materials and supplies. 	00		(D)	0	Φ	VH262657	with students). e. Teachers do not have adequate instructional materials and supplies.	0		Ф	0	0	VH262657				
2018 Grade 8)	the following	statements :	annly to you a	s a teacher? Se	elect one	VID05005	Issue: School Clima	A ,	etatomonte a	maly to you see	a toachor? So	act one	VIEI05005	NC	N/A		
20000000	the following Not at all like me	statements a	Somewhat like me	s a teacher? Se Quite a bit like me	Exactly like		24. How much does each of t circle in each row.	he following s	A little bit	Somewhat	Quite a bit	Exactly like	VIEI05005	NC	N/A		
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this	Not at all	A little bit	Somewhat	Quite a bit	Exactly like		24. How much does each of t circle in each row. a. I am satisfied with being a teacher at this	he following s					VIEI08005	NC	N/A		
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like	2	24. How much does each of the circle in each row. a. I am satisfied with	he following s	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VH306016 VH306024	NC	N/A		
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this school.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VH305016	24. How much does each of the circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a	he following s Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VIEI05005 VIEI050016 VIEI06016 VIEI06024 VIEI06032	NC	N/A		
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VH305016	24. How much does each of the circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me.	he following s Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VIEIGOOS VIEIGO	NC	N/A		
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VH305016. VH305024 VH305032	24. How much does each of the circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VH306016 VH306016 VH306032 VH306032	NC	N/A		
a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	Not at all like me well or poorly at some of the low possible is	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VH305016. VH305024 VH305032	24. How much does each of the circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VIII0003 VIII06016 VIII06016 VIII06033 VIII06033	NC NC	N/A		
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school. 2018 Grade 8) 27. Whether a student does things. You may feel that than others. In school, h following? Select one ci	Not at all like me well or poorly at some of the low possible is rele in each re	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	V9E0S024 V9E0S024 V9E0S024 V9E0S024 V9E0S024	24. How much does each of the circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school. Issue: School Clima 25. Whether a student does things. You may feel that than others. In school, he following? Select one circle.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VILI05016 VYEI05024 VYEI05032 VILI05033 VILI05033				
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school. 2018 Grade 8) 27. Whether a student does things. You may feel that than others. In school, h following? Select one circle.	Well or poorly at some of the tow possible is relein each relein each relein each well or be some of the tow possible is relein each relei	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	V9E0S024 V9E0S024 V9E0S024 V9E0S024 V9E0S024	24. How much does each of the circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school. Issue: School Clima 25. Whether a student does things. You may feel that than others. In school, he following? Select one circle.	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	VILI05016 VYEI05024 VYEI05032 VILI05033 VILI05033				
26. How much does each of circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school. 2018 Grade 8) 27. Whether a student does things. You may feel that than others. In school, following? Select one circle.	Well or poorly at some of the tow possible is rele in each rc. Not at all possible to change	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	V9E0S024 V9E0S024 V9E0S024 V9E0S024 V9E0S024	24. How much does each of the circle in each row. a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school. Issue: School Clima 25. Whether a student does things. You may feel that than others. In school, he following? Select one circle.	Not at all like me	A little bit like me	Somewhat like me © © © may depend on e easier for yo students to cl	Quite a bit like me	Exactly like me	VIEI06016 VIEI0602A VIEI06032 VIEI06033 VIEI06033				

Appendix K-2f: Operational Grade 8 Core

V	H7	122	50

1.	What	is	vour	sex?
	111111	10	,	0021.

- Male
- Female

- 2. Are you Hispanic or Latino? Select all squares that apply.
 - No, I am not Hispanic or Latino.
 - (B) 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

 - © Native Hawaiian or other Pacific Islander

		VH240195
4.	Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?	
	Less than 1 year	
	® 1–2 years	
	© 3–5 years	
	© 6–10 years	
	© 11–20 years	
	© 21 or more years	
		VH240202
5.	Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?	
	® 1–2 years	
	© 3–5 years	
	© 6–10 years	
	© 11–20 years	
	© 21 or more years	
		VH240201
6.	Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?	
	® 1–2 years	
	© 3–5 years	
	© 6–10 years	
	© 11–20 years	

② 21 or more years

			VH240203
7.		cluding student teaching, how many years have you taught science in grades 6 ough 12, counting this year?	
	\bigcirc	Less than 1 year	
	®	1–2 years	
	0	3–5 years	
	0	6–10 years	
	(E)	11–20 years	
	Ð	21 or more years	
			VH547397
8.		ve you been awarded tenure by the school, district, or diocese where you rently teach?	
	(A)	Yes	
	®	No	
	0	My school, district, or diocese does not award tenure.	
			VH240197
9.		you hold a regular or standard certificate that is valid in the state in which you currently teaching?	
	(A)	Yes, I hold a permanent certificate.	
	lack	Yes, I hold a temporary certificate. (This type of certificate may require additional course student teaching, etc.)	ework,
	0	No, but I am currently working toward certification.	
	0	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	(A)	®	0	VH241758
b. English	(A)	®	0	VH241754
c. Other language arts-related subject	(A)	®	0	VH241784
d. Mathematics education	(A)	®	0	VH241760
e. Mathematics	(A)	®	0	VH241761
f. Other mathematics-related subject such as statistics	(A)	(8)	0	VH241776
g. Biology or other life science	(A)	®	0	VH241768
h. Physics, chemistry, or other physical science	(A)	(8)	0	VH241769
i. Earth or space science	(A)	®	0	VH241770
j. Mathematics or mathematics education	(A)	®	0	VH241771
k. Science education	(A)	®	0	VH241772
l. Engineering or engineering education	(A)	®	0	VH241780
m. Elementary or secondary education	(A)	®	0	VH241767
n. Special education (including students with disabilities)	(A)	®	0	VH241781
o. English language learning	(A)	®	0	VH241782

VH240204

13.	Since comple	eting vour	undergraduate	degree.	have you	taken an	v graduate	courses?
10.	office compr	cuing your	anacigiaaaacc	acgree,	mave you	taken an	y Staduate	courses.

A Yes

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	(A)	₿	0	VH241791
b. English	A	®	0	VH241789
c. Other language arts-related subject	A	®	0	VH241810
d. Mathematics education	(A)	®	0	VH241792
e. Mathematics	A	®	0	VH241793
f. Other mathematics-related subject such as statistics	A	®	0	VH241794
g. Biology or other life science	A	®	0	VH241798
h. Physics, chemistry, or other physical science	A	®	0	VH241799
i. Earth or space science	A	®	0	VH241800
j. Mathematics or mathematics education	A	₿	0	VH241801
k. Science education	A	®	0	VH241802
l. Engineering or engineering education	A	®	0	VH241806
m. Elementary or secondary education	Ø	®	0	VH241797
n. Special education (including students with disabilities)	՛⊗	®	0	VH241807
o. English language learning	A	®	0	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
 - Yes, to some teachers
 - © No

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

- No
- ® Once
- © Twice
- Several times

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

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	A	®	0	VH241894
b. Software applications	A	®	0	VH241895
c. Use of the Internet	A	®	0	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	(4)	®	0	VH241897
e. Integration of computers and other technology into classroom instruction	0	®	0	VH241896

- **18.** In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.
 - Desktop computers
 - Laptop computers (including Chromebooks)
 - © Tablets (for example, Surface Pro, iPad, Kindle Fire)

VI	502	052

- **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	A	®	0	0	Œ	VH304693
b. Observe other teachers' classes and provide feedback	(A)	®	0	0	Œ	VH304698
c. Engage in discussions about the learning development of specific students	®	®	0	0	©.	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(®	0	0	©.	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.	(A)	B	0	0	VH262653
b. Classrooms are overcrowded.	(A)	®	0	0	VH262654
c. Teachers have too many teaching hours.	(A)	B	0	0	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	(A)	®	0	0	VH262656
e. Teachers do not have adequate instructional materials and supplies.	(A)	®	0	0	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.	(A)	®	0	0	©	VH305016
b. My work inspires me.	A	®	0	0	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	B	0	0	Ē	VH305032
d. I am supported by the teachers at my school.	(A)	B	0	0	Ē	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	A	®	©	0	Œ	VH329967
b. Putting forth a lot of effort	(A)	®	0	0	Œ	VH329968
c. Behaving well in class	A	®	©	0	Œ	VH329970

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

Previous item	2019 item		D/A/ R/NC+	Rationale
VH24035		VH240385	NC	N/A
1. Are you Hispanic or Latino? Select all squares that apply.	2. Are you Hispanic or Latino? Select all squares that apply.		110	,
No, I am not Hispanic or Latino.	No, I am not Hispanic or Latino.			
Yes, I am Mexican, Mexican American, or Chicano.	Yes, I am Mexican, Mexican American, or Chicano.			
Yes, I am Puerto Rican or Puerto Rican American.	Yes, I am Puerto Rican or Puerto Rican American.			
Yes, I am Cuban or Cuban American.	Yes, I am Cuban or Cuban American.			
Yes, I am from some other Hispanic or Latino background.	© Yes, I am from some other Hispanic or Latino background.			
(2017 Grade 8)	Issue: Race/Ethnicity			
VH240386		VH240386	NC	N/A
2. Which of the following best describes you? Select all squares that apply.	3. Which of the following best describes you? Select all squares that apply.		INC	13/7
White	White			
Black or African American	Black or African American			
O Asian	© Asian			
American Indian or Alaska Native	American Indian or Alaska Native			
Native Hawaiian or other Pacific Islander	Native Hawaiian or other Pacific Islander			
(2017 Grade 8)	Issue: Race/Ethnicity			
VH240195	issue: Naccy Ethnicity	VH240195	NC	N1 / A
 Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year? 	4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?		NC	N/A
♠ Less than 1 year				
① 1-2 years	⊕ 1–2 years			
© 3–5 years	© 3-5 years			
© 6–10 years	© 6-10 years			
© 11–20 years	© 11–20 years			
① 21 or more years	© 21 or more years			
(2017 Grade 8)				
YHZADOZ	Issue: Teacher Preparation	VH240202		
4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?	5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?	* FLE#0202	NC	N/A
① Less than 1 year				
● 1–2 years	① 1–2 years			
© 3–5 years	© 3–5 years		1	
© 6-10 years	© 6–10 years		1	
				1
© 11-20 years	© 11–20 years			
	□ 11-20 years□ 21 or more years			
© 11–20 years				

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

201	9 Pilot Grade 8 Core Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
5. Have you been awarded tenure by the school or district where you currently teach? ② Yes ③ No ③ My school or district does not award tenure.	7. Have you been awarded tenure by the school, district, or diocese where you currently teach? ② Yes ③ No ② My school, district, or diocese does not award tenure.	R	This item was revised to include "diocese" as a source of tenure.
(2017 Grade 8)	Issue: Teacher Preparation		
6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? Test Yes, I hold a permanent certificate. Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)	8. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? ① Yes, I hold a permanent certificate. ① Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)	NC	N/A
O No, but I am currently working toward certification.	No, but I am currently working toward certification.		
No, and I am not planning to obtain certification.	No, and I am not planning to obtain certification.		
(2017 Grade 8)	Issue: Teacher Preparation		
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.) ① Yes ① No (2017 Grade 8)	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 Issue: Teacher Preparation	NC	N/A
8. Are you certified by the National Board for Professional Teaching Standards in at least one content area? (The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.) ① Yes, I am fully certified by the National Board for Professional Teaching Standards. ① I am working towards my National Board certification.	N/A	D	To create room in the questionnaire for new development and keep school administrator burden low, this item was
(2017 Grade 8)			dropped.

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

L.B., J.D., D.D.s	120	ar's work pa	VIDADOO	10. What is the highest academic degre	ertification . Ed.D.) D. D.F.A., D.Sc) specify):			V18822013	R	Response options e, f, and g were revised and an openended response option has been added.
cial emphasis in ork? Select one o	any of the following			- issue: reacher rievalati	on					
	circle in each row.	ubjects as	VH241753	Did you have a major, minor, or spart of your undergraduate course	pecial emphasis in		ubjects as	VH241753	R	This item is
Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject
0	(8)	0	VH241758	a. Reading, language arts, or literacy	®		0	VH241758		and has bee
®	(8)	0	VH241754		Ø	1	0	VH241754		expanded
®	•	0	VH241784	c. Other language arts-related	00			VH241784		from readin
®	•	0	VH241767		Ø			VH241760		
Ø	(B)	0	VH241781	e. Mathematics	@	•	0	VH241761		and math to
			VH241782	f. Other mathematics-related subject such as statistics	@	®	0	VH241776		also include
				g. Biology or other life science	®	®	0	VH241768		sub-items fo
				h. Physics, chemistry, or other	®	•	0	VH241769		science.
				i. Earth or space science	®	(8)	0	VH241770		
				j. Mathematics or mathematics	®	•	0	VH241771		
				k. Science education	®	®	0	VH241772		
				Engineering or engineering education	•	®	0	VH241780		
				m. Elementary or secondary education	®	®	0	VH241767		
				n. Special education (including students with disabilities)	®	®	0	VH241781		
				o. English language learning	®	(8)	©	VH241782		
				Issue: Teacher Prenarati	on					
		e courses?	VH240204	C. E		ou taken any graduate	courses?	VH240204	NC	N/A
	© © © © © © © © © © © © © © © © © © ©	© © © © © © © © © © © © © © © © © © ©	special emphasis No special e	Special emphasis NO VIBLITSI VIBL	a. Reading, language arts, or literacy education b. English c. Other language arts-related subject d. Mathematics education e. Mathematics f. Other mathematics-related subject such as statistics g. Biology or other life science h. Physics, chemistry, or other physical science i. Earth or space science j. Mathematics or mathematics education k. Science education l. Engineering or engineering education m. Elementary or secondary education n. Special education in. Special education l. Engineering or engineering education students with disabilities) o. English language learning Issue: Teacher Preparati degree, have you taken any graduate courses? 12. Since completing your undergradu. Yes D No	Special emphasis Description Description	Second color Seco	Second complexis Second complexis Secondary Se	Yes, a major special emphasis No	Yes, a major Yes,

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

Previous item					2019 item	D/A/ R/NC+	This item is customized				
12. Did you have a major, minor, or a part of your graduate coursework	special emphasis in ? Select one circle	any of the following s in each row.	subjects as	VH241785	13. Did you have a major, minor, or s part of your graduate coursework						
	Yes, a major	Yes, a minor or special emphasis	No			Yes, a major	Yes, a minor or special emphasis	No			by subject
Reading, language arts, or literacy education	®	(D)	0	VH241791	a. Reading, language arts, or literacy	@	•	0	VH241791		and has bee
o. English	0	•	0	VH241789	education b. English	®	(D)	0	VH241789		expanded
c. Other language arts-related subject	0	®	0	VH241810	c. Other language arts-related	@	1	0	VH241810		•
d. Elementary or secondary	@	(D)	0	VH241797	d. Mathematics education	®	•	©	VH241792		from readin
education e. Special education (including					e. Mathematics	®	(8)	0	VH241793		and math to
students with disabilities)	0	®	0	VH241807	f. Other mathematics-related	®	•	0	VH241794		also include
f. English language learning	0	•	0	VH241808	subject such as statistics g. Biology or other life science	®	•	0	VH241798		sub-items fo
					h. Physics, chemistry, or other	(A)	•	0	VH241799		science.
					physical science i. Earth or space science	®	•	0	VH241800		science.
					j. Mathematics or mathematics	0	•	0	VH241801		
					education k. Science education	®	•	0	VH241802		
					Engineering or engineering	@		0	VH241806		
					education m. Elementary or secondary	w	(8)	0			
					education	®	•	0	VH241797		
					n. Special education (including students with disabilities)	®	®	0	VH241807		
								-	VH241808		
					o. English language learning	(3)	(8)	0	77227400		
(2017 Grade 8) 13. During the last two years, did yo professional development activit literature? Select one circle in ea	ies related to the te	ead any of the followin	ng ting, or	VH241842	Issue: Teacher Preparation		Φ [9		D	To create room in the
13. During the last two years, did yo professional development activit	ies related to the te	ead any of the followin aching of reading, writ Yes	ng iing, or No	VH24[842	Issue: Teacher Preparation		J	9	[10000]	D	room in the
During the last two years, did yo professional development activit literature? Select one circle in ea College course taken after your fir.	ies related to the te	aching of reading, writ	ting, or	VH241842 VH241844	Issue: Teacher Preparation		J © J	9		D	room in the questionnai
professional development activit literature? Select one circle in ea a. College course taken after your fir certification b. Workshop or training session	ics related to the te	aching of reading, writ	No		Issue: Teacher Preparation		J © J	9		D	room in the questionnai for new
During the last two years, did yo professional development activit literature? Select one circle in ea College course taken after your fire certification Workshop or training session Mentoring and/or peer observation	es related to the tech row.	Yes	No	VH241843	Issue: Teacher Preparation		1 0	0		D	room in the questionnai for new developmen
During the last two years, did yo professional development activit literature? Select one circle in ea College course taken after your firecertification Workshop or training session	es related to the tech row.	Yes	No D D	VH241843 VH241844	Issue: Teacher Preparation		1 0	0		D	room in the questionnai

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

				201	9 Pilot Grade 8 Core	Teacher					
Previous item					2019 item						Rationale
14. During the last two years, have y following areas? Select one circle	ou received trainin in each row.	g from any source in	any of the	VH241893	16. During the last two school years of the following areas? Select on	R	Example content was				
	No, I am already proficient.	No, I have not.	Yes			No, I have not needed training in	No, I have not received training	Yes			added to sub-
a. Basic computer training	(A)	(B)	0	VH241894		this area.	from any source in this area.				items a and b,
b. Software applications c. Use of the Internet	ØØ	® ®	0	VH241895 VH241898	a. Basic computer training (e.g.,						and the
d. Use of other technology—for example, satellite access, wireless					moving files, creating folders, or using keyboard/mouse)	0	•	0	VH852920		example
Web, interactive video, closed-circuit television,	®	(1)	0	VH241897	 Software applications (e.g., Excel, Adobe Acrobat, or Google Docs) 	⊗	0	0	VH852921		content for
videoconferencing e. Integration of computers and					c. Use of the Internet	®	•	0	VH852924		sub-item d
other technology into classroom instruction	®	•	0	VH241896	d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	@	•	0	VH852923		was updated.
					e. Integration of computers and other digital devices into classroom instruction	®	(0	VH852922		
(2017 Grade 8)					Issue: Teacher Preparat	tion					
15. In this school year, did your school computers or other digital devices Yes, to all teachers Yes, to some teachers No (2017 Grade 8)		teachers on how to us	se		14. In this school year, did your scho computers or other digital device	rs?	teachers on how to u	se		NC	N/A
16. In this school year, have you partic devices through your school? No Once Twice Several times (2017 Grade 8)	ipated in training o	on computers or other	digital	VHZESOTS	15. In this school year, have you part devices through your school? No Once Twice Several times Issue: Technology Use	icipated in training	on computers or othe	er digital	VH295076	NC	N/A
 17. In this school year, did your school Chromebooks) to use for teaching ♠ Yes, and I can take it home. ♠ Yes, but I cannot take it home. ♠ No 	l provide you with and class preparati	a laptop computer (ii	ncluding	VH617404	N/A					D	To create room in the questionnaire for new development and keep school administrator burden low,
(2017 Grade 8)											this item was dropped.

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

2	2019 Pilot Grade 8 Core Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
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? ② Yes, and I can take it home. ③ Yes, but I cannot take it home. ③ No	N/A	D	To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.
19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. © Desktop computers © Laptop computers (including Chromebooks) © Tablets (for example, Surface Pro, iPad, Kindle Fire) © Other digital devices (Please specify):	17. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify):	VII-592056 NC	N/A
(2017 Grade 8)	Issue: Technology Use		
20. How well do the desktop computers in your school work? ① All computers are functional and operate quickly. ① All computers are functional, but some run more slowly than others. ② All computers are functional, but all or almost all run slowly. ③ Some of the computers do not operate and cannot be used. ① I don't know.	18. How well do the desktop computers in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. I don't know.	VH592052 NC	N/A
(2017 Grade 8)	Issue: Technology Use		
21. How well do the laptop computers (including Chromebooks) in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. I don't know. (2017 Grade 8)	19. How well do the laptop computers (including Chromebooks) in your school work? All computers are functional and operate quickly. All computers are functional, but some run more slowly than others. All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. Issue: Technology Use	VII:592059 NC	N/A

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

revious item							2019 item							D/A/ R/NC+	Rationale
22. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work? All tablets are functional and operate quickly. All tablets are functional, but some run more slowly than others. All tablets are functional, but all or almost all run slowly. Some of the tablets do not operate and cannot be used. I don't know. 2017 Grade 8)							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.							NC	N/A
23. How often do you do the	following in	this school	Select one ci	ircle in each ro	w.	VH304679	21. How often do you do the	e following in	this school	? Select one ci	ircle in each ro	w.	VH304679	NC	N/A
		bout once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day				About once or twice a year	About once or twice a month	About once or twice a week	Every day of almost every day	г		
a. Teach jointly as a team in the same class	0	•	0	Φ	(b)	VH304693	a. Teach jointly as a team in the same class	®	(1)	0	0	©	VH304693		
b. Observe other teachers' classes and provide feedback	0	10	0	0	©	VH304698	b. Observe other teachers' classes and provide feedback	@	(8)	0	0	®.	VH304698		
c. Engage in discussions about the learning development of specific students	0	•	0	Φ	Θ	VH304736	c. Engage in discussions about the learning development of	0	•	0	0	Φ	VH304736		
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	00	•	0	•	•	VH304740	specific students d. Work with other teachers in my school to ensure common standards in evaluations for assessing student	®	®	0	0	Φ	VH304740		
2017 Grade 8) 24. In your school, how seve	Not a prol	Jam 1	Minor roblem	Moderate problem	Serious problem	VH262652	Issue: School Clima 22. In your school, how seve	Not a prob	olem N	Tinor 1	n each row. Moderate problem	Serious problem	VH262652	NC	N/A
significant repair. b. Classrooms are	(4)		(B)	0	0	VH262653	 The school building needs significant repair. 	0		®	0	0	VH262653		
overcrowded. c. Teachers have too many	(A)		(B)	0	Φ	VH262654	 Classrooms are overcrowded. 	@		•	0	•	VH262654		
teaching hours.	(A)		®	0	Ф	VH262655	c. Teachers have too many teaching hours.	@		0	0	0	VH262655		
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students). e. Teachers do not have	•		(1)	0	•	VH262656	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	(3)		(b)	0	0	VH262656		
adequate instructional	0	10	®	0	Φ	VH262657	e. Teachers do not have adequate instructional	0		®	0	0	VH262657		

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

						201	9 Pilot Grade 8	Core T	eache	r					
Previous item							2019 item							D/A/ R/NC+	Rationale
25. How much does each o circle in each row.	of the followin	g statements a	apply to you as	a teacher? Se	lect one	VH305005	23. How much does each of the following statements apply to you as a teacher? Select one circle in each row.						NC	N/A	
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			
 I am satisfied with being a teacher at this school. 	0	(3)	0	•	©	VH305016	a. I am satisfied with being a teacher at this school.	@	®	0	0	0	VH305016		
b. My work inspires me. c. I am frustrated as a	0	■	0	0	•	VH305024	b. My work inspires me.	0	•	0	0	0	VH305024		
teacher at my school.	0	•	0	0	•	VH305032	 I am frustrated as a teacher at my school. 	0	•	0	0	0	VH305032		
d. I am supported by the teachers at my school.	0	ூ	0	0	•	VH305033	d. I am supported by the teachers at my school.	0	•	0	0	0	VH305033		
(2017 Grade 8)							Issue: School Clir	nate							
26. Whether a student do things. You may feel than others. In schoo following? Select one	that some of l, how possib	these things a le is it for you	re easier for y	our students	to change	VH329966	24. Whether a student do things. You may feel t than others. In school following? Select one	hat some of t , how possible	hese things are e is it for your	e easier for yo	ur students to	change	VH329966	NC	N/A
	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible t change	Complete possible t change	ly o		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	0	(1)	0	Φ	(D)	VH329967	a. Being intelligent	®	•	0	0	©	VH329967		
 Putting forth a lot of effort 	⊗	•	0	0	0	VH329968	b. Putting forth a lot of effort	0	0	0	0	•	VH329968		
c. Behaving well in class	®	(1)	0	Ф	0	VH329970	c. Behaving well in class	®	0	0	0	0	VH329970		
(2017 Grade 8)							Issue: Desire for	Learning	5						
N/A							St. Life Same 1 is					(VH712259	Α	This item was
							1. What is your sex?								added to
							Male								provide
							Female								additional
							Issue: Gender								contextual
21/2												VH24	10201	-	information.
N/A							6. Excluding student teach			ou taught math	ematics in			Α	This trend
							grades 6 through 12, con	unting this yea	ar?						item is
															included in
							① 1-2 years								the
							© 3–5 years © 6–10 years								questionnaire
							© 11–20 years								because the
							© 21 or more years								
							,								mathematics
															is being
															assessed in
														this
							Issue: Teacher Pr	eparatio	n						

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

	administratio
	n.

Appendix K-2h: Pilot Grade 8 Core

17	ш	71	22	50

1.	What	is	your	sex?
	* * 1144	10	, our	0021.

- Male
- Female

- 2. Are you Hispanic or Latino? Select all squares that apply.
 - No, I am not Hispanic or Latino.
 - (B) 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

 - © Native Hawaiian or other Pacific Islander

			VH240195
4.		uding student teaching, how many years have you worked as an elementary or ndary teacher, counting this year?	
	♠ L	Less than 1 year	
	B 1	–2 years	
	© 3	3–5 years	
	© 6	5–10 years	
	1	1–20 years	
	① ② ② ② ③ ② ③ ③ ③ ③ ③ ⑤ ② ⑤ ⑤ ② ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑥ ⑤ ⑤ ⑥	21 or more years	
			VH240202
5.		uding student teaching, how many years have you taught reading, writing, or uage arts in grades 6 through 12, counting this year?	
	♠ L	Less than 1 year	
	® 1	–2 years	
	© 3	3–5 years	
	© 6	5–10 years	
	© 1	1–20 years	
	① ② ② ② ③ ③ ③ ③ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑥	21 or more years	
			VH240201
6.		uding student teaching, how many years have you taught mathematics in es 6 through 12, counting this year?	
	⊕ L	Less than 1 year	
	® 1	–2 years	
	© 3	3–5 years	
	® 6	5–10 years	
	1	1–20 years	

② 21 or more years

			VH54739
7.		ve you been awarded tenure by the school, district, or diocese where you crently teach?	
	(A)	Yes	
	®	No	
	0	My school, district, or diocese does not award tenure.	
			VH24019
8.		you hold a regular or standard certificate that is valid in the state in which you currently teaching?	
	(A)	Yes, I hold a permanent certificate.	
	®	Yes, I hold a temporary certificate. (This type of certificate may require additional courses student teaching, etc.)	vork
	0	No, but I am currently working toward certification.	
	0	No, and I am not planning to obtain certification.	
			VH24019
9.	Die	d you enter teaching through an alternative route to certification program?	
	exp	n alternative route to certification program is a program that was designed to be dite the transition of non-teachers to a teaching career, for example, a state, trict, or university alternative route to certification program.)	
	\bigcirc	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)
 - ① 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	(A)	(8)	0	VH241758
b. English	(A)	®	0	VH241754
c. Other language arts-related subject	(A)	₿	0	VH241784
d. Mathematics education	(A)	®	0	VH241760
e. Mathematics	(A)	®	0	VH241761
f. Other mathematics-related subject such as statistics	(A)	(8)	0	VH241776
g. Biology or other life science	(A)	®	0	VH241768
h. Physics, chemistry, or other physical science	(A)	(8)	0	VH241769
i. Earth or space science	(A)	®	0	VH241770
j. Mathematics or mathematics education	(A)	(8)	0	VH241771
k. Science education	(A)	®	0	VH241772
l. Engineering or engineering education	(A)	8	0	VH241780
m. Elementary or secondary education	(A)	®	0	VH241767
n. Special education (including students with disabilities)	(A)	®	0	VH241781
o. English language learning	(A)	®	0	VH241782

VH240204

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

A Yes

® 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	(A)	₿	0	VH241791
b. English	(A)	®	0	VH241789
c. Other language arts-related subject	(A)	®	0	VH241810
d. Mathematics education	A	®	0	VH241792
e. Mathematics	(A)	®	0	VH241793
f. Other mathematics-related subject such as statistics	A	₿	0	VH241794
g. Biology or other life science	(A)	®	0	VH241798
h. Physics, chemistry, or other physical science	A	₿	0	VH241799
i. Earth or space science	(A)	®	0	VH241800
j. Mathematics or mathematics education	A	₿	0	VH241801
k. Science education	(A)	®	0	VH241802
l. Engineering or engineering education	A	₿	0	VH241806
m. Elementary or secondary education	A	®	0	VH241797
n. Special education (including students with disabilities)	Ø	®	0	VH241807
o. English language learning	A	₿	0	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
 - Yes, to some teachers
 - © No

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

No

® Once

© Twice

Several times

VH852919

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

		No, I have not needed training in this area.	No, I have not received training from any source in this area.	Yes	
a.	Basic computer training (e.g., moving files, creating folders, or using keyboard/mouse)	(4)	®	0	VH852920
b.	Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	(A)	®	0	VH852921
c.	Use of the Internet	(A)	®	0	VH852924
d.	Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	®	®	0	VH852923
e.	Integration of computers and other digital devices into classroom instruction	(4)	®	0	VH852922

V	114	SO	20	151

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

- Laptop computers (including Chromebooks)
- © Tablets (for example, Surface Pro, iPad, Kindle Fire)
- ① Other digital devices (Please specify): _____

- **18.** How well do the **desktop computers** in your school work?
 - All computers are functional and operate quickly.
 - All computers are functional, but some run more slowly than others.
 - All computers are functional, but all or almost all run slowly.
 - © Some of the computers do not operate and cannot be used.
 - © I don't know.

- 19. How well do the laptop computers (including Chromebooks) in your school work?
 - All computers are functional and operate quickly.
 - All computers are functional, but some run more slowly than others.
 - All computers are functional, but all or almost all run slowly.
 - © Some of the computers do not operate and cannot be used.
 - © I don't know.

- **20.** How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?
 - All tablets are functional and operate quickly.
 - 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	(A)	®	0	0	©	VH304693
b.	Observe other teachers' classes and provide feedback	(A)	(8)	0	0	©	VH304698
c.	Engage in discussions about the learning development of specific students	®	®	0	0	Œ	VH304736
d.	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(a)	(8)	0	©	©.	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	
The school building needs significant repair.	(A)	B	0	0	VH262653
Classrooms are overcrowded.	(9)	B	0	0	VH262654
Teachers have too many teaching hours.	(A)	B	0	0	VH262655
Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	®	®	0	0	VH262656
Teachers do not have adequate instructional materials and supplies.	®	®	0	0	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.	(A)	®	©	0	©.	VH305016
b. My work inspires me.	A	®	©	0	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	®	0	0	Œ	VH305032
d. I am supported by the teachers at my school.	A	®	0	0	Œ	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 intelli	gent	A	®	O	0	(Ē)	VH329967
b. Putting fortleffort	n a lot of	(A)	B	0	0	Œ	VH329968
c. Behaving wo	ell in class	(A)	®	0	0	Œ	VH329970

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

Previous item						2019 item						D/A/ R/NC+	Rationale
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. ② I do not teach English/language arts to this class. Questions 2–11 are not applicable and will be skipped. ③ I teach all or most subjects, including English/language arts. ③ The only subject I teach is English/language arts. ③ We team teach, and I have primary responsibility for teaching English/language arts. (2017 Grade 4)						Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle. © I do not teach English/language arts to this class. Questions 2–11 are not applicable and will be skipped. © I teach all or most subjects, including English/language arts. © The only subject I teach is English/language arts. © We team teach, and I have primary responsibility for teaching English/language arts. © We team teach, and I have primary responsibility for teaching English/language arts.						NC	Please note inline directions are different given transition from PBA to DBA.
2. How many students are in this class? Enter the number of students. 2. How many students are in this class? Enter the number of students.								NC	N/A				
(2017 Grade 4) 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.						3. In a typical week, about h English/language arts inst literature, and related top: hours and Issue: Resources f	ow much time in ruction? Language ics. Enter the hour minutes per	total do you sper e arts refers to rea es and minutes. week	d with this cla	ss on	VH334214	NC	N/A
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. VIELBISZZ VIELBISZZ VIELBISZZ VIELBISZZ				To what extent have you arts class so far this year			ing in English/	language	VH240522	R	Sub-items were dropped		
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			to reduce
a. Fiction	Ø	®	0	0	VH240523	a. Fiction	@	•	0	Φ	VH240523		teacher
b. Literary nonfiction	@	®	0	0	VH240524	b. Exposition	®	•	0	Φ	VH240526		
c. Poetry	•	®	0	0	VH240528	c. Argumentation and persuasion	@	®	0	•	VH240527		burden and
d. Exposition e. Argumentation and	•	•	0	Ф		persuasion							create
persuasion	0	®	0	Ф	VH240527								opportunity
f. Procedural texts and documents	0	•	0	Φ	VH240525								for new

revious item							2019 item							D/A/ R/NC+	Rationale
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.					VHZALZZ9	5. When reading a story, ask your students to d	article, or oth o the followir	er passage wi ig? Select one	th your stude circle in eacl	ents, how ofter h row.		VH334294	R	A sub-item	
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			to reduce teacher
a. Summarize the	0	0	.0	0	always	VH261231	a. Summarize the passage	®	®	0	0	•	VH334295		burden and
passage b. Interpret the meaning							b. Interpret the meaning of the passage	®	•	0	0	•	VH334296		create
c. Question the motives or feelings of the	Ø	9	0	(D)	9	VH261232	c. Question the motives or feelings of the characters	@	®	0	0	®	VH334299		opportunity for new
d. Identify the main ideas	0	0	0	0	Φ.	VHQ61255	d. Identify the themes of the passage	®	®	0	•	•	VH335901		developmer
of the passage e. Identify the themes of	8	OD.	0		Ф	vinasir	e. Analyze two or more texts on the same	®	•	0	0	•	VH334297		developmen
the passage										_	4	_			
f. Analyze two or more texts on the same topic	Φ	0	0	•	Φ	YH2612A0	Issue: Organizatio	n of Inst	ruction						
f. Analyze two or more texts on the same topic	hat extent hav	ve you empha	sized the follo	wing cognitive		VH261253	topic	hat extent hav	e you emphas				VH261255	NC	N/A
f. Analyze two or more texts on the same topic O17 Grade 4) 6. This school year, to w processes when teachi	hat extent hav	ve you empha	sized the follo	wing cognitive		2.00	Issue: Organizatio 6. This school year, to whe processes when teaching the school year.	hat extent having information	e you emphas nal and literar	y texts in clas	s? Select one c	A lot of	VH261255	NC	N/A
f. Analyze two or more texts on the same topic 017 Grade 4) 6. This school year, to w processes when teachi	hat extent having information	ve you empha nal and litera Very little	sized the follo y texts in clas	wing cognitive s? Select one c	e ircle in	2.00	Issue: Organizatio 6. This school year, to whe processes when teaching each row. a. Locate and recall (e.g., identify main ideas or focus on specific	hat extent hav	e you emphas nal and literar	y texts in clas	s? Select one c	ircle in	VH261255	NC	N/A
f. Analyze two or more texts on the same topic O17 Grade 4) 6. This school year, to w processes when teachi each row. a. Locate and recall (e.g., identify main ideas or focus on specific	hat extent having information	ve you empha nal and litera: Very little emphasis	sized the follo cy texts in clas Some emphasis	wing cognitive s? Select one c Quite a bit of emphasis	; ircle in A lot of emphasis	VHD61255	Issue: Organizatio 6. This school year, to when teaching each row. a. Locate and recall (e.g., identify main ideas or	hat extent having information No emphasis	e you emphas nal and literar Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		NC	N/A

Previous item							2019 item							D/A/ R/NC+	Rationale
7. When you teach Engl strategies? Select one	ish/language a circle in each	rts, how often	do you use the	following	400	VH334360	 When you teach Engli strategies? Select one 	7. When you teach English/language arts, how often do you use the following strategies? Select one circle in each row.							Sub-items
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			were revised
I teach reading as a whole-class activity.	0	0	0	0	•	VH334361	 I teach reading as a whole-class activity. 	0	0	0	Ф	Ф	YHISERIOI		align with
b. I create student groups with the same achievement level.	®	(1)	0	0	0	VH334362	 I create student groups with the same achievement level. 	0	0	0	Φ	θ	YHUMBER		grade 8
c. I create groups by random assignment.	0	•	0	Φ	•	VH334363	 c. I create student groups with different achievement levels. 	8	9	0	0	0	VIFEBOAS		developmer
d. I allow students to choose their own	0	Ф	0	0	0	VH334368	d. I create groups by random assignment.	0	Œ.	0	Φ	0	VHOSENS		
e. I use individualized instruction for reading.	Ø	®	0	0	0	VH334364	 c. I allow students to choose their own groups. 	Φ	9	0	0	Φ	VISINGE		
f. Students work independently on an assigned plan or goal.	⊗	®	0	0	0	VH334365	f. I use differentiated instruction for reading (i.e., instruction tailored to student	0	9	9	0	9	VH52394		
g. Students work independently on a goal they choose	0	®	0	Φ	•	VH334366	ability and learning style).	- 1		150					
themselves.						- 1	g. I ask students to work independently on an assignment or task.	00	0	.0	•	Φ	VIESennoù		
							 I ask students to work independently on a task they choose themselves. 	Ø.	0	0	0	θ	YHEROLET		
							 Other strategies (Please specify): 	Ø	OD.	0	0	Ф	VHE-EZINN)		

revious item							2019 item							D/A/ R/NC+	Rationale
8. When you teach English, following resources? Sele	language ar ct one circl	ts to your stude in each row.	lents, how do	you use each	of the	VH262696	8. When you teach English following resources? Se	h/language a lect one circ	rts to your stud- le in each row.	ents, how do yo	ou use each of	the	1334484	NC	N/A
		Not used	Supplen		Basis for istruction				Not used	Suppleme		sis for ruction			
. Hardback textbooks, work or worksheets	books,	®	®		0	VH262697	 Hardback textbooks, wor or worksheets 	kbooks,	®	3		© VH	34485		
. Electronic textbooks		0	•		0	VH262698	b. Electronic textbooks		®	(1)		© VH	34486		
 A variety of children's boo novels, collections of stori nonfiction) 		0	(8)		0	VH262701	 A variety of children's both novels, collections of stornonfiction) 		®	•		© VH	62701		
. Materials from different curricular areas		®	•		0	VH262703	d. Materials from different curricular areas		•	•		© VH	34498		
. Children's newspapers and magazines	/or	0	•		0	VH262704	 c. Children's newspapers ar magazines 		•	(1)		200	62704		
Reading-related websites of	r apps	0	•		0	VH262707	f. Reading-related websites		•	(1)		© VH	34495		
. Reading-related education	al	0	•		0	VH262714	g. Reading-related education games	nal	•	⑤		© VH	34491		
9. In your fourth-grade Er students use a compute circle in each row.	glish/langua r or other di	age arts class th	nis year, how o	ften do your following? Se	ect one	VH262481	9. In your fourth-grade Engstudents do each of the				ften do your	F -	VH844695	R	The phrase "use a
	Never	About once or twice a	About once or twice a	or twice a	Every day or almost			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			computer or
	rever	year	month	week	every day	VH262482	a. Build and practice vocabulary	®	®	0	0	©	VH844696		digital device
a. Build and practice		(D)		4	-	7 7 7	b. Build reading fluency	@	(B)	0	Φ	©	VH844700		to" was
vocabulary	®	(6)	1 16			777 FC 477000						0	VH844698		removed to
vocabulary b. Build reading fluency	®	®	0	0	(VH617099	c. Build reading	•	•	0				1	
vocabulary b. Build reading fluency c. Build reading comprehension	®		1 16	0	© •	VH617099 VH617100	c. Build reading comprehension	•	(1)	0	Ф				alian with
vocabulary b. Build reading fluency c. Build reading	®	®	0				c. Build reading comprehension d. Practice spelling and grammar	Ø	®	0	0	®	VH844697		align with
vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling and	ΦΦΦ	(B)	0	•	0	VH617100	c. Build reading comprehension d. Practice spelling and						VH844697 VH844701		align with grade 8 developmen

							2019 item							D/A/ R/NC+	Rationale
 Suppose your students likely do you think each circle in each row. 	did very well ch of the follo	on their last wing explanat	English/langu ions is in this	age arts test. I situation? Sel	How ect one	VH262946	Suppose your students of likely do you think each circle in each row.	id very well of the follov	on their last ving explanat	English/langu tions is in this	age arts test. I s situation? Sel	low ect one	VH262946	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
My students did well because they studied and were prepared.	0	•	0	Φ	Θ	VH262948	All and a students did well because they studied and were prepared.	®	•	0	0	0	VH262948		
 My students did well because they put in a lot of effort. 	0	®	0	Φ	0	VH262949	b. My students did well because they put in a lot of effort.	®	®	0	•	Φ	VH262949		
c. My students did well because they always do well on tests.	0	•	0	Φ	©	VH262950	c. My students did well because they always do well on tests.	®	(1)	0	Φ	(D)	VH262950		
 My students did well because I taught the concepts well. 	0	•	0	Φ	•	VH262951	d. My students did well because I taught the concepts well.	®	•	0	Φ	0	VH262951		
e. My students did well because they guessed well on the test.	0	9	0	Φ	θ	VH337286	e. My students did well because they guessed well on the test.	®	®	0	Φ	Θ	VH337286		
 My students did well because they are just good at reading. 	0	•	0	Φ	Θ	VH337287	f. My students did well because they are just good at reading.	®	®	0	0	©	VH337287		
017 Grade 4) 11. In your view, to what exone circle in each row.	tent do the f		t how you te	ach this class	Select	VH262634	Issue: Teacher Prep 11. In your view, to what extended in each row.		llowing limit		ch this class?	Select A lot	VH262634	NC	N/A
	. 0	(B	0	0	VH262636	Students lacking prerequisite knowledge or skills	®	Œ		0	Φ	VH262636		
. Students lacking prerequisite knowledge or skills	_			0	Φ	VH262637	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	a	Œ	Đ	0	Φ	VH262637		
prerequisite knowledge or skills). Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	@	(impairment)								
prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	0 0	(D D	0	Φ Φ	VH262638 VH262639		(A)	0	D	0	Φ	VH262638		

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.	VH261160
3.	In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes.	VH334214
	hours and minutes per week	

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	(A)	®	0	0	VH240523
b. Exposition	(A)	®	0	0	VH240526
c. Argumentation and persuasion	(A)	®	0	0	VH240527

VH334294

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	(A)	(B)	0	0	Œ	VH334295
b. Interpret the mean of the passage	ing	®	0	0	Œ	VH334296
c. Question the motivor feelings of the characters	ves	(B)	0	0	Œ	VH334299
d. Identify the themes the passage	s of 💮	®	0	0	Œ	VH335901
e. Analyze two or mo texts on the same topic	re	®	0	0	Œ	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)	®	®	0	0	©.	VH261256
b.	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	®	®	0	Φ	©.	VH261257
c.	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	0	®	0	(1)	©.	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 a whole-class acti	s a vity.	A	B	0	0	Œ	VH334361
b. I create student with the same achievement lev		(A)	®	0	0	Œ	VH334362
c. I create student with different achievement lev	_	(A)	®	0	Θ	Œ	VH548665
d. I create groups b		lack eta	B	0	0	Œ	VH334363
e. I allow students choose their own groups.		A	®	0	0	Œ	VH334368
f. I use differentiate instruction for representation for representation for representation for tailored to stude ability and learnestyle).	eading nt	(A)	®	0	Φ	(£)	VH562894
g. I ask students to independently o assignment or ta	n an	(8)	®	0	0	Œ	VH548666
h. I ask students to independently o task they choose themselves.	n a	(A)	®	0	Φ	©.	VH548667
i. Other strategies (Please specify):		(A)	®	0	0	Œ	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	A	®	0	VH334485
b. Electronic textbooks	(A)	®	©	VH334486
c. A variety of children's books (e.g novels, collections of stories, nonfiction)	, (A)	(8)	0	VH262701
d. Materials from different curricular areas	(A)	®	0	VH334498
e. Children's newspapers and/or magazines	(A)	®	0	VH262704
f. Reading-related websites or apps	(A)	®	©	VH334495
g. Reading-related educational games	(A)	®	0	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 practi vocabulary	ce	A	B	0	0	Ē	VH844696
b. Build reading flu	ıency	(A)	®	0	0	(Ē)	VH844700
c. Build reading comprehension		(A)	B	0	0	Œ	VH844698
d. Practice spelling grammar	g and	A	B	0	0	©	VH844697
e. Access reading- websites	related	A	B	0	0	Ē	VH844701
f. Conduct research reading projects		(A)	B	0	0	Œ	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.	®	®	0	0	©	VH262948
b.	My students did well because they put in a lot of effort.	(4)	®	0	0	©	VH262949
c.	My students did well because they always do well on tests.	(8)	®	0	0	©	VH262950
d.	My students did well because I taught the concepts well.	(8)	®	0	0	©	VH262951
e.	My students did well because they guessed well on the test.	(8)	®	0	0	©	VH337286
f.	My students did well because they are just good at reading.	®	®	0	0	©	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	®	®	0	0	VH262636
b.	Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	(9)	®	0	0	VH262637
c.	Disruptive students	(A)	®	0	0	VH262638
d.	Uninterested students	(A)	®	0	0	VH262639

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

				2	019 F	Pilot Grade 4 Re	eading	Teache	r					
Previous item						2019 item							D/A/ R/NC+	Rationale
1. Which best describes your Language arts refers to recircle. 2. I do not teach English/beskipped. 3. I teach all or most subj. 4. The only subject I teach. 5. We team teach, and I h. (2017 Grade 4)	ading, writing, language arts to be ects, including E	iterature, and rel this class. <i>Questi</i> nglish/language a uage arts.	ated topics. Se ons 2–11 are no	elect one ot applicable at	videois	1. Which best describes you Language arts refers to reand digital texts. Select of the selection of the sele	ading, writin, ne circle. i/language ar bjects, includ ich is English have primary	g, literature, an es to this class. ing English/lan /language arts. responsibility	d related topi	cs using print	ige arts.	VH035606	R	The phrase "using print and digital texts" was added. Please note inline directions are different given transition from PBA to DBA.
2. How many students are in (2017 Grade 4)	this class? Enter	the number of st	udents.		V#C64860	2. How many students are i	in this class?	Enter the num	ber of studen	ts.		VH264160	NC	N/A
3. In a typical week, about he English/language arts instr literature, and related topic hours and (2017 Grade 4)	uction? Languag es. Enter the hou	e arts refers to re rs and minutes.		ass on	V1834214*	3. In a typical week, about henglish/language arts instliterature, and related top only. hours and Issue: Resources f	now much tin truction? Lar sics. Enter the minute	ne in total do y guage arts refei hours and min	ou spend wit rs to reading, utes and incl	h this class on writing, ude in-class ti		VHSSMOL	R	The phrase "and include in-class time only" was added.
 To what extent have you arts class so far this year? 	provided instruc Select one circle	tion in the follow in each row.	ing in English/l	language	V34540573	4. To what extent have you pr English/language arts class	rovided instruc so far this year	tion in the follow ? Select one circle	ing types of tex in each row.	t in	VH859051		R	In the stem,
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent				the phrase "types of
a. Fiction	00	0	0	00	VH24052a	a. Fiction	(9)	0	0	0	VH855052			text" was
b. Literary nonfiction	0	•	0	0	VF6240524	 Exposition (i.e., text that aims to explain, inform, or 		7						
c. Poetry	0	0	0	0	VH240528	describe, like newspaper or magazine articles,	(A)	•	0	0	VH855058			added. Sub-
d. Exposition e. Argumentation and	0	0	0	0	VH240820	textbooks, or informational								items were
e. Argumentation and persuasion	0	0	0	0	VH246527	c. Argumentation and	Ø	(f)	0	0	VH855056			removed; the
f. Procedural texts and documents				persuasion d. Multimedia or non-print text (e.g., texts including images, infographics, or animations) ### Comparison ### Co							parenthetical was added to			
(2017 Grade 4)	2017 Grade 4)				Issue: Organizatio	n of Inst	ruction						sub-item "b"; and one sub-	

revious item							2019 item							D/A/ R/NC+	Rationale
															item was added.
When reading a story, ask your students to d	article, or oth o the followin	r passage wit g? Select one	h your studen circle in each	ts, how often row.	do you	VIONEN	When reading a story, ask your students to d						ABIIMO	R	In the stem, "activities"
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			was added;
. Summarize the passage	Ø	0	9	0	0	VHORIZHI	a. Summarize the	Ø	0	0	0	Ф	VERN 1993		two sub-
. Interpret the meaning of the passage	0	(0)	0	•	0	VEGAIZEE	b. Interpret the meaning	0	(3)	Φ	9	Φ	VIIs11997		items were
. Question the motives or feelings of the characters	0	0	9	190	.0	V(6061233	of the passage c. Question the motives or feelings of the characters	0	®	0	0	Φ	A11817558		removed; an one sub-iten
. Identify the main ideas of the passage	0	0	0	Φ	0	VH261235	d. Identify the themes of	0	0	0	0	Φ	VH812001		was added.
. Identify the themes of the passage	0	0	0	Φ	0	VHLUM93	e. Analyze two or more								
Analyze two or more texts on the same topic	0	0	0	0	0	V142612/0	texts on the same topic f. Analyze the author's	0	•	0	0	Ф	VHH2005		
							organization of information in a passage	Φ	(0)	0	0	Φ	VH812009		
							g. Critique the author's craft or technique	0	•	0	Θ	Θ	VH#12011		
							h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	®	00	0	Θ	Φ	V18855005		
2017 Grade 4) 6. This school year, to w processes when teachi each row.						VH281255	6. This school year, to wheaching informational	hat extent hav	ve you empha	sized the follo Select one cir	wing tasks wh	en w.	V##12036	R	In the stem,
6. This school year, to w processes when teachi		nal and literar	y texts in class	Select one of		V1(261255	6. This school year, to w	hat extent hav	ve you empha	sized the follo Select one ch Some emphasis	wing tasks wh rele in each ro Quite a bit of emphasis	en w. A lot of emphasis	VHB12036	R	"cognitive processes"
6. This school year, to w processes when teachi each row. Locate and recall (e.g., identify main ideas or focus on specific	ng informatio	nal and literar	y texts în class	s? Select one c	A lot of	VH281256	6. This school year, to w	hat extent have all and literary	ve you empha texts in class?	Select one cit	Quite a bit	A lot of	V8812016 V78912042	R	"cognitive
6. This school year, to w processes when teachi each row. Locate and recall (e.g., identify main ideas or	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 a. This school year, to with teaching informations a. Locate and recall (e.g., identify main ideas or focus on specific	hat extent hav l and literary No emphasis	ve you empha texts in class? Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		R	"cognitive processes" was replace

Previous item							2019 item							D/A/ R/NC+	Rationale
7. When you teach Engli strategies? Select one	ish/language a circle in each	rts, how ofter row.	ı do you use the	following		VII334360	When you teach Englistrategies? Select one			do you use the	following t	eaching	VH855023	R	In the stem "teaching"
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			was added
 I teach reading as a whole-class activity. 	©	(3)	0	0	0	VH334363	I teach reading as a whole-class activity.	Ø	(3)	0	0	(0)	VH855024		and four su items were
b. I create student groups with the same achievement level.	⊕	0	0	0	Θ	VH334362	 I create student groups with the same achievement level. 	Ø	(3)	0	Φ	(8)	VH855025		added.
c. I create groups by random assignment.	®	Φ	0	0	Φ.	VI1334363	c. I create student groups with mixed	0	(1)	0	0	(VH855026		
d. I allow students to choose their own groups.	Φ.	•	0	0	0	YID34368	d. I create groups by random assignment.	Ø	®	0	Φ	(3)	VH855027		
e. I use individualized instruction for reading.	Ф	Ф	0	0	0	VH334364	e. I allow students to choose their own			-2			VH855028		
 Students work independently on an assigned plan or goal. 	©	(3)	0	0	Ф	VHSSESoS	f. I use individualized instruction for reading.	Ø Ø	® ®	0	0	0	VH855034		
g. Students work independently on a goal they choose themselves.	Φ	Φ	0	0	Φ	V1034066	g. Students work independently on an assigned plan or goal.	Ø	(3)	0	•	©	VH855030		
							h. Students work independently on a goal they choose themselves.	Ø	(1)	0	0	0	VH855031		
							 Students use self-paced reading programs or apps. 	Ø	(1)	0	•	(3)	VH855032		
							 I create opportunities for students to participate in (online or in-person) book clubs. 	Ø	(b)	0	0	•	VH855033		
							k Students collaborate								

k. Students collaborate with peers and experts through the Internet or other digital connections.

(2017 Grade 4)

Issue: Organization of Instruction

evious item							2019 item							D/A/ R/NC+	Rationale
 When you teach Englis following resources? Se 	sh/language elect one cir	arts to your stu cle in each row.	dents, how do	you use each	of the	V18262696	8. When you teach English/lar following resources? Select				you use each	of the	VIBS5083	R	Two sub- items were
		Not used	Supple		Basis for nstruction				Not used	Suppler		Basis for astruction			added.
Hardback textbooks, wo	orkbooks,	0	0		0	VH162697	a. Hardback or soft cover/paper	erback							
Electronic textbooks		Φ	0		Φ	VH262698	textbooks, workbooks, or worksheets		0	(1)		0	VH856064		
A variety of children's be novels, collections of sto nonfiction)		0	•		0	VH262701	b. Electronic textbooks, workboor worksheets		0	Ф		0	VH855085		
Materials from different curricular areas		Φ.	(8)		0	VI1262703	 Children's books (e.g., novels collections of stories, nonfict graphic novels) 	els, ction,	•	(1)		0	VH855086		
Children's newspapers a magazines		•	0		0	VH262704 VH262707	d. Materials from different subj areas (e.g., articles from scien		®	0		0	VH855087		
Reading-related websites Reading-related education		®	0		Φ	VH282714	passages from history, etc.) e. Children's newspapers and/o	or	Φ	90		0	VH855092		
games		10.4	-				magazines f. Reading-related websites or a	anne	9	0		0	V11855089		
							g. Reading-related educational		8	0		0	91865090		
									6	-		~	FX IOCOLOGIC		
							b Materials found on the Intern	rnat	-	-			LABOTAGO		
							h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations)	xts	®	0		0	VHR55091 VHR55088		
017 Grade 4)						VHENERAL	h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English	of Ins	truction	tis year, how o	often do your		VHRSSD85	R	The phrase
		gital device to c	o each of the	following? Se			h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization (9. In your fourth-grade English students do each of the follo	of Ins	truction age arts class the tructions? Select	nis year, how one circle in	often do your each row.	© Every day or	V34000088	R	The phrase "use a
. In your fourth-grade En students use a compute				following? Se	Every day o almost every day		h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English students do each of the follow	of Ins	truction ge arts class the	mis year, how out one circle in	often do your each row.	0	V34000088	R	•
In your fourth-grade En students use a compute circle in each row.	er or other di	About once or twice a	About once or twice a	About once or twice a	Every day or almost		h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization (9. In your fourth-grade English students do each of the follow a. Build and practice vocabulary	of Ins	truction ge arts class th tivities? Selec	nis year, how out one circle in About once or twice a	often do your each row.	© Every day or almost	VH605000A	R	"use a computer of digital devi
In your fourth-grade Enstudents use a compute circle in each row. Build and practice vocabulary	er or other di 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		h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English students do each of the follow a. Build and practice vocabulary b. Build reading fluency	of Ins	truction ge arts class th trivities? Selec About once or twice a year	anis year, how of the one circle in About once or twice a month	often do your each row. About once or twice a week	Every day or almost every day	V34000088	R	"use a computer of digital deviatio" was
In your fourth-grade En students use a compute 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	V18262482	h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English students do each of the follow a. Build and practice vocabulary b. Build reading fluency c. Build reading comprehension	of Ins	truction ge arts class th ctivities? Selec About once or twice a year	nis year, how of tone circle in About once or twice a month	often do your each row. About once or twice a week	Every day or almost every day	VH605000A	R	"use a computer of digital devi to" was removed to
In your fourth-grade Enstudents use a compute circle in each row. Build and practice vocabulary Build reading fluency Build reading comprehension Practice spelling and	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	V18262482	h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English students do each of the follow a. Build and practice vocabulary b. Build reading fluency c. Build reading fluency c. Build reading comprehension d. Practice spelling, grammar.	of Ins	truction ge arts class th trivities? Select About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	V2652070 V2652077 V2652077 V2652078 V2652078	R	"use a computer of digital deviate" was removed to align with
Build and practice vocabulary Build reading fluency Build reading fluency Build reading fluency Build reading Comprehension Practice spelling and grammar Access reading-related websites	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	V18262482 V18617099 V19617100	h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English students do each of the follow a. Build and practice vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling,	of Ins	truction ge arts class th trivities? Selec About once or twice a year	anis year, how of the one circle in About once or twice a month	often do your each row. About once or twice a week	Every day or almost every day	VH605000A	R	"use a computer of digital devi to" was removed to align with grade 8
Build and practice vocabulary Build reading fluency Build reading fluency Build reading fluency Build reading and grammar Access reading-related	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	V11262482 V18617099 V19617100 V19242485	h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English students do each of the follow a. Build and practice vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling, grammar, capitalization, punctuation, and other mechanics c. Access reading-related websites	of Ins	truction ge arts class th trivities? Select About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	V2652070 V2652077 V2652077 V2652078 V2652078	R	"use a computer of digital devisto" was removed to align with
Build and practice vocabulary Build reading fluency Build reading fluency Build reading fluency Build reading and grammar Access reading-related websites Conduct research for	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	V11262482 V18617099 V18617100 V18262485	h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of the interior of the following students do each of the following text of	of Ins	truction ge arts class the trivities? Select About once or twice a year	anis year, how on the circle in About once or twice a month	About once or twice a week	Every day or almost every day	V2852070 V2852070 V2852077 V31852078 V2852084	R	"use a computer of digital deviato" was removed to align with grade 8 development and two suitems were
Build and practice vocabulary Build reading fluency Comprehension Practice spelling and grammar Access reading-related websites Conduct research for	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	V11262482 V18617099 V18617100 V18262485	h. Materials found on the Interi i. Multimedia or non-print text (e.g., texts including images, infographies, or animations) Issue: Organization of 9. In your fourth-grade English students do each of the follow a. Build and practice vocabulary b. Build reading fluency c. Build reading comprehension d. Practice spelling, grammar. capitalization, punctuation, and other mechanics c. Access reading-related websites f. Conduct research for	of Ins	truction ge arts class the cuvities? Select or twice a year	About once or twice a month	often do your each row. About once or twice a week	Every day or almost every day	V28632070 V28632070 V28632077 V28632078 V28632066 V28632066	R	"use a computer of digital device to" was removed to align with grade 8 development and two su

Previous item							2019 item							D/A/ R/NC+	Rationale
10. Suppose your students of likely do you think each circle in each row.						VIENESIA	10. Suppose your students likely do you think ea circle in each row.						VRSC966	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
My students did well because they studied and were prepared.	⊕	Ф	9	9	Θ	VHZAZNAR	My students did well because they studied and were prepared.	0	®	0	0	0	VHQ6294#		
b. My students did well because they put in a lot of effort.	0	(3)	9	0	Θ	Vittazone	b. My students did well because they put in a lot of effort.	®	•	0	0	Ф	VH262049		
c. My students did well because they always do well on tests.	0	Ф	0	0	9	V1082950	c. My students did well because they always do well on tests.	®	•	0	Φ	Φ	VH262950		
d. My students did well because I taught the concepts well.	Ø	®	0	0	0	VHEADAST	d. My students did well because I taught the concepts well.	Ø	0	0	Φ	Φ	VH262951		
e. My students did well because they guessed well on the test.	Ø	0	0	0	Φ	VID17386	c. My students did well because they guessed well on the test.	Φ	•	Φ	Φ	Φ	VII337286		
f. My students did well													-		
because they are just good at reading. 2017 Grade 4)	®	(D)	0	Φ	0	V14417287	f. My students did well because they are just good at reading.	eparatio	n	0	©	Φ	VH337287		
good at reading. 2017 Grade 4)						V10437287	because they are just	eparatio	n rofessional tra	ining prepared	I you to teach		VHXI/287	R	The entire
good at reading. 2017 Grade 4) 11. In your view, to what es one circle in each row.		following lin					lssue: Teacher Pr	eparatio	n rofessional tra	ining prepared	I you to teach	Extremely		R	stem was
good at reading. 2017 Grade 4) 11. In your view, to what est one circle in each row. a. Students lacking prerequisite knowledge or skills	Not appl	following lin	nit how you te	each this class:	? Select		Issue: Teacher Pr 11. How well has your edstudents with the follow. a. Students lacking prerequisite	eparatio	n tofessional tra	ining prepared	l you to teach 1 row.			R	stem was
good at reading. 2017 Grade 4) 11. In your view, to what exone circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	Not appl	following lin	nit how you te	sach this class:	? Select	V308264	Issue: Teacher Pr 11. How well has your edstudents with the follows: a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or	reparatio ucation and prowing attribut Not well at all	n rofessional tra ess? Select one A little	ining prepared e circle in each Somewhat	you to teach a row. Quite a bit	Extremely well	VHNIZSH	R	stem was revised an three sub-
good at reading. 2017 Grade 4) 11. In your view, to what exone circle in each row. a. Students lacking prerequisite knowledge of skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	Not appl	following lin	t at all	Some ©	Select A lot Compared to the select of the	V308264	Issue: Teacher Pr 11. How well has your ed students with the following prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	reparatio ucation and prowing attribut Not well at all	n rofessional tra ess? Select one A little	ining prepared circle in each Somewhat	you to teach a row. Quite a bit	Extremely well	V1812546	R	stem was revised an three sub- items were
good at reading. 2017 Grade 4) 11. In your view, to what exone circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Not appl	following lin	nit how you te	Some ©	Select A lot	VIGKINA VIDASAA VIDASAA	Issue: Teacher Pr 11. How well has your ed students with the folk a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	reparatio ucation and plowing attribut Not well at all	n tofessional tra tofessi Select one A little	ining prepared circle in each Somewhat	you to teach row. Quite a bit	Extremely well	V1812546 V1812546	R	stem was revised an three sub- items were
good at reading. 2017 Grade 4) 11. In your view, to what exone circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	Not appl	following lin	t at all	Some ©	Select A lot Co Co Co Co Co Co Co Co Co	VIGKINA VIDASAA VIDASAA	Issue: Teacher Pr 11. How well has your ed students with the following prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	reparatio ucation and proving attribut Not well at all	n tofessional traces? Select one A little	ining prepared circle in each	you to teach row. Quite a bit	Extremely well	V1812546	R	stem was revised an three sub- items were
good at reading. 2017 Grade 4) 11. In your view, to what exone circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	Not appl	following lin	t at all	Some ©	Select A lot Co Co Co Co Co Co Co Co Co	VIGKINA VIDASAA VIDASAA	Issue: Teacher Pr 11. How well has your edstudents with the follows: a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	reparatio ucation and plowing attribut Not well at all	n tofessional tra tofessi Select one A little	ining prepared circle in each Somewhat	you to teach row. Quite a bit	Extremely well	VIRIZEN VIRIZEN VIRIZEN VIRIZEN	R	stem was revised an three sub- items were
good at reading. 2017 Grade 4) 11. In your view, to what exone circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	Not appl	following lin	t at all	Some ©	Select A lot Co Co Co Co Co Co Co Co Co	VIGKINA VIDASAA VIDASAA	because they are just good at reading. Issue: Teacher Pr 11. How well has your edstudents with the following prerequisite knowledge or skills b. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students d. Uninterested students e. English-language	reparatio ucation and plowing attribut Not well at all	n tofessional tra tofessional tra A little	ining prepared circle in each	you to teach row. Quite a bit	Extremely well	V(8)2560 V18)2566 V16)2547 V16)2549 V16)2549	R	stem was revised and three sub- items were

Appendix K-21: Pilot Grade 4 Reading

1.	Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. Select one circle.	
	 I do not teach English/language arts to this class. I teach all or most subjects, including English/language arts. The only subject I teach is English/language arts. We team teach, and I have primary responsibility for teaching English/language arts. 	
		VH261160
2.	How many students are in this class? Enter the number of students.	
		VH858404
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		A	®	0	0	VH855052
b. Exposition (i.e., text aims to explain, info describe, like newsp magazine articles, textbooks, or inform essays)	orm, or aper or	(A)	®	0	0	VH855058
c. Argumentation and persuasion		A	B	0	0	VH855056
d. Multimedia or non- text (e.g., texts inclu images, infographics animations)	iding	<u>@</u>	®	0	0	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)	®	0	0	Œ	VH811995
b.	Interpret the meaning of the passage	(A)	®	0	0	Œ	VH811997
c.	Question the motives or feelings of the characters	(A)	®	0	0	Œ	VH811998
d.	Identify the themes of the passage	(A)	®	0	0	Œ	VH812001
e.	Analyze two or more texts on the same topic	(A)	®	0	0	Œ	VH812005
f.	Analyze the author's organization of information in a passage	(®	0	Φ	<u>(</u>	VH812009
g.	Critique the author's craft or technique	(A)	®	0	0	Œ	VH812011
h.	Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(4)	®	0	Φ	Œ	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)	®	®	0	0	©.	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	®	®	0	Φ	©.	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	(A)	®	©	0	©.	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.	(A)	®	0	0	Œ	VH855024
b.	I create student groups with the same achievement level.	(A)	®	0	0	Œ	VH855025
c.	I create student groups with mixed achievement levels.	(A)	®	0	0	Œ	VH855026
d.	I create groups by random assignment.	(A)	B	0	0	Œ	VH855027
e.	I allow students to choose their own groups.	(A)	®	0	0	Œ	VH855028
f.	I use individualized instruction for reading.	(A)	®	0	0	Œ	VH855034
g.	Students work independently on an assigned plan or goal.	(A)	(8)	0	0	Œ	VH855030
h.	Students work independently on a goal they choose themselves.	(4)	®	0	0	©	VH855031
i.	Students use self-paced reading programs or apps.	(4)	®	0	0	Œ	VH855032
j.	I create opportunities for students to participate in (online or in-person) book clubs.	(®	0	•	©.	VH855033
k.	Students collaborate with peers and experts through the Internet or other digital connections.	(4)	®	0	0	Œ	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	(®	0	VH855084
b.	Electronic textbooks, workbooks or worksheets	A	®	0	VH855085
c.	Children's books (e.g., novels, collections of stories, nonfiction, graphic novels)	(®	0	VH855086
d.	Materials from different subject areas (e.g., articles from science, passages from history, etc.)	(®	0	VH855087
e.	Children's newspapers and/or magazines	(A)	®	0	VH855092
f.	Reading-related websites or apps	(A)	®	©	VH855089
g.	Reading-related educational games	A	®	0	VH855090
h.	Materials found on the Internet	(A)	®	0	VH855091
i.	Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	(4)	®	0	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	0	0	©	VH812077
b.	Build reading fluency	A	®	0	0	Œ	VH812078
c.	Build reading comprehension	A	B	0	0	Ē	VH812083
d.	Practice spelling, grammar, capitalization, punctuation, and other mechanics	®	®	0	Φ	©.	VH812084
e.	Access reading-related websites	A	B	0	0	Œ	VH812086
f.	Conduct research for reading projects	A	B	0	0	Œ	VH812088
g.	Read something they have chosen themselves	(A)	®	0	0	Œ	VH812089
h.	Work in pairs or small groups to talk about something they have read	®	®	©	•	©.	VH812091

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

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	®	®	0	0	©	VH262948
b.	My students did well because they put in a lot of effort.	(A)	®	0	0	©	VH262949
c.	My students did well because they always do well on tests.	(A)	®	0	0	Œ	VH262950
d.	My students did well because I taught the concepts well.	(A)	®	0	0	©	VH262951
e.	My students did well because they guessed well on the test.	(A)	®	0	0	Œ	VH337286
f.	My students did well because they are just good at reading.	(A)	®	0	0	©	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	(A)	®	0	0	©	VH812546
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	(4)	®	0	Θ	©	VH812547
c.	Disruptive students	A	®	0	0	Ē	VH812549
d.	Uninterested students	A	®	0	0	Œ	VH812550
e.	English-language learners (ELLs)	(A)	B	O	0	Ē	VH812551
f.	Gifted and talented students	(A)	®	0	0	Œ	VH812553
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	(8)	®	0	Θ	©	VH854948

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

Previous item	2019 item	D/A/ R/NC+	Rationale
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. Describe: I do not teach English/language arts to this class. Questions 2–12 are not applicable and will be skipped. I teach all or most subjects, including English/language arts. The only subject I teach is English/language arts. We team teach, and I have primary responsibility for teaching English/language arts. (2017 Grade 8)	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. ② I do not teach English/language arts to this class. ③ I teach all or most subjects, including English/language arts. ④ The only subject I teach is English/language arts. ④ We team teach, and I have primary responsibility for teaching English/language arts. Issue: Resources for Learning and Instruction	NC	Please note inline directions are different given transition from PBA to DBA.
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2017 Grade 8)	Issue: Resources for Learning and Instruction		
3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes. hours and minutes per week	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.	NC	N/A
(2017 Grade 8)	Issue: Resources for Learning and Instruction		
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.	4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle. ⑤ English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects. ⑤ Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject. ⑥ English/language arts lessons are primarily integrated with instruction in other subjects.	NC	N/A
(2017 Grade 8)	Issue: Organization of Instruction		

vious item							2019 item							D/A/ R/NC+	Rationale
To what extent have you p arts class so far this year? §				nglish/lang	guage	VH240522	5. To what extent hav arts class so far this	you provided ins year? Select one o	truction in tl ircle in each	he following row.	g in English/la	inguage	VH240522	R	Sub-items
	Not at all	Small ext	ent Mode exte		Large extent			Not at a	ill Small	extent	Moderate extent	Large extent			were droppe to reduce
iction	(3)	(1)	C		Φ	VH240523	a. Fiction	Φ	(®	0	0	VH240523		teacher
iterary nonfiction	®	(8)	C		•	VH240524	b. Exposition	®	(®	0	0	VH240526		teacher
oetry	⊕	(1)	0		0	VH240528	c. Argumentation and	@		6	0	Φ	VH240527		burden and
xposition	⊗	0	0)	0	VH240526	persuasion								
rgumentation and ersuasion	•	(1)	0		0	VH240527									create
rocedural texts and	0	130	0		Φ	VH240525	Jeaner Organizat	ion of Inst	rustion						opportunity
ocuments	ω	(9)	0		Ψ	VH240525	Issue: Organizat	ion or mst	ruction						for new
							1							11	
															101 Hew
17 Crada 0\															
17 Grade 8)															
6. When reading a story,	article, or other	er passage with	your students	s, how ofte	n do you	YIDADH	6. When reading a sto	ry, article, or other	passage with	h your stude	ents, how ofte	n do you	VIIISESE	R	developmen
	article, or othe	er passage with	your students irele in each r	s, how ofte	n do you	уюжн	When reading a sto ask your students t	ry, article, or other o do the following	passage with	h your stude	ents, how often	n do you	VIIIMA	R	development Sub-items
6. When reading a story,	o the followin	g? Select one o	your students	s, how ofte ow.	n do you		When reading a sto ask your students to	o do the following	7 Select one o	h your stude circle in eac	ents, how often		VHXM/94	R	developmen
6. When reading a story,	article, or othe to the followin Never or hardly ever	er passage with gi Select one o Once in a while	your students ircle in each re	s, how ofte ow. Often	Always o		When reading a sto ask your students to	ry, article, or other o do the following Never or hardly ever	passage with 7 Select one o Once in a while	h your stude circle in eac Sometimes	h row.	Always or almost	VIIIANA	R	developmen Sub-items were droppe
6. When reading a story, ask your students to d	o the followin Never or hardly ever	Greet one of Once in a while	Sometimes	Often	Always o almost always		ask your students t	o do the following	Once in a	circle in eac	h row.	Always or	VIII.SENA	R	developmen Sub-items were droppe to reduce
6. When reading a story,	o the followin	Gree in a	ircle in each r	ow.	Always o		When reading a sto ask your students t Summarize the passage	o do the following	Once in a	circle in eac	h row.	Always or almost	VIII.U.S4	R	developmen Sub-items were droppe
When reading a story, ask your students to d Summarize the	o the followin Never or hardly ever	Greet one of Once in a while	Sometimes	Often	Always o almost always		ask your students to a. Summarize the passage b. Interpret the meaning	Never or hardly ever	Once in a	Sometimes	h row.	Always or almost always		R	developmen Sub-items were droppe to reduce
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives	Never or hardly ever	Once in a while	Sometimes	Often	Always of almost always	VIOLENS	ask your students to a. Summarize the passage	Never or hardly ever	Once in a while	Sometimes	h row. Often	Always or almost always	Ajtraços	R	Sub-items were droppe to reduce teacher burden and
When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage.	Never or hardly ever	Once in a while	Sometimes	Often	Always o almost always		a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the	Never or hardly ever	Once in a while	Sometimes	h row. Often	Always or almost always	Ajtraços	R	developments Sub-items were dropped to reduce teacher burden and create
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always of almost always	VIOLENS	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters	Never or hardly ever	Once in a while	Sometimes	s Often	Always or almost always	AMPRICA MUZICIAN MUZICIAN	R	Sub-items were droppe to reduce teacher burden and
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas of the passage	Never or hardly ever	Once in a while	Sometimes	Often	Always of almost always	YHELESIS VICALENS VICALENS	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the	Never or hardly ever	Once in a while	Sometimes	h row. S Often	Always or almost always	WEIGHAN	R	Sub-items were droppe to reduce teacher burden and create opportunity
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always of almost always	YHELESIS VICALENS VICALENS	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes the passage e. Analyze two or more	Never or hardly ever	Once in a while	Sometimes	h row. Often O O O	Always or almost always	AHPERA AHPERA MEDERA AHEDRAA	R	Sub-items were droppe to reduce teacher burden and create opportunity for new
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives of relings of the characters d. Identify the main ideas of the passage e. Identify the themes of the passage f. Analyze two or more	Never or hardly ever	Once in a white	Sometimes	Often Often O O O	Always of almost always	YYELIADIN VIGNAZIW VIGNAZIW VIGNAZIW VIGNAZIW	ask your students to a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes the passage.	Never or hardly ever	Once in a while	Sometimes	s Often	Always or almost always	AMPRICA MUZICIAN MUZICIAN	R	Sub-items were droppe to reduce teacher burden and create opportunity for new
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage f. Analyze two or more texts on the same	Never or hardly ever	Once in a while	Sometimes © ©	Often Often Often Often Often Often	Always o almost always	YHELESIS VICALENS VICALENS	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes the passage e. Analyze two or more texts on the same topic f. Analyze the author's	Never or hardly ever	Once in a while	Sometimes	h row. Often O O O	Always or almost always	AHPERA AHPERA MEDERA AHEDRAA	R	Sub-items were droppe to reduce teacher burden and create opportunity
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives of relings of the characters d. Identify the main ideas of the passage e. Identify the themes of the passage f. Analyze two or more	Never or hardly ever	Once in a white	Sometimes	Often Often O O O	Always of almost always	YYELIADIN VIGNAZIW VIGNAZIW VIGNAZIW VIGNAZIW	ask your students to a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes the passage c. Analyze two or more texts on the same topic l. Analyze the author's organization of	Never or hardly ever	Once in a while	Sometimes	h row. Often O O O	Always or almost always	AHPERA AHPERA MEDERA AHEDRAA	R	Sub-items were droppe to reduce teacher burden and create opportunity for new
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas of the passage e. Identify the themes of the passage f. Analyze two or more texts on the same topic g. Evaluate the main evidence in a	Never or hardly ever	Once in a white	Sometimes	Often Often O O O	Always of almost always	YYELIADIN VIGNAZIW VIGNAZIW VIGNAZIW VIGNAZIW	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes the passage e. Analyze two or more texts on the same topic f. Analyze the author's	Never or hardly ever	Once in a while	Sometimes © ©	s Often	Always or almost always	AND MAN AND MA	R	developments Sub-items were dropped to reduce teacher burden and create opportunity for new
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas of the passage e. Identify the themes of the passage f. Analyze two or more texts on the same topic g. Evaluate the main	Never or hardly ever	Once in a while	Sometimes © © © ©	Often Oten O O O O	Always of almost always	YHALEJIN YESACHIN YESACHIN YESACHIN YESACHIN	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's	Never or hardly ever	Once in a while Once in a while Once in a on the control of the	Sometimes © © © ©	s Often	Always or almost always	VICEASION VICEASION VICEASION VICEASION VICEASION	R	developments Sub-items were dropped to reduce teacher burden and create opportunity for new
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas of the passage e. Identify the themes of the passage f. Analyze two or more texts on the same topic g. Evaluate the main evidence in a persuasive/argument passage h. Analyze the author's	Never or hardly ever	Once in a while	Sometimes © © © ©	Often Oten O O O O	Always of almost always	YHALEJIN YESACHIN YESACHIN YESACHIN YESACHIN	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes the passage e. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage	Never or hardly ever	Once in a while	Sometimes © ©	s Often	Always or almost always	AND MAN AND MA	R	Sub-items were droppe to reduce teacher burden and create opportunity for new
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives of feelings of the characters d. Identify the main ideas of the passage e. Identify the themes of the passage f. Analyze two or more texts on the same topic g. Evaluate the main evidence in a persuasive/argument passage h. Analyze the author's organization of	Never or hardly ever	Once in a while	Sometimes © © © ©	Often Oten O O O O	Always of almost always	YHALEJIN YESACHIN YESACHIN YESACHIN YESACHIN	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's	Never or hardly ever	Once in a while Once in a while Once in a on the control of the	Sometimes © © © ©	s Often	Always or almost always	VICEASION VICEASION VICEASION VICEASION VICEASION	R	Sub-items were droppe to reduce teacher burden and create opportunity for new
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas of the passage e. Identify the themes of the passage f. Analyze two or more texts on the same topic g. Evaluate the main evidence in a persuasive/argument passage h. Analyze the author's	Never or hardly ever	Once in a while	Sometimes O O O O	Often Oten O O O O O O O O O O O O O	Always of almost always D D D	97034294 97034294 97034299 97034299 97034299 97034299 97034299	a. Summarize the passage b. Interpret the meanin of the passage c. Question the motive or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's	Never or hardly ever	Once in a while Once in a while Once in a or	Sometimes © © © © © © © © © © © © ©	s Often	Always or almost always	VICEASION VICEASION VICEASION VICEASION VICEASION	R	developments Sub-items were dropped to reduce teacher burden and create opportunity for new

		Previou	s item				2019 item							D/A/ R/NC+	Rationale
This school year, to what processes when teaching each row.	at extent hav g information	e you emphas aal and literar	ized the follo y texts in clas	wing cognitive s? Select one c	e circle in	VH261255	7. This school year, to w processes when teachi each row.	hat extent ha ing informatio	ve you empha nal and litera	sized the follo ry texts in clas	wing cognitive s? Select one c	e ircle in	VH261255	NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			
Locate and recall (e.g., dentify main ideas or ocus on specific elements of a story)	®	®	0	0	0	VH261256	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	©	®	0	0	(VH261256		
ntegrate and interpret e.g., make comparisons, explain character motivation, or examine relations of deas across the text)	0	•	0	•	Ф	VH261257	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	®	ூ	0	0	θ	VH261257		
Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	0	₿	0	•	Θ	VH261258	 c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality) 	®	®	0	0	Φ	VH261258	1	
	circle in each	rów.			Always or	Victoria	Issue: Organizat 8. When you teach Englis strategies? Select one of	sh/language a circle in each Never or	rts, how often row.		e following Often	Always or almost	VII34360	NC	N/A
2. When you teach Engli	ish/language circle in each Never or hardly ever	once in a	do you use th	oe following Often	Always or almost always	Marko	8. When you teach English strategies? Select one of	sh/language a circle in each Never or hardly ever	once in a	do you use th	Often	almost always		NC	N/A
When you teach Englistrategies? Select one I teach reading as a whole-class activity. I create student groups	Never or hardly ever	Once in a while	Sometimes ©	Often ©	almost always	MEDICAL	a. I teach reading as a whole-class activity. b. I create student groups	sh/language a circle in each Never or hardly ever	Once in a while	Sometimes	Often	almost always	VH334360 VH334361 VH334362	NC	N/A
2. When you teach Engli strategies? Select one I teach reading as a whole-class activity. I create student groups with the same achievement level.	Never or hardly ever	Once in a while	Sometimes	Often	almost always	WELLEY, WELLEY	a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups	sh/language a circle in each Never or hardly ever	orts, how often row. Once in a while	Sometimes	Often	almost always	VH334361 VH334362	NC	N/A
2. When you teach Engli strategies? Select one I teach reading as a whole-class activity. I create student groups with the same achievement level. I create student groups with different achievement levels.	Never or hardly ever	Once in a while	Sometimes ©	Often ©	almost always	MEDICAL	a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels.	sh/language a circle in each Never or hardly ever	once in a while	Sometimes © ©	Often	almost always	VH334361 VH334362 VH548665	NC	N/A
2. When you teach Engli strategies? Select one I teach reading as a whole-class activity. I create student groups with the same achievement level. I create student groups with different achievement levels. I create groups by random assignment. I allow students to	Never or hardly ever	Once in a while Document of the control of the con	Sometimes © ©	Often	almost always	WELLERAL WILLEAGE WILLIAMS	a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to	sh/language a circle in each Never or hardly ever	once in a while	Sometimes © © ©	Often	almost always	VH334361 VH334362 VH518665 VH334363	NC	N/A
2. When you teach Englistrategies? Select one I teach reading as a whole-class activity. I create student groups with the same achievement level. I create student groups with different achievement levels. I create groups by random assignment. I allow students to choose their own groups. I use differentiated	Never or hardly ever	Once in a while Once in a while	Sometimes © ©	Often © ©	almost always ©	MEDICAL	a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own groups. f. I use differentiated	sh/language a circle in each Never or hardly ever	once in a while	Sometimes © ©	Often	almost always	VH334361 VH334362 VH548665	NC	N/A
I teach reading as a whole-class activity. I create student groups with the same achievement level. I create student groups with different achievement levels. I create groups by random assignment. I allow students to choose their own groups.	Never or hardly ever	Once in a while Document of the control of the con	Sometimes © ©	Often	almost always	WELLERAL WILLEAGE WILLIAMS	a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own groups.	sh/language a circle in each Never or hardly ever	once in a while	Sometimes © © ©	Often	almost always	VH334361 VH334362 VH518665 VH334363	NC	N/A
2. When you teach Englistrategies? Select one I teach reading as a whole-class activity. I create student groups with the same achievement level. I create student groups with different achievement level. I create groups by random assignment. I allow students to choose their own groups. I allow students to differentiated instruction for reading (i.e., instruction tailored to student ability and learning style). I ask students to work independently on an assignment or task.	Never or hardly ever	Once in a while On Once in a while On Once in a while	Sometimes © © ©	Often © © © ©	almost always	WELLERAL WILLEAGE WILLIAMS	a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own groups. f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style). g. I ask students to work independently on an	sh/language a circle in each Never or hardly ever	once in a while	Sometimes © © ©	Often	almost always	VH334361 VH334362 VH534365 VH334363 VH334368	NC	N/A
2. When you teach Englistrategies? Select one strategies? Select one little and the select one with the same achievement level. I create student groups with different achievement levels. I create student groups with different achievement levels. I create groups by random assignment. I allow students to choose their own groups. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style). I ask students to work independently on an	Never or hardly ever	Once in a while Once in a while Once in a control of the contr	Sometimes © © © ©	Often © © © © © © © © © © © © ©	almost always D D D D D D	WELLERAL WILLEAGE WILLIAMS	a. I teach reading as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own groups. f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style). g. I ask students to work	sh/language a circle in each Never or hardly ever	once in a while	Sometimes © © © ©	Often	almost always	VH334361 VH334362 VH548665 VH334363 VH334368 VH562894	NC	N/A

revious item							2019 item						D/A/ R/NC+	Rationale
When you teach English following resources? Sel	h/language a lect one circ	rts to your stud le in each row.	lents, how do	you use each	of the	VH334484	When you teach English/langua following resources? Select one	ge arts to your stud circle in each row.	ents, how do	you use each	of the	VH334484	NC	N/A
		Not used	Supplem		asis for struction			Not used	Supplem		Basis for struction			
 Hardback textbooks, wor or worksheets 	rkbooks,	®	0	14	0	VH334485	Hardback textbooks, workbooks, or worksheets	Ø	(8)		0	VH334485		
b. Electronic textbooks		0	•		0	VH334486	b. Electronic textbooks	0	(8)	1	0	VH334486		
 A variety of books (e.g., n collections of stories, nor 	nfiction)	(4)	•		0	VH262702	c. A variety of books (e.g., novels, collections of stories, nonfiction)	Ø	•		0	VH262702		
d. Materials from different curricular areas		(3)	(D)		0	VH334498	d. Materials from different curricular areas	Ø	(5)		0	VH334498		
e. Newspapers and/or maga	izines	(A)	®		0	VH262705	e. Newspapers and/or magazines	•	(3)		0	VH262705		
		57.76												
f. Reading-related websites	or apps	®	•		0	VH334495	f. Reading-related websites or apps	⊚	(8)	(1)	0	VH334495		
f. Reading-related websites g. Reading-related education games	or apps	ØØ	(D)		0	VH334495 VH334491	f. Reading-related websites or apps g. Reading-related educational games	•	(8)		0	VH334495 VH334491		
f. Reading-related websites g. Reading-related education games	or apps nal	•	•	ften do your About once or twice a week		VH334491	f. Reading-related websites or apps g. Reading-related educational	Instruction anguage arts class thing? Select one circle About once	•	About once or twice a week	©	VH334491 VH50'867	NC	N/A
f. Reading-related websites g. Reading-related education games 2017 Grade 8) 3. In your eighth-grade Er students do each of the a. Build and practice	or apps nal nglish/langue	age arts class the Select one circle. About once or twice a	nis year, how ce in each row. About once or twice a	About once or twice a	© Every day or almost	VH334491	f. Reading-related websites or apps g. Reading-related educational games Issue: Organization of 10. In your eighth-grade English/I students do each of the follow Nev a. Build and practice	Instruction anguage arts class ti ingi Select one circl er About once or twice a year	his year, how only in each row. About once or twice a	About once or twice a	Every day of almost	VH334491 VH50'867	NC	N/A
f. Reading-related websites g. Reading-related education games 2017 Grade 8) 3. In your eighth-grade Er students do each of the a. Build and practice yocabulary	nglish/langue following?	age arts class the Select one circle. About once or twice a year	nis year, how of e in each row. About once or twice a month	About once or twice a week	Every day of almost every day	VH534491 VH547867	f. Reading-related websites or apps g. Reading-related educational games Issue: Organization of 10. In your eighth-grade English/I students do each of the follow Nev a. Build and practice vocabulary	Instruction anguage arts class thing? Select one circle er About once or twice a year	his year, how ole in each row. About once or twice a month	About once or twice a week	Every day of almost every day	VH334491 VH547867	NC	N/A
f. Reading-related websites g. Reading-related education games 2017 Grade 8) 3. In your eighth-grade Er students do each of the a. Build and practice	nglish/langua following?	age arts class the school of t	ais year, how ce in each row. About once or twice a month	About once or twice a week	Every day or almost every day	VHS47867 VHS47868	f. Reading-related websites or apps g. Reading-related educational games Issue: Organization of 10. In your eighth-grade English/I students do each of the follow Nev a. Build and practice	Instruction anguage arts class ti ing? Select one circl er About once or twice a year	his year, how of le in each row. About once or twice a month	About once or twice a week	Every day of almost every day	VH536491 VH537867 VH547868	NC	N/A
f. Reading-related websites g. Reading-related education games 2017 Grade 8) 3. In your eighth-grade Er students do each of the a. Build and practice vocabulary b. Build reading fluency c. Build reading	nglish/langue following? Never	age arts class the Select one circle. About once or twice a year	alis year, how of e in each row. About once or twice a month	About once or twice a week	Every day of almost every day	VHS34491 VHS47867 VHS47868 VHS47114	f. Reading-related websites or apps g. Reading-related educational games Issue: Organization of 10. In your eighth-grade English/I students do each of the follow Nev a. Build and practice vocabulary b. Build reading fluency c. Build reading	Instruction anguage arts class the sing? Select one circle or twice a year	his year, how of le in each row. About once or twice a month	About once or twice a week	Every day of almost every day	VHS36491 VHS47867 VHS47868 VHS617114	NC	N/A

revious item							2019 item							D/A/ R/NC+	Rationale
 Suppose your students likely do you think each circle in each row. 	lid very well of the follow	on their last ving explana	English/langu tions is in this	age arts test. I situation? Sel	low ect one	VIDIONE	Suppose your students of likely do you think each circle in each row.	did very well o	n their last ing explana	English/langu tions is in this	age arts test. F s situation? Sel	low ect one	VH262946	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
My students did well because they studied and were prepared.	8	Φ	0	9	(D)	VHIA1948	My students did well because they studied and were prepared.	®	•	0	Φ	•	VH262948		
 b. My students did well because they put in a lot of effort. 	0	Φ	Θ	0	θ	ARDVENTA	b. My students did well because they put in a lot of effort.	0	®	0	0	0	VH262949		
c. My students did well because they always do well on tests.	0	Φ	Φ	9	Ф	V9424(3950)	c. My students did well because they always do well on tests.	®	Œ	0	Ф	•	VH262950		
d. My students did well because I taught the concepts well.	®	Φ	0	0	Φ	VHINISS (d. My students did well because I taught the concepts well.	0	®	0	0	©	VH262951		
e. My students did well because they guessed well on the test.	Φ	Φ	0	0	0	VH337286	e. My students did well because they guessed well on the test.	@	®	0	0	Φ	VH337286		
f. My students did well because they are just good at reading.	۵	(3)	0	©	Φ	VHG47267	f. My students did well because they are just good at reading.	®	®	0	0	•	VH337287		
017 Grade 8) 12. In your view, to what one circle in each row	extent do the		mit how you to	cach this class?	Select A lot	VIEROSA VIEROSA	Issue: Teacher Pr 12. In your view, to what ex one circle in each row.	tent do the fol	lowing lim				VH262634	NC	N/A
a. Students lacking prerequisite knowledge			Φ.	0	0	VICASAN	a. Students lacking	Not applica		at all	Some	A lot			
skills b. Students with special				-			prerequisite knowledge or skills	(4)	*	◎	0	0	VH262636		
needs (e.g., physical disabilities, mental or emotional/psychologica impairment)	90		ф	Ф	co.	VH043637	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	0		1	0	Θ	VH262637		
c. Disruptive students	9		0	0	0	VHDHOHIN	impairment) c. Disruptive students	0		®	0	Φ	VH262638		
d. Uninterested students			0	0	•	3/12/2/2/20					(C)				

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. 	
		VH261160
2.	How many students are in this class? Enter the number of students.	
		VIII 22 4255
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.	VH334255
	hours and minutes per week	
		VH334381
4.	Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.	
	English/language arts is taught primarily as a discrete subject with little or no integrated with instruction in other subjects.	ation
	© 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 subjections.	ects.

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	(A)	®	0	0	VH240523
b. Exposition	(A)	®	0	0	VH240526
c. Argumentation and persuasion	(A)	®	0	0	VH240527

VH334294

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	®	0	0	Œ	VH334295
b. Interpret the meaning of the passage	(A)	®	0	0	Œ	VH334296
c. Question the motives or feelings of the characters	(A)	®	0	0	Œ	VH334299
d. Identify the themes of the passage	(A)	®	0	0	Œ	VH335901
e. Analyze two or more texts on the same topic	(A)	®	0	0	Œ	VH334297
f. Analyze the author's organization of information in a passage	®	®	0	Φ	©.	VH334302
g. Critique the author's craft or technique	(A)	®	0	0	Œ	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	
id fo	ocate and recall (e.g., lentify main ideas or ocus on specific ements of a story)	(4)	®	0	0	©.	VH261256
(e. co ch or	tegrate and interpret e.g., make omparisons, explain naracter motivation, r examine relations of leas across the text)	0	®	0	Θ	©	VH261257
(e. cr. pe	ritique and evaluate .g., evaluate text ritically from many erspectives or valuate overall text uality)	®	®	0	0	©.	VH261258

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

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a.	I teach reading as a whole-class activity.	(A)	®	0	0	Œ	VH334361
b.	I create student groups with the same achievement level.	(A)	®	0	0	Œ	VH334362
c.	I create student groups with different achievement levels.	(A)	®	0	0	Œ	VH548665
d.	I create groups by random assignment.	(A)	®	0	0	Œ	VH334363
e.	I allow students to choose their own groups.	(A)	(B)	0	0	Œ	VH334368
f.	I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	(4)	©	0	Φ	Œ	VH562894
g.	I ask students to work independently on an assignment or task.	(A)	(B)	0	0	Œ	VH548666
h.	I ask students to work independently on a task they choose themselves.	(8)	®	0	0	Œ	VH548667
i.	Other strategies (Please specify):	(A)	®	0	0	Œ	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	Ø	®	0	VH334485
b.	Electronic textbooks	A	®	0	VH334486
c.	A variety of books (e.g., novels, collections of stories, nonfiction)	(A)	®	0	VH262702
d.	Materials from different curricular areas	(A)	(8)	0	VH334498
e.	Newspapers and/or magazines	A	®	0	VH262705
f.	Reading-related websites or apps	A	®	0	VH334495
g.	Reading-related educational games	(A)	®	0	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	
	uild and practice ocabulary	A	B	0	0	Ē	VH547868
b. Bu	uild reading fluency	A	®	©	0	(Ē)	VH617114
	uild reading omprehension	A	®	0	0	©	VH617116
	ccess reading-related ebsites	(A)	®	0	0	©	VH547871
1	onduct research for rojects	A	®	0	0	©	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.	(A)	®	0	0	©.	VH262948
b.	My students did well because they put in a lot of effort.	(A)	®	0	0	©	VH262949
c.	My students did well because they always do well on tests.	(8)	®	0	0	Œ	VH262950
d.	My students did well because I taught the concepts well.	(A)	®	0	0	©	VH262951
e.	My students did well because they guessed well on the test.	(8)	®	0	0	Œ	VH337286
f.	My students did well because they are just good at reading.	(A)	®	O	0	Ē	VH337287

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

VH262634

		Not applicable	Not at all	Some	A lot	
a.	Students lacking prerequisite knowledge or skills	®	®	0	0	VH262636
b.	Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	(9)	(8)	0	0	VH262637
c.	Disruptive students	(A)	B	0	0	VH262638
d.	Uninterested students	A	®	0	0	VH262639

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

2019 F	Pilot Grade 8 Reading Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
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. 1. Ido not teach English/language arts to this class. Questions 2–12 are not applicable and will be skipped. 1. I teach all or most subjects, including English/language arts. 1. We team teach, and I have primary responsibility for teaching English/language arts. 2. We team teach, and I have primary responsibility for teaching English/language arts.	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. ② I do not teach English/language arts to this class. ③ I teach all or most subjects, including English/language arts. ⑤ The only subject I teach is English/language arts. ⑤ We ream teach, and I have primary responsibility for teaching English/language arts. Issue: Resources for Learning and Instruction	R	The phrase "using print and digital texts" was added. Please note inline directions are different given transition from PBA to DBA.
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2017 Grade 8)	Issue: Resources for Learning and Instruction		
3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.	3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes and include in-class time only. hours and minutes per week Issue: Resources for Learning and Instruction	R	The phrase "and include in-class time only" was added.
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.	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.	NC	N/A
(2017 Grade 8)	Issue: Organization of Instruction		

Previous item							2019 item							D/A/ R/NC+	Rationale
5. To what extent have y arts class so far this ye				g in English/l	anguage	Valuetate	5. To what extent have y English/language arts	ou provided ins class so far this	truction in year? Selec	the following t one circle in	types of rex each row.	t in	YHRSSON	R	In the stem, the phrase
	Not a	all Sma	ll extent	Moderate extent	Large extent			Not at a	ill Sma	II extent	Moderate extent	Large extent			"types of
Fiction	(3)		(D)	0	0	VEDANIZA	a. Fiction	0		(D)	0	Φ	VH858052		text" was
Literary nonfiction	0		0	0	0	V) (24052)	b. Exposition (i.e., text tha								
Poetry	0		0	0	0	VHD40528	aims to explain, inform. describe, like newspaper								added. Sub-
Exposition	0		(D)	0	0	VH240576	magazine articles.	(3)		0	0	0	VEDSSOLE		items were
. Argumentation and persuasion	•		(1)	0	Φ	VH240527	textbooks, or information cssays)	onal							removed; a
. Procedural texts and documents	00		0	0	0	VH240525	c. Argumentation and persuasion	•		0	0	0	V11855056		parenthetic
							d. Multimedia or non-prin text (e.g., texts includin images, infographics, or animations)	g D		(3)	0	0	VERSON		was added to sub-item "b
6. When reading a story,	article, or oth	er passage wi	th your stude	ents, how ofte	n do you	VID34214	Issue: Organizatio	article, or other	passage wi	th your stude	nts, how ofte	en do you	VIINIENS	R	item was added.
7 (08) 1.0	article, or othe o the followin Never or hardly ever	er passage wi g? Select one Once in a while	th your stude circle in eac	h row.	n do you Always or almost always	VIDSEN		article, or other o the following	passage wi	th your stude Select one cir Sometimes	nts, how ofte	en do you ow. Always or almost always	VIBIT98s	R	added. In the stem, "activities" was added;
2017 Grade 8) 6. When reading a story, ask your students to d a. Summarize the passage	o the followin	g? Select one Once in a	circle in eac	h row.	Always or almost	VIESSE293	When reading a story, ask your students to d Summarize the	article, or other o the following Never or	passage wir activities?	Select one cir	cle in each r	Always or almost	VIBILITYS VIBILITYS	R	item was added. In the stem, "activities" was added; two sub-
When reading a story, ask your students to d Summarize the	Never or hardly ever	g? Select one Once in a while	Sometimes	h row.	Always or almost always		When reading a story, ask your students to d Summarize the passage Interpret the meaning	Never or hardly ever	passage wir activities? ! Once in a while	Solect one cir	Often	Always or almost always		R	item was added. In the stem, "activities" was added; two subitems were
6. When reading a story, ask your students to d 1. Summarize the passage of the passage of the passage of the passage the passage of the pas	Never or hardly ever	Gelect one Once in a while	Sometimes	h row. Often	Always or almost always	Vikkla295	When reading a story, ask your students to d Summarize the passage	or other or other or hardly ever	passage wir activities? ! Once in a while	Sometimes	Often	Always or almost always	V3B(1395	R	item was added. In the stem, "activities" was added; two subitems were removed; a one sub-ite
6. When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage Question the motives or feelings of the characters Identify the main ideas of the passage	Never or hardly ever	Once in a while	Sometimes ©	h row. Often	Always or almost always	VEKSI4295 VEKSI4296	a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the	naticle, or other of the following Never or hardly ever	passage wir activities? ! Once in a while	Sometimes ©	Often	Always or almost always	V18:13997	R	item was added. In the stem "activities" was added; two subitems were removed; a
When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage Question the motives or feelings of the characters Identify the main ideas of the passage Identify the themes of the passage	Never or hardly ever	Once in a while	Sometimes	s Often	Always or almost always	VERSEASON VERSEASON VERSEASON	a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of	Never or hardly ever	passage wire activities? ! Once in a while	Sometimes ©	Often	Always or almost always	V3811995 V3813997 V1811928	R	item was added. In the stem "activities" was added; two subitems were removed; a one sub-ite
When reading a story, ask your students to d Summarize the passage Interpret the meaning of the passage Question the motives or feelings of the characters Identify the main ideas of the passage Identify the themes of	Never or hardly ever	Once in a while	Sometimes © ©	S Often	Always or almost always	VERSEASON VERSEASON VERSEASON	a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same topic f. Analyze the author's	Never or hardly ever	passage winactivities? Once in a while	Sometimes © ©	Often	Always or almost always	V28(1)997 V28(1)997 V28(1)998 V28(2001	R	item was added. In the stem "activities" was added; two subitems were removed; a one sub-ite
6. When reading a story, ask your students to d sk your students to delings of the passage of the passage leader of the passage of the	Never or hardly ever	Once in a while	Sometimes © © ©	h row. Often O O O O	Always or almost always	VIELSAZOS VIELSAZOS VIECAZOS VIECAZOS VIELSAZOS VIELSAZOS VIELSAZOS	a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage	Never or hardly ever	passage winactivities? Once in a while	Sometimes © ©	Often	Always or almost always	V28(1)997 V28(1)997 V28(1)998 V28(2001	R	item was added. In the stem "activities" was added; two subitems were removed; a one sub-ite
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the main ideas of the passage c. Identify the themes of the passage d. Analyze two or more texts on the same topic d. Evaluate the main evidence in a persuasive/argument passage h. Analyze the author's	Never or hardly ever	Once in a while Once in a while Once in a while Once in a while	Sometimes © © © © ©	h row. S Often S Often S Often	Always or almost always	VYESSE295 VERNA296 VERNA296 VERNA296 VERNA997 VERNA997 VERNA997 VERNA997	a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage e. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's craft or technique	Never or hardly ever	passage wir activities? !! Once in a while	Sometimes © © ©	Often Often O O O O O O O O O O O O O	Always or almost always	V28x11V+S V18x11V+F V18x11V+F V18x12V01 V3xx12V01	R	item was added. In the stem "activities" was added; two subitems were removed; a one sub-ite
6. When reading a story, ask your students to d 3. Summarize the passage of the passage of the passage of the characters d. Identify the main ideas of the passage of the	Never or hardly ever	Once in a while	Sometimes © © ©	h row.	Always or almost always D D D	VIELAZOS VIELAZOS VIELAZOS VIELAZOS VIELAZOS VIELAZOS VIELAZOS VIELAZOS	a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage e. Analyze two or more texts on the same topic f. Analyze the author's organization of information in a passage g. Critique the author's	Never or hardly ever	passage wir activities? !! Once in a while	Sometimes © © ©	Often Often O O O O O O O O O O O O O	Always or almost always	V18(11)*95 V18(11)*97 V18(11)*97 V18(12)*01 V38(12)*01 V38(12)*01	R	item was added. In the stem "activities" was added; two subitems were removed; a one sub-ite

Previous item							2019 item							D/A/ R/NC+	Rationale
This school year, to w processes when teachi each row.	hat extent has ng informatio	ve you empha nal and literar	sized the follo y texts in clas	owing cognitive ss? Select one c	ircle in	VII261255	7. This school year, to we teaching informational	nat extent hav I and literary	ve you emphas texts in class?	ized the follo Select one ci	wing tasks whe	en v.	VH812638	R	In the stem, "cognitive
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			processes"
Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Φ	(0)	0	0	Ф	VH2A1256	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	•	0	0	0	Φ	VHH12042		was replaced with "tasks"
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Φ	Φ.	0	Φ	Φ	V18261257	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	0	0	Φ	Θ	VH312544		
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Θ	•	0	θ	θ	V11261258	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Φ	69	0	Φ	Θ	¥18/12047		

evious item							2019 item							D/A/ R/NC+	Rationale
2. When you teach Engl strategies? Select one			do you use the	following		VH3360	8. When you teach Engli strategies? Select one			do you use the	following to	eaching	VH855023	R	In the stem, "teaching"
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			was added; three sub-
I teach reading as a whole-class activity.	0	90	0	Ф	0	VH334361	 I teach reading as a whole-class activity. 	0	(1)	0	0	©	VH855024		items were
b. I create student groups with the same achievement level.	Ø	©	O	0	®	VH334362	 I create student groups with the same achievement level. 	0	(3)	0	0	©	VH855025		added; three
c. I create student groups with different achievement levels.	0	90	0	0	®	VH548665	c. I create student groups with mixed achievement levels.	0	0	©	Φ	©	VH855026		sub-items were revised
 I create groups by random assignment. 	∞	(3)	0	0	®	VH334363	d. I create groups by random assignment.	0	(8)	O	0	(1)	VH855027		and one sub
e. I allow students to choose their own groups.	0	③	0	•	©	VH334368	e. I allow students to choose their own groups.	0	(6)	0	0	0	VH855028		item was
f. I use differentiated instruction for reading (i.e., instruction tailored to student	0	©	0	0	®	VH562804	f. I use individualized instruction for reading.	0	(8)	0	Φ	•	VH855034		removed.
ability and learning style).							independently on an assigned plan or goal.	0	(3)	0	Φ	©	VH855030		
g. I ask students to work independently on an assignment or task.	Ø	®	0	0	©	VH548666	h. Students work independently on a goal they choose	0	(1)	0	•	0	VH855031		
h. I ask students to work independently on a task they choose themselves.	Φ	©	0	0	®	VH548667	themselves. i. Students use								
i. Other strategies (Please specify):	0	(3)	0	0	©	VH562900	self-paced reading programs or apps.	8	(3)	0	Ф	•	VH855032		
							j. I create opportunities for students to participate in (online or in-person) book clubs.	0	(3)	0	9	©	VH855033		
							 k. Students collaborate with peers and experts through the Internet or other digital connections. 	0	(3)	0	0	•	VH855029		

Previous item							2019 item							D/A/ R/NC+	Rationale
When you teach English following resources? Se	n/language : lect one cire	arts to your stu cle in each row.	dents, how do	you use each	of the	Viersia	9. When you teach Englis following resources? So				you use each	of the	VHISMIS	R	Two sub- items were
		Not used	Suppler		Basis for nstruction				Not used	Suppler		Basis for astruction			added.
 Hardback textbooks, wor or worksheets 	kbooks.	Ø	Ф		0	VIDAMS	Hardback or soft cover/p textbooks, workbooks, o		@	0		0	VH855084		
Electronic textbooks		0	Ф		0	VHIAMA	worksheets	,							
. A variety of books (e.g., r collections of stories, nor	ovels, ifiction)	•	0		0	V24262702	 Electronic textbooks, wo or worksheets 	orkbooks	•	•		0	VHSSSOKS		
 Materials from different curricular areas 		Φ	0		0	VH334498	c. Books (e.g., novels, colle stories, nonfiction, graph		@	0		0	VH855094		
. Newspapers and/or maga		®	(3)		0	VH262705	novels)								
. Reading-related websites		0	00		0	VH334495	d. Materials from different areas (e.g., articles from	subject	0	0.0		0	V1835087		
 Reading-related education games 	nal	Ø	(0)		0	VH354491	passages from history, et	c.)	Φ.	0		0	Y1855087		
games							e. Newspapers and/or mag.	azines	⊗	0		0	VH855096		
							f. Reading-related websites	s or apps	•	0		0	V1t8550k9		
							g. Reading-related education	onal	®	Ф	1	0	VH0455000		
							h. Materials found on the I	nternet	@	0		0	VH858091		
							 Multimedia or non-print (e.g., texts including ima infographics, or animatic 	iges.	0	00		0	VHRSSORR		
2017 Grade 8) 10. In your eighth-grade Enstudents use a compute circle in each row.				following? Se	Every day or almost every day	vigiesis.	Issue: Organizatio 10. In your eighth-grade Er students do each of the	nglish/langu	age arts class th	nis year, how of tone circle in About once or twice a month	often do your each row. About once or twice a week	Every day or almost every day	VHHT2503	R	The phrase "use a computer
a. Build and practice		1					Build and practice vocabulary	(3)	0	9	0	Ф	VH902514		digital dev
vocabulary	0	(0)	9	Θ	Θ	XH262577	b. Build reading fluency	0	0	0	0	Ф	VH812511		to" was
o. Build reading fluency	0	0	0	0	0	VH817469	c. Build reading mency								removed t
:. Build reading comprehension	®	0	0	Φ	Φ	V24617890	comprehension d. Access reading-related	0	0	0	0	Ф	VH812515		align with
Access reading-related websites	0	•	0	0	Ф	VEE262579	websites e. Conduct research for	0	•	0	0	Ф	VH812518		grade 8
e. Conduct research for reading projects	0	0	0	0	(D)	VH2(28H)	reading projects	0	0	0	0	Φ	VHR12519		developme
							f. Read something they have chosen themselves	(3)	0	9	0	Œ	VH812521		and two su
							g. Work in pairs or small groups to talk about something they have	•		0	0	Ф	VH812522		items were

Issue: Organization of Instruction

(2017 Grade 8)

revious item							2019 item							D/A/ R/NC+	Rationale
 Suppose your students di likely do you think each circle in each row. 	d very well of the follov	on their last ving explana	English/langu ions is in this	age arts test. F s situation? Sel	low cct one	VICACINI	 Suppose your students likely do you think ea circle in each row. 	s did very well ch of the follo	l on their last wing explanat	English/langu ions is in this	age arts test. I situation? Sel	low lect one	VH262040	NC	N/A
1	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
My students did well because they studied and were prepared.	0	(3)	0	0	Θ	V11262948	My students did well because they studied and were prepared.	0	•	0	0	Ф	VH262948		
b. My students did well because they put in a lot of effort.	0	0	0	0	Ф	VIEZE2912	b. My students did well because they put in a lot of effort.	@	Ф	0	9	Φ	VH2K2849		
. My students did well because they always do well on tests.	0	0	Ø	0	Θ	V18362950	c. My students did well because they always do well on tests.	•	•	0	Φ	®	VH262950		
d. My students did well because I taught the concepts well.	®	®	0	0	Φ	VH2s2951	d. My students did well because I taught the concepts well.	0	Œ Œ	0	Φ	Ф	VERNORE		
. My students did well because they guessed	@	Φ	0	0	Θ	V11337286	e. My students did well because they guessed	0	•	0	0	Φ.	VH037286		
well on the test.							the inches	-							
	©	Φ	0	©	Φ	VESS7287	well on the test. f. My students did well because they are just good at reading. ISSUE:	0	©	Ø	Φ	Φ	VH337287		
well on the test. My students did well because they are just good at reading.						VESS7287	well on the test. f. My students did well because they are just good at reading.	© ucation and pr	rofessional tra	ining prepared	l you to teach		VH337287 VH812540	R	The entire
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what ext one circle in each row.		following lin					well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edu	cation and proving attribut	rofessional tra	ining prepared	l you to teach	Extremely		R	stem was
well on the test. My students did well because they are just good at reading. 2017 Grade 8)	tent do the	following lin	ut how you to	each this class	? Select		well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edu students with the following prerequisite	© ucation and pr owing attribut	rofessional tra res? Select one	ining prepared	l you to teach			R	stem was
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what extone circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	Not apple	following lin	tit how you to	each this class	l Select	VESSIN	well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edustrudents with the follow students with the follow a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or	© ucation and prowing attribut Not well at	rofessional tra ess Select one A little	ining prepared circle in each Somewhat	you to teach row.	Extremely well	VIBIJ2546	R	stem was revised an three sub-
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what ext one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) 2. Disruptive students	Not apple	following lin	t at all	each this class	E Select A lot	VEX3641 VH262636	well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edstudents with the following prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological	© ucation and proving attribut Not well at all	rofessional tra ess? Select one A little	ining prepared circle in each Somewhat	you to teach row. Quite a bit	Extremely well	VHI/2546	R	stem was revised and three sub- items were
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what extone circle in each row, one circle in each row, students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Not appli	following lin	t at all	each this class Some ©	Select A lot	VIDABA VIDABA VIDABA VIDABA	well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edustudents with the follow students with the follow a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	cucation and proving attribut Not well at all	rofessional tra ressi Select one A little	somewhat	you to teach a row. Quite a bit	Extremely well	VIBI2546 VIBI2546	R	stem was revised and three sub- items were
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what ext one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) 2. Disruptive students	Not appli	following lin	t at all	some ©	Select A lot	VIENOSH VIENESESS VIENESESS VIENESESS VIENESESS	well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edistudents with the follow students with the follow a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students	oucation and proving attribut Not well at all O	rofessional tra resi Select one A little	sining prepared circle in each	l you to teach row. Quite a bit	Extremely well	VHI/2546	R	stem was revised an three sub- items were
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what ext one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) 2. Disruptive students	Not appli	following lin	t at all	some ©	Select A lot	VIENOSH VIENESESS VIENESESS VIENESESS VIENESESS	well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edustudents with the follow students with the follow a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Control of the contro	or of essional traces is select one A little	somewhat	Quite a bit	Extremely well	УПП2550 УПП2546 УПП2547 УПП2549 УПП2549	R	stem was revised an three sub- items were
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what ext one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) 2. Disruptive students	Not appli	following lin	t at all	some ©	Select A lot	VIENOSH VIENESESS VIENESESS VIENESESS VIENESESS	well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edstudents with the follow students with the follow students with the follow students with special perequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students d. Uninterested students e. English-language learners (ELLs)	oucation and proving attribut Not well at all O	rofessional tra resi Select one A little	sining prepared circle in each	l you to teach row. Quite a bit	Extremely well	VIII12540 VIII12546 VIII12547 VIII12540	R	stem was revised an three sub- items were
well on the test. My students did well because they are just good at reading. 2017 Grade 8) 12. In your view, to what ext one circle in each row. a. Students lacking prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) 2. Disruptive students	Not appli	following lin	t at all	some ©	Select A lot	VIENOSH VIENESESS VIENESESS VIENESESS VIENESESS	well on the test. f. My students did well because they are just good at reading. ISSUE: 12. How well has your edstudents with the following prerequisite knowledge or skills b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) c. Disruptive students d. Uninterested students e. English-language	Control of the contro	or of essional traces is select one A little	somewhat	Quite a bit	Extremely well	УПП2550 УПП2546 УПП2547 УПП2549 УПП2549	R	stem was revised and three sub- items were

Appendix K-2p: Pilot Grade 8 Reading

1.	Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. Select one circle.	
	 I do not teach English/language arts to this class. I teach all or most subjects, including English/language arts. The only subject I teach is English/language arts. We team teach, and I have primary responsibility for teaching English/language arts. 	
•		H261160
۷.	How many students are in this class? Enter the number of students.	
	VI	H858423
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	
	VI	H334381
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	(A)	®	0	0	VH855052
b.	Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	(4)	®	0	0	VH855058
c.	Argumentation and persuasion	(A)	®	0	0	VH855056
d.	Multimedia or non-print text (e.g., texts including images, infographics, or animations)	(8)	(8)	0	0	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	0	0	©	VH811995
b.	Interpret the meaning of the passage	(A)	B	0	0	Œ	VH811997
c.	Question the motives or feelings of the characters	(A)	®	0	0	Œ	VH811998
d.	Identify the themes of the passage	A	B	0	0	Œ	VH812001
e.	Analyze two or more texts on the same topic	(A)	®	0	0	Œ	VH812005
f.	Analyze the author's organization of information in a passage	(8)	®	0	•	©.	VH812009
g.	Critique the author's craft or technique	(A)	B	0	0	Œ	VH812011
h.	Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(4)	®	0	Φ	(£)	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)	®	®	0	0	©.	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	(4)	®	0	Θ	©	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	(A)	®	©	0	©.	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.	A	®	0	0	Œ	VH855024
b.	I create student groups with the same achievement level.	(4)	®	0	0	Œ	VH855025
c.	I create student groups with mixed achievement levels.	(8)	®	0	0	Œ	VH855026
d.	I create groups by random assignment.	A	B	0	0	Œ	VH855027
e.	I allow students to choose their own groups.	(A)	®	0	0	Œ	VH855028
f.	I use individualized instruction for reading.	(A)	®	0	0	Œ	VH855034
g.	Students work independently on an assigned plan or goal.	(A)	(8)	0	0	Œ	VH855030
h.	Students work independently on a goal they choose themselves.	(A)	®	0	Φ	©	VH855031
i.	Students use self-paced reading programs or apps.	(A)	®	0	0	Œ	VH855032
j.	I create opportunities for students to participate in (online or in-person) book clubs.	(9)	®	0	Φ	Œ	VH855033
k.	Students collaborate with peers and experts through the Internet or other digital connections.	0	®	0	Φ	Œ	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	®	®	0	VH855084
b.	Electronic textbooks, workbooks or worksheets	A	®	0	VH855085
c.	Books (e.g., novels, collections of stories, nonfiction, graphic novels)	®	®	0	VH855094
d.	Materials from different subject areas (e.g., articles from science, passages from history, etc.)	®	®	0	VH855087
e.	Newspapers and/or magazines	(A)	®	©	VH855096
f.	Reading-related websites or apps	(A)	®	0	VH855089
g.	Reading-related educational games	A	®	0	VH855090
h.	Materials found on the Internet	A	®	0	VH855091
i.	Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	®	®	0	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	®	0	0	©	VH812511
b.	Build reading fluency	A	®	0	0	Œ	VH812512
c.	Build reading comprehension	A	B	0	0	Œ	VH812515
d.	Access reading-related websites	A	B	0	0	Œ	VH812518
e.	Conduct research for reading projects	(A)	B	0	0	Œ	VH812519
f.	Read something they have chosen themselves	(A)	®	0	0	Œ	VH812521
g.	Work in pairs or small groups to talk about something they have read	(A)	(B)	0	0	Œ	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.	®	®	0	0	©	VH262948
b.	My students did well because they put in a lot of effort.	(A)	®	0	0	©	VH262949
c.	My students did well because they always do well on tests.	(8)	®	0	0	©	VH262950
d.	My students did well because I taught the concepts well.	(8)	®	0	0	©	VH262951
e.	My students did well because they guessed well on the test.	(A)	®	0	0	©	VH337286
f.	My students did well because they are just good at reading.	(8)	®	0	0	©	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	(A)	®	0	0	©.	VH812546
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	(4)	®	0	Θ	©	VH812547
c.	Disruptive students	A	®	0	0	Ē	VH812549
d.	Uninterested students	A	®	0	0	Œ	VH812550
e.	English-language learners (ELLs)	(A)	B	O	0	Ē	VH812551
f.	Gifted and talented students	(A)	®	0	0	Œ	VH812553
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	(8)	®	0	Θ	©	VH854948

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

2019 Oper	ational Grade 4 Mathematics Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
1. Which best describes your role in teaching mathematics to this class? ① I do not teach mathematics to this class. Questions 2–20 are not applicable and will be skipped. ① I teach all or most subjects, including mathematics. ① The only subject I teach is mathematics. ① We team teach, and I have primary responsibility for teaching mathematics. (2017 Grade 4)	1. Which best describes your role in teaching mathematics to this class? ① I do not teach mathematics to this class. ① I teach all or most subjects, including mathematics. ① The only subject I teach is mathematics. ① We team teach, and I have primary responsibility for teaching mathematics. Issue: Resources for Learning and Instruction	NC 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.
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2017 Grade 4)	Issue: Resources for Learning and Instruction		
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.	3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.	R R	As per the Standing Committee recommendati on, the text "and include in-class time only" was added to the inline directions to clarify mathematics instruction as the time spent
(2017 Grade 4)	Issue: Resources for Learning and Instruction		

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

Previous item	2019 item	D/A/ R/NC+	Rationale
			instructing in class.
4. Are students assigned to this class by achievement level? ② Yes ③ No	N/A	D	This item was dropped to reduce burden.
(2017 Grade 4)			baracii.
5. Do you create groups within this class for mathematics instruction on the basis of achievement level? ② Yes ① No	N/A	D	This item was dropped to reduce burden.
(2017 Grade 4)	VIDA		
 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 	 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 	NC NC	N/A
(2017 Grade 4)	Issue: Resources for learning and instruction		
7. Approximately how much mathematics homework do you assign to students in this class each day? None 15 minutes 30 minutes 45 minutes One hour More than one hour (2017 Grade 4)	 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 	NC NC	N/A
	Issue: Organization of Instruction		
8. To what extent are students permitted to use calculators during mathematics lessons? © Unrestricted use © Restricted use © Calculators are not permitted.	5. To what extent are students permitted to use calculators during mathematics lessons? © Unrestricted use © Restricted use	NC NC	N/A
	© Calculators are not permitted. Issue: Organization of Instruction		

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

revious item								s item 2019 item						D/A/ R/NC+	Rationale	
9. When you give students a mathematics test or quiz, how often do they use a calculator? © Never © Sometimes © Always								7. When you give studen calculator? © Never © Sometimes © Always				o they use a		VIE2063	NC	N/A
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.						13	8. In your mathematics other digital device (e following? Select one	class this year	r, how often do	your students		ter or	VH269921	NC	N/A	
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day of almost every day	r			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		Į.	
n. Practice or review mathematics topics	®	•	0	0	•	VH269922		a. Practice or review mathematics topics	(A)	(8)	0	Φ	Θ	VH269922		
Extend mathematics learning with enrichment activities	0	•	0	0	•	VH269923		b. Extend mathematics learning with enrichment activities	⊗	•	0	•	•	VH269923		
c. Research mathematics topics on the Internet	@	•	0	0	•	VH269924		c. Research mathematics topics on the Internet	®	•	O	Φ	•	VH269924	1	
2017 Grade 4)					7. 4.	VH269858	_	ssue: Organizat	ion of Ir	nstructio	n					
11. In your mathematics of each of the following?	Select one c	About once	About once	About once	Every day or		N	I/A							D	This item wa
	Never	or twice a year	or twice a month	or twice a week	almost every day											reduce
Discuss the progress your students have made toward individually set goals	@	•	0	9	Θ	VH269862										burden.
b. Adjust your teaching strategies to meet the current learning needs of individual students	®	Ð	0	0	θ	VH169864										
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	®	•	0	Θ	Φ	VH269865										
d. Discuss class progress with school administrators	®	(1)	0	0	Φ	VH269868										
e. Discuss class progress	®	(1)	0	0	Φ	VH269871	1									

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

Previous item				2019 item					D/A/ R/NC+	Rationale
12. In your mathematics class this year, do you use any of the following instructional materials! Select one circle in each row.			In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row.						The data	
	Yes	No			5 - 5	No, I do not	No, this resource			captured by
Textbooks provided by your district or school	Ø	Œ	V11170257		Yes	prefer to use this resource.	is not available to me.			the "other
b. Other materials provided by your district or school	0	Ф	VHIMISS	Textbooks provided by your district or school	®	(1)	0	VH845833	7	please specif
e. Materials found on the Internet	©	(0)	VIRTABLE	b. Other materials provided by your	0	•	0	VH845834		option
d. Materials you have created e. Other materials (Please specify):	∞	Ф	VI66)7626	district or school c. Materials you have created	(a)	•	0	VH845842		informed sub
e. Odki materiais (reast specify).	@	Φ	VEEL70260	d. Printed workbooks	0	®	0	VH845840		items to be
				e. Physical and/or digital	0	®	0	VH845837		
				manipulatives f. Digital games	0	•	0	VH845841		added.
				g. Interactive whiteboard	0	(1)	0	VH845844		Previous sub
2017 Grade 4)				Issue: Resources for Lea	arning and	Instruction				items "c" wa dropped sind
					0					95%
										responded
										responded
										"Yes". Based
										"Yes". Based on the grade
										"Yes". Based on the grade piloted versi
										"Yes". Based on the grade
										"Yes". Based on the grade piloted versi of this item,
										"Yes". Based on the grade piloted versi- of this item, sub-items "d
										"Yes". Based on the grade piloted versi- of this item, sub-items "d "e", "f", and
										"Yes". Based on the grade piloted version of this item, sub-items "d

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

revious item							2019 item							D/A/ R/NC+	Rationale
 Thinking about your for emphasis did you plac circle in each row. 	ourth-grade m e on teaching	athematics cl your student	asses this yea s each of the	r, how much following? Sel	ect one	VH270271	 Thinking about your for emphasis did you plac circle in each row. 	ourth-grade n e on teachin	nathematics cla g your students	asses this yea s each of the	r, how much following? Sel	ect one	VH270271	R	Sub-item "a" was dropped
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			given the combined high
Determine what the problem is asking and the best way to solve it	®	•	0	0	•	VH270272	Use alternate methods to solve problems when the first method does not work	0	•	0	•	•	VH270274		frequency percentage for
Use alternate methods to solve problems when the first method does not work	•	•	0	0	•	VH270274	b. Explain one's thinking and make connections between models and equations	0	®	0	0	•	VH270275		the responses "Quite a bit"
Explain one's thinking				1			c. Make assumptions	0	■	0	0	©	VH617226		and "A lot".
and make connections between models and	(4)	(15)	0	0	0	VH270275	d. Make approximations	0	(10)	0	0	©	VH617227		
equations							e. Represent a problem situation with			198			100 mm		
Make assumptions	0	•	0	Φ	0	VH617226	numbers, words,	0	(B)	0	0	(1)	VH270277		
Make approximations	(4)	(5)	0	0	0	VH617227	pictures, or charts f. Understand tools for								
Represent a problem situation with numbers, words, pictures, or charts	0	•	0	Ф	(VH270277	problem solving and limitations of use	0	®	0	0	•	VH270278		
Understand tools for problem solving and limitations of use	®	•	0	0	Φ	VH270278	language to discuss problem solving and reasoning	⊗	•	0	•	(VH847655		
Use clear and precise language when students are discussing their problem solving and reasoning	0	•	0	0	©	VH270279	Issue: Organization	on of In	struction	1					
2017 Grade 4) 14. Think about your plemphasis did you or						YH240850	11. Think about your plans emphasis did you or wil	for this mat I you give ea	hematics class ch of the follov	for the entirving? Select of	e year. How m ne circle in ea	uch ch row.	VH240850	R	Sub-item "e"
		Little or no emphasis	Mode emph		y emphasis				Little or no emphasis	Mode emph		vy emphasis			2019
a. Numbers and operation	ons	0	0		0	VH240851	a. Numbers and operations	,	Ø	1		0	VH240851		
b. Measurement		(D)	0		0	VH240852	b. Measurement		®	(1)		0	VH240852		operational
Geometry d. Data analysis, statisti	ce and	0	00		0		c. Geometry		®	0		0	VH240853		for both
probability	ce, dilu	Ø	Φ		0	V1E10856	 d. Data analysis, statistics, a probability 	and	Ø	•		0	VH240856		grades 4 and
							e. Algebra and functions		®	(1)		0	VH240854	1	8.

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

vious item						2019 item						D/A/ R/NC+	Rationale
5. When you teach mathemat following? Select one circle	ies to your four in each row.	th-grade class, do	you do any of	the	V(C)AHE72	12. When you teach mathemati following? Select one circle		rth-grade class, do	you do any of	the	VH240873	NC	N/A
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			
Set different achievement standards for some students	8	OD.	0	0	V)1582874	a. Set different achievement standards for some students	®	(B)	0	0	VH240874		
Supplement the regular course curriculum with additional material for some students	@	0	0	Ф	VH240875	b. Supplement the regular course curriculum with additional material for	©	· ®	0	Φ	VH240875		
 Have some students engage in different classroom activities 	®	•	0	0	VH2.40878	c. Have some students engage in different classroom	0	®	0	0	VH240878		
. Use a different set of methods in teaching some students	00	0	0	60	VED-00977	activities d. Use a different set of methods in teaching some	®	(1)	0	0	VH240877		
Pace my teaching differently for some students	0	Φ	0	9	VH240876	students e. Pace my teaching differently for some	®	•	0	0	VH240876		
17 Grade 4) 16. How often do you use eac mathematics? Select one	h of the followi	ing to assess stud-	ent progress in		VENAVO	Issue: Organization	of Instru	ıction				D	This item w
	Never or hardly ever	Once or twice a year	Once or twic	e Once or twic	e								dropped to reduce
a. Multiple-choice tests	Φ	0	0	Φ	VH269353								
b. Small project-based	0	OD.	0	0	V1(DAG357								burden.
assignments	100		0	0	AVELSOSSIO.								

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

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

Grade 4 Mathematics Teacher								
Previous item	2019 item		D/A/ R/NC+	Rationale				
19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? Description 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 (2017 Grade 4)	15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? ① Never ② About once or twice a year ② About once or twice a month ③ About once or twice a week ④ Every day or almost every day Issue: Resources for Learning and Instruction	VH270361	NC	N/A				
20. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school? ① Never ① Once ② Two or three times ② Four or five times ① More than five times ① More than five times (2017 Grade 4)	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 Issue: Resources for Learning and Instruction	VH270362	NC	N/A				

Appendix K-2r: Operational Grade 4 Mathematics

VH2400	51

1.	Wł	nich 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.	
			VH261160
2.	Ho	w many students are in this class? Enter the number of students.	VH845752
3.		a typical week, about how much time in total do you spend with this class on other thematics instruction? Enter the hours and minutes and include in-class time by. hours and minutes per week	
			VH240058
4.		proximately how much mathematics homework do you assign to students in s class each day?	
	(A)	None	
	ഀ	15 minutes	
	0	30 minutes	
	0	45 minutes	
	(E)	One hour	
	Ð	More than one hour	

			VH240059
5.		what extent are students permitted to use calculators during mathematics sons?	
	\bigcirc	Unrestricted use	
	®	Restricted use	
	0	Calculators are not permitted.	
			VH240060
6.	Wł	nat kind of calculator do your students usually use during mathematics lessons?	
	(A)	None	
	®	Basic four-function (addition, subtraction, multiplication, division)	
	0	Scientific (not graphing)	
	0	Graphing	
			VH240061
7.	Wł cal	nen you give students a mathematics test or quiz, how often do they use a culator?	
	(A)	Never	
	®	Sometimes	
	0	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	(A)	®	0	0	Ē	VH269922
b. Extend mathematics learning with enrichment activities	(A)	®	0	0	©	VH269923
c. Research mathematics topics on the Internet	(A)	®	0	0	Œ	VH269924

VH845832

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	(A)	®	0	VH845833
b. Other materials provided by your district or school	(A)	®	0	VH845834
c. Materials you have created	(A)	®	0	VH845842
d. Printed workbooks	(A)	®	0	VH845840
e. Physical and/or digital manipulatives	(A)	®	0	VH845837
f. Digital games	(A)	®	0	VH845841
g. Interactive whiteboard	(A)	®	0	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	®	®	0	0	©.	VH270274
b.	Explain one's thinking and make connections between models and equations	(4)	®	0	0	<u>(</u>	VH270275
c.	Make assumptions	A	®	0	0	(E)	VH617226
d.	Make approximations	(A)	®	0	0	Œ	VH617227
e.	Represent a problem situation with numbers, words, pictures, or charts	(8)	®	0	0	(VH270277
f.	Understand tools for problem solving and limitations of use	(A)	®	0	0	Œ	VH270278
g.	Use clear and precise language to discuss problem solving and reasoning	®	®	0	0	<u>(</u>	VH847655

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

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	A	®	0	VH240851
b. Measurement	A	®	0	VH240852
c. Geometry	A	®	0	VH240853
d. Data analysis, statistics, and probability	A	®	0	VH240856
e. Algebra and functions	(A)	®	0	VH240854

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

VH240873

		Not at all	Small extent	Moderate extent	Large extent	
a.	Set different achievement standards for some students	®	®	0	0	VH240874
b.	Supplement the regular course curriculum with additional material for some students	®	®	0	0	VH240875
c.	Have some students engage in different classroom activities	(A)	®	0	0	VH240878
d.	Use a different set of methods in teaching some students	(A)	®	0	0	VH240877
e.	Pace my teaching differently for some students	®	®	0	0	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	®	®	©	0	©.	VH845878
b.	Set goals for specific progress the student would like to make	(A)	®	0	0	©	VH269928
c.	Discuss progress the student has made toward goals previously set	®	®	0	Φ	©.	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	®	®	0	0	©.	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.	(A)	®	0	0	Œ	VH270306
b.	My students did well because they put in a lot of effort.	(9)	®	0	0	(L)	VH270307
c.	My students did well because they always do well on tests.	(9)	®	0	0	Œ	VH270308
d.	My students did well because I taught the concepts well.	(9)	®	0	0	Œ	VH270309
e.	My students did well because they guessed well on the test.	(9)	®	0	0	Œ	VH270311
f.	My students did well because they are just good at math.	(A)	®	0	0	Œ	VH270313

VH270361

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

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

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

2019 Pilo	ot Grade 4 Mathematics Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
1. Which best describes your role in teaching mathematics to this class? 1. Which best describes your role in teaching mathematics to this class? 1. I do not teach mathematics to this class. Questions 2–20 are not applicable and will be skipped. 1. I teach all or most subjects, including mathematics. 1. The only subject I teach is mathematics. 1. We team teach, and I have primary responsibility for teaching 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.	NC NC	Please note that no content changes were made to the item but the
(2017 Grade 4)	Issue: Resources for Learning and Instruction		skip pattern text was removed from the item given the transition from PBA to DBA.
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC NC	N/A
(2017 Grade 4)	Issue: Resources for Learning and Instruction		
3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.	3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.	R	As per the Standing Committee recommendat ion, the text "and include in-class time only" was added to the inline directions to clarify mathematics instruction as the time spent

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

2019 Pilo	ot Grade 4 Mathematics Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
(2017 Grade 4)		-	instructing in
	Issue: Resources for Learning and Instruction		class.
4. Are students assigned to this class by achievement level? ② Yes ③ No	N/A	D	This item was dropped to reduce burden.
(2017 Grade 4)			
5. Do you create groups within this class for mathematics instruction on the basis of achievement level? ② Yes ① No	N/A	D	This item was dropped to reduce burden.
(2017 Grade 4)			
6. What kind of calculator do your students usually use during mathematics lessons? ☑ None ⑤ Basic four-function (addition, subtraction, multiplication, division) ⑥ Scientific (not graphing) ⑥ Graphing	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	NC	N/A
(2017 Grade 4)	Issue: Resources for Learning and Instruction		
7. Approximately how much mathematics homework do you assign to students in this class each day? None 15 minutes 30 minutes 45 minutes One hour More than one hour (2017 Grade 4)	9. Approximately how much mathematics homework do you assign to students in this class each day? © None © 15 minutes © 30 minutes © 45 minutes © More than one hour	NC NC	N/A
(2017 Grade 1)	Issue: Organization of instruction		
8. To what extent are students permitted to use calculators during mathematics lessons? © Unrestricted use © Restricted use © Calculators are not permitted.	10. To what extent are students permitted to use calculators during mathematics lessons? © Unrestricted use © Calculators are not permitted.	NC	N/A
(2017 Grade 4)			

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

Previous item							2019 item							D/A/ R/NC+	Rationale
							Issue: Organization	n of ins	truction						
9. When you give students calculator? Never Sometimes Always 2017 Grade 4)	a mathema	tics test or qui:	z, how often d	to they use a		VIEWON	12. When you give students calculator? Never Sometimes Always Issue: Organization			z, how often c	to they use a		VH240061	NC	N/A
10. In your mathematics of other digital device (ex- following: Select one	cluding han	dheld calculate	your student ors) to do each	s use a compu of the	ter or	VIEWIOZI	 In your mathematics c other digital device (ex following? Select one of 	cluding han	dheld calculato	your student rs) to do each	s use a compu of the	ter or	Vitizenti	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day of almost every day			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	0	•	0	Ф	0	VH269922	a. Practice or review mathematics topics	9	00	0	0	0	VH269922		
b. Extend mathematics learning with enrichment activities	®	0	0	Ф	Ф	V1069933	b. Extend mathematics learning with enrichment activities	•	Ф	0	0	Ф	VI I2(9923		
c. Research mathematics topics on the Internet	0	⊕	0	0	Φ	VH289924	c. Research mathematics topics on the Internet	0	0	9	0	Φ	VIII269924		
2017 Grade 4)	lass this yea	r, how often do	you use asses	sment results	to do	VICINIS	Issue: Organizatio	on of ins	struction					D	This item wa
each of the following?	Never	About once or twice a	About once or twice a month	About once or twice a week	Every day or almost every day										dropped to reduce
a. Discuss the progress your students have made toward individually set goals	®	year	month ©	week ®	© ©	V)(269461									burden.
 Adjust your teaching strategies to meet the current learning needs of individual students 	⊗	•	0	0	Φ	V31269864									
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	00	Œ	0	Φ	Φ	V11269463									
d. Discuss class progress with school administrators	0	0	0	0	θ	VHOMMAS									
e. Discuss class progress	0	0	0	0	Ф	- manager								1	

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

revious item					2019 item				D/A/ R/NC+	Rationale
12. In your mathematics class this yea materials? Select one circle in each		ny of the following in	structional	VH290256	4. In your mathematics class this year, do you use materials? Select one circle in each row.	any of the following	instructional	VIDI1594	R	Sub-item "a was revised
		Yes	No			Yes	No			to include
. Textbooks provided by your district school	or	®	Φ	VH270257	a. Textbooks (print or digital) provided by	Ø	Φ	VH811602		
Other materials provided by your dis	strict or	0	•	VH270258	your district or school b. Printed workbooks	0	0	VH854173		"(print or
school Materials found on the Internet				VH270249	c. Physical and/or digital manipulatives	0	0	VH854175		digital)". Su
. Materials found on the internet		Ø	0	VH617626	d. Digital games	0	(1)	VI051176		items "b" a
Other materials (Please specify):		0	0	VIETNISS	c. Interactive panel (e.g., SMART board, Promethean ActivPanel)	•	0	VB854179		"d" were pa
_			9	1,100,000	f. Materials you have created	Ø	0	VHSS4180		•
2017 Grade 4)					g. Math software and/or apps	0	0	V1651002		of the 2017
,					h. Other materials provided by your district or school (e.g., math board games, math puzzles)	Φ	•	VIB11624		pilot and have been
Tombook assided by one	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.		Issue: Resources for learning and	d instruction				the 2019 pilot; sub-
Textbooks provided by your district or school	0	0	0	VH548938						litom "c" wa
b. Other materials provided by your district or school	0	0	0	VH548939						combined
b. Other materials provided by your	Φ Φ	(I)	© ©	VH548939 VH548940						combined
b. Other materials provided by your district or school c. Materials found on the Internet d. Printed workbooks	⊗	()	© ©	VH548940 VH548947						combined from two
b. Other materials provided by your district or school c. Materials found on the Internet d. Printed workbooks e. Digital manipulatives	0	•	0	VH548940						combined from two distinct sub
b. Other materials provided by your district or school c. Materials found on the Internet d. Printed workbooks	⊗	()	© ©	VH548940 VH548947						combined from two distinct sub items that
b. Other materials provided by your district or school c. Materials found on the Internet d. Printed workbooks e. Digital manipulatives (for example, ruler, protractor, compass) g. Digital games	Φ Φ	(a) (b)	Θ Θ	VH548940 VH548947 VH548942 VH548945 VH548948						combined from two distinct sub items that were in 201
b. Other materials provided by your district or school c. Materials found on the Internet d. Printed workbooks e. Digital manipulatives f. Physical manipulatives (for example, ruler, protractor, compass) g. Digital games h. Interactive whiteboard	© ©	© ©	© © ©	VH54894D VH548947 VH548942 VH548945						from two distinct sub-
b. Other materials provided by your district or school c. Materials found on the Internet d. Printed workbooks e. Digital manipulatives (for example, ruler, protractor, compass) g. Digital games	© © ©	Ф Ф	0 0	VH548940 VH548947 VH548942 VH548945 VH548948						combined from two distinct sub items that were in 201

feedback.

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

Previous item							2019 item							D/A/ R/NC+	Rationale
13. Thinking about your fe emphasis did you plac circle in each row.					lect one	VNDNOS	 Thinking about your for emphasis did you plac- circle in each row. 					ect one	-VH2M2/I	R	Previous sub item "a" was
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			dropped.
Determine what the problem is asking and the best way to solve it	Φ	6	0	0	θ	VH270272	Use alternate methods to solve problems when the first method does not work	0	®	0	0	Ф	VH270374		Previous sub item "c" was split into
b. Use alternate methods to solve problems when the first method does not work	0	0	0	Ф	Φ	VF6270274	Explain one's thinking Make connections between models and	®	(D)	0	0	Φ	VH989064 VH989065		current sub-
c. Explain one's thinking and make connections between models and equations	Φ	Θ	0	0	θ	VH270275	d. Make assumptions using mathematical knowledge to solve a	•	0	0	0	Φ	VII812846		"c". Sub-item
d. Make assumptions	0	0	0	0	Θ	VH617226	problem						100		"d" was
e. Make approximations	®	0	0	Ф	Φ	VH617207	e. Make approximations	0	•	0	0	Θ	VH617237.		revised base
f. Represent a problem situation with numbers, words, pictures, or charts	00	(D)	0	0	Θ	VH27027?	f. Represent a problem situation with numbers, words, pictures, or charts	•	•	0	•	Φ	V#1270277		on cog lab
g. Understand tools for problem solving and limitations of use	0	0	0	0	Φ	VH270279	g. Understand tools for problem solving and limitations of use	Ø	0	0	69	θ	VFI027007#		uata.
h. Use clear and precise language when students are discussing their problem solving and reasoning	®	0	9	6	Ф	V14270279	h. Use clear and precise language when students are discussing their problem solving and reasoning	0	®	0	0	Θ	V2127027W		
(2017 Grade 4) 14. Think about your plan emphasis did you or wi						vicinis	Issue: Organizatio	s for this ma	hematics class	s for the entir wing? Select o	e year, How m ne circle in ea	uch ch row	VH240856	R	Sub-item "e" was added
		Little or no emphasis	Mode emph		avy emphasis				Little or no emphasis	Mode emph		vy emphasis			from the
a. Numbers and operations	5	®	Œ		0	VH240851	a. Numbers and operations		®	0		0	VH240851	1	grade 8
b. Measurement		©	Œ		0	VH240852	b. Measurement		0	•		0	VH240832		
c. Geometry	on I	0	0		0	V11240853	c. Geometry		@	Œ		0	Vit240853		version of th
 d. Data analysis, statistics, probability 	and	0	•		0	VH240856	 d. Data analysis, statistics, probability 	and	•	0		0	V11240856		item.
							e. Algebra and functions		0	(B)		0	VH240654	1	1

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

Previous item						2019 item						D/A/ R/NC+	Rationale
15. When you teach mathemate following? Select one circle	ties to your four in each row.	rth-grade class, de	you do any of t	he	VH240073	14. When you teach mathemati following? Select one circle		rth-grade class, do	you do any of	the	VII340671	R	Sub-item "f"
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			is new. It wa created to
Set different achievement standards for some students	(3)	(1)	0	0	VI1240874	a. Set different achievement standards for some students	0	0	0	0	VH240874		address the ADC's
b. Supplement the regular course curriculum with additional material for some students	•	0	0	0	VH240875	b. Supplement the regular course curriculum with additional material for some students	•	•	0	0	VHQ.40675		comment or including an
 E. Have some students engage in different classroom activities 	•	•	0	Φ	VH240878	c. Have some students engage in different classroom activities	0	®	0	0	VH2AO478		item that
d. Use a different set of methods in teaching some students	©	Φ	0	Φ	VH240877	d. Use a different set of methods in teaching some students	0	(D)	0	0	YH240877		captured a UDL-oriente
e. Pace my teaching differently for some students	®	®	0	0	V24290876	e. Pace my teaching differently for some students	0	®	0	0	VH240876		approach.
						f. Provide multiple representations of concepts and guide students to express what they know using various formats	®	Φ.	0	®	V10411643		
(2017 Grade 4)						Issue: Organization of	of Instruc	ction					
16. How often do you use each mathematics? Select one c	of the following	ng to assess stude w.	nt progress in		VHQW0S)	N/A						D	This item wa
	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week									dropped to reduce
a. Multiple-choice tests	(8)	•	0	Φ	VH260353								burden.
 Small project-based assignments 	®	•	9	9	VH260357								baracii.
c. Individual students collaborating on group	0	•	9	0	V14336538								

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

Previous item							2019 item							D/A/ R/NC+	Rationale
 In your mathematics of individual students to row. 						VIEWIGS	In your mathematics of individual students to a row.						V14369923	R	Sub-item "a' was revised
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	r		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			to remove the word
a. Regularly discuss each student's current level of performance with them	Φ	0	0	Ф	Ф	VH269926	a. Discuss each student's current level of performance with them	0	0	0	0	Φ	VH845878		"Regularly" for
b. Set goals for specific progress the student would like to make	0	•	0	0	Θ	VH246928	b. Set goals for specific progress the student would like to make	Ø	(1)	Ø	0	Φ	VH269928		clarification with the
c. Discuss progress the student has made toward goals previously set	0	•	0	0	Ф	VH269930	c. Discuss progress the student has made toward goals previously set	6	0	0	0	Φ	V11269930		response options.
d. Determine how to													$\overline{}$		υρτιστίς.
adjust your teaching strategies to meet the student's current learning needs	•	Φ	0	(B)	•	V10269981	d. Determine how to adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio			•	0	Φ	VEZZÓMANE	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4)	s did very wel following exp	I on their last	mathematics this situation	test. How like	ly do ircle in		adjust your teaching strategies to meet the student's current learning needs	on of Ins	struction	mathematics of this situation	rest. How like 1 ² Select one c	ly do ircle in	VERZONNAE	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the each row.	s did very wel following exp Not at all likely	l on their last. lanations is in Not likely	mathematics this situation Somewhat likely	test. How like 1? Select one of Quite likely	ly do ircle in Extremely likely		adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the feach row. a. My students did well	on of Ins did very wel ollowing exp Not at all likely	struction Il on their last a olanations is in	mathematics this situation Somewhat likely	rest. How like ? Select one c Quite likely	ly do irele in Extremely likely		NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the each row.	s did very wel following exp	l on their last	mathematics this situation	test, How like 1? Select one o	ly do ircle in	VICZONS	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the feeach row. a. My students did well because they studied and were prepared.	on of Ins	struction	mathematics of this situation	rest. How like 1 ² Select one c	ly do ircle in	VIEZONAS VIEZONAS	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort.	s did very wel following exp Not at all likely	l on their last. lanations is in Not likely	mathematics this situation Somewhat likely	test. How like 1? Select one of Quite likely	ly do ircle in Extremely likely	VICZONS	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the feeach row.	on of Ins did very wel ollowing exp Not at all likely	struction Il on their last a olanations is in	mathematics this situation Somewhat likely	rest. How like ? Select one c Quite likely	ly do irele in Extremely likely		NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests.	s did very wel following exp Not at all likely	l on their last.	mathematics this situation Somewhat likely	test. How like 1? Select one of Quite likely	ly do prircle in Extremely likely	VH270305	adjust your teaching strategies to meet the student's current learning needs ISSUE: Organizatio 15. Suppose your students you think each of the feeach row. a. My students did well because they studied and were prepared. b. My students did well because they put in a	on of Ins did very wel oblowing exp Not at all likely	etruction If on their last solutions is in Not likely	mathematics this situation Somewhat likely	rest. How like ? Select one c Quite likely	ly do ircle in Extremely likely	viernior	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because I taught the concepts well.	s did very wel following exp Not at all likely	l on their last. Isnations is in Not likely	mathematics this situation Somewhat likely	test. How like 1? Select one of Quite likely	ly do ircle in Extremely likely	VH270305 VH270306	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the feach row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because they always do well on tests.	on of Ins	Struction If on their last all anations is in Not likely	mathematics this situation Somewhat likely	cest. How like Select one c Quite likely	ly do firele in Extremely likely	VH270304	NC	N/A
adjust your teaching strategies to meet the student's current learning needs 2017 Grade 4) 18. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they pur in a lot of effort. c. My students did well because they pur in a lot of effort. d. My students did well because they always do well on tests. d. My students did well because it aught the	s did very wel following exp Not at all likely	l on their last	mathematics this situation Somewhat likely	Quite likely	ly do ircle in Extremely likely	VICTORES VOIZTORES VOIZTORES VOIZTORES	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 15. Suppose your students you think each of the feach row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well	on of Ins	Not likely	mathematics in this situation Somewhat likely	cest. How like Pelect one c Quite likely	ly do fircle in Extremely likely	V11270306 V11270307 V11270308	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 4 Mathematics Teacher							
Previous item	2019 item	D/A R/N					
19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? ① Never ① About once or twice a year ② About once or twice a month ① About once or twice a week ① Every day or almost every day (2017 Grade 4)	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 Issue: Resources for Learning and Instruction	NC NC	N/A				
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 (2017 Grade 4)	17. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school? ① Never ① Once ② Two or three times ① Four or five times ① More than five times Issue: Resources for Learning and Instruction	NC	N/A				
N/A		A	This item was part of a matrix. The other subitems in the matrix were dropped and this item was				
	Issue: Organization of instruction		revised to a discrete item				

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

Previous item								D/A/ R/NC+	Rationale
N/A	18. How well has your edu students with the follo	acation and pro owing attribute	ofessional tra es? Select on	ining prepared e circle in each	you to teach row.		Vegerarus	А	This item is new and wa
		Not well at all	A little	Somewhat	Quite a bit	Extremely well			added to
	students lacking prerequisite knowledge or skills	Ø	©	0	0	θ	VPBASSOC7		math based on it being
	b. Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	Φ	•	8	0	9	VHS88068		part of coglabs for the 2019
	c. Disruptive students	Φ	0	0	0	Φ	VHSSSOW		
	d. Uninterested students	0	0	0	0	θ	VI\$88070		Reading pile
	e. English-language learners (ELLs)	9	•	0	9	θ	VH888071		
	f. Gifted and talented students	Θ	0	0	0	θ	VHR88073		
	g. Students with different cultural backgrounds (e.g., racial/ethnic. socioeconomic, religious)	Ø	Ф	0	(0)	θ	VHSSR07A		

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

Appendix K-2t: Pilot Grade 4 Mathematics

V/	H24	1004	5/1

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. 	
		VH261160
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	VH845752
	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	(A)	®	VH811602
b. Printed workbooks	(A)	®	VH854173
c. Physical and/or digital manipulatives	(A)	®	VH854175
d. Digital games	(A)	®	VH854178
e. Interactive panel (e.g., SMART board, Promethean ActivPanel)	(A)	®	VH854179
f. Materials you have created	(A)	®	VH854180
g. Math software and/or apps	A	®	VH854182
h. Other materials provided by your district or school (e.g., math board games, math puzzles)	(A)	®	VH811624

VH269925

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

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Discuss each student's current level of performance with them	®	®	0	0	©.	VH845878
b.	Set goals for specific progress the student would like to make	(A)	®	0	0	Œ	VH269928
c.	Discuss progress the student has made toward goals previously set	®	®	0	0	©.	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	0	®	0	0	©.	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	(A)	®	0	0	Ē	VH269922
b. Extend mathematics learning with enrichment activities	(A)	®	0	0	©	VH269923
c. Research mathematics topics on the Internet	(A)	®	0	0	Œ	VH269924

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

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

- **9.** 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

10.	Γο what extent are students permitted to use calculators during mathematics essons?	VH240059
	D Unrestricted use	
	B Restricted use	
	Calculators are not permitted.	
		VH240060
11.	What kind of calculator do your students usually use during mathematics lessons?	
	D None	
	B Basic four-function (addition, subtraction, multiplication, division)	
	Scientific (not graphing)	
	D Graphing	
10		VH240061
12.	When you give students a mathematics test or quiz, how often do they use a calculator?	
	D Never	
	D Sometimes	
	O 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	A	®	0	VH240851
b. Measurement	A	®	0	VH240852
c. Geometry	A	®	0	VH240853
d. Data analysis, statistics, and probability	A	®	0	VH240856
e. Algebra and functions	A	®	0	VH240854

VH240873

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	®	®	0	0	VH240874
b.	Supplement the regular course curriculum with additional material for some students	@	®	0	0	VH240875
c.	Have some students engage in different classroom activities	(A)	®	0	0	VH240878
d.	Use a different set of methods in teaching some students	®	®	0	0	VH240877
e.	Pace my teaching differently for some students	®	®	0	0	VH240876
f.	Provide multiple representations of concepts and guide students to express what they know using various formats	®	®	0	0	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.	(A)	®	0	0	©	VH270306
b.	My students did well because they put in a lot of effort.	(9)	®	0	0	©	VH270307
c.	My students did well because they always do well on tests.	(9)	®	0	0	©	VH270308
d.	My students did well because I taught the concepts well.	(9)	®	0	0	©	VH270309
e.	My students did well because they guessed well on the test.	(9)	®	0	0	©	VH270311
f.	My students did well because they are just good at math.	(9)	®	0	0	©	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	(A)	(8)	0	0	Œ	VH888067
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	(4)	®	0	Φ	Œ	VH888068
c.	Disruptive students	A	®	0	0	Œ	VH888069
d.	Uninterested students	A	®	0	0	Œ	VH888070
e.	English-language learners (ELLs)	(A)	B	0	0	Œ	VH888071
f.	Gifted and talented students	(A)	®	0	0	Œ	VH888072
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	(4)	®	0	Φ	Œ	VH888073

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

2019 Opera	tional Grade 8 Mathematics Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
1. Which best describes your role in teaching mathematics to this class? © I do not teach mathematics to this class. Questions 2–19 are not applicable and will be skipped. © I teach all or most subjects, including mathematics. © The only subject I teach is mathematics. © We team teach, and I have primary responsibility for teaching mathematics.	1. Which best describes your role in teaching mathematics to this class? Describes I do not teach mathematics to this class. 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.	NC	Please note that no content changes were made to the item but the
(2017 Grade 8)	Issue: Resources for Learning and Instruction		skip pattern text was removed from the item given the transition from PBA to DBA.
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2017 Grade 8)	Issue: Resources for Learning and Instruction		
3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.		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 Ope	rational Grade 8 Mathematics Teacher		
Previous item	2019 item	D/A/ R/NC+	Rationale
			spent instructing in class.
4. Are students assigned to this class by achievement level? ① Yes ① No (2017 Grade 8)	N/A	D	This item was dropped to reduce burden.
5. What kind of calculator do your students usually use during mathematics lessons? None Basic four-function (addition, subtraction, multiplication, division) Scientific (not graphing) Graphing	6. What kind of calculator do your students usually use during mathematics lessons? None Basic four-function (addition, subtraction, multiplication, division) Scientific (not graphing) Graphing	NC	N/A
(2017 Grade 8)	Issue: Resources for Learning and Instruction		

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

							201	9 item							D/A/ R/NC+	Rationale
6. Approximately how m this class each day?None	uch mathem	atics homewor	k do you assiş	n to students	in	VH240058	t	Approximately how much this class each day? None	mathemati	cs homework	do you assign	to students in	6	VH240058	NC	N/A
15 minutes								D 15 minutes								
© 30 minutes								□ 30 minutes								
© 45 minutes								D 45 minutes								
One hour								D One hour								
More than one hou	ır						O	D More than one hour								
(2017 Grade 8)							Issu	ı e: Organizatio	n of In	struction	l					
 In your mathematics other digital device (e following? Select one 	xcluding han	dheld calculato	your students rs) to do each	use a compu of the	ter or	\$11260421		8. In your mathematics of other digital device (ex following? Select one of	cluding han	held calculato	your students rs) to do each	s use a comput of the	er or	VH269921	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day				Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
 a. Practice or review mathematics topics 	•	0	0	0	Θ	VH269922	a	. Practice or review mathematics topics	®	(8)	0	0	(D)	VH269922		
b. Extend mathematics learning with enrichment activities	@	0	9	69	Ф	Vicinees	b	Extend mathematics learning with enrichment activities	®	®	0	Φ	©	VH269923		
e. Research mathematics topics on the Internet	0	Ф	۵	(0)	Ф	VH26000A	c	. Research mathematics topics on the Internet	•	(3)	0	0	Ф	VH269924		
(2017 Grade 8)							Issu	ie: Organizatio	n of In	struction	ı					
8. When you give students	a mathemat	cs test or quiz	, how often de	they use a		VH240061	7. V	When you give students a alculator?			un a nat	they use a		VH240061	NC	N/A
calculator?							Q	D Never								
							Œ	D Sometimes								
calculator?																
calculator? Never							•	O Always								
calculator? Never Sometimes								o Always ue: Organizatio	n of In	struction	l					
calculator? Never Sometimes Always	ents permitt	ed to use calcu	lators during 1	nathematics		VH240059	Issu			1.00		nathematics)	VH240059	NC	N/A
calculator? Never Sometimes Always (2017 Grade 8)	ents permitt	ed to use calcu	lators during 1	nathematics		VH240059	Issu 5. T	ue: Organizatio		1.00		nathematics	· ·	VH240059	NC	N/A
calculator? Never Sometimes Always (2017 Grade 8) 9. To what extent are studlessons? Unrestricted use Restricted use		ed to use calcu	lators during 1	nathematics		VH240059	5. T	ue: Organizatio		1.00		nathematics)	VH240059	NC	N/A
calculator? Never Sometimes Always (2017 Grade 8) 9. To what extent are studlessons? Unrestricted use		ed to use calcu	lators during r	nathematics		V11240659	5. T	ve: Organization o what extent are students: ssons? Unrestricted use	ts permitted	1.00		nathematics)	VH240099	NC	N/A

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

evious item							2019 item					D/A/ R/NC+	Rationale
In your mathematics class materials during instruction				ng instruction	nal	VH548937	In your mathematics class this yea materials? Select one circle in each		ny of the following in	structional	VH845832	R	The data captured by
		Yes	No, I do n prefer to use resource	this is not	nis resource available to me.			Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.			the "other
Textbooks provided by your district or school		0	•		0	VH548938	Textbooks provided by your district or school	®	®	0	VH845833		please speci
Other materials provided by district or school	your	@	®	- Hillian	0	VH548939	b. Other materials provided by your	®	•	0	VH845834		option
Materials found on the Inter	net	®	•		0	VH548940	district or school c. Materials you have created	®	(1)	0	VH845842		informed su
Printed workbooks		®	(9)		0	VH548947	d. Printed workbooks	®	(1)	0	VH845840		items to be
Digital manipulatives Physical manipulatives (for	- 1 2	®	(1)		0	VH548942	e. Physical and/or digital manipulatives	®	(18)	0	VH845837		added.
example, ruler, protractor, compass)	1.	®	•		0	VH548945	f. Digital games	(8)	(5)	0	VH845841		
Digital games		®	•		0	VH548948	g. Interactive whiteboard	(4)	(1)	0	VH845844		Previous su
Interactive whiteboard		®	•		0	VH548944							items "c" aı
Other materials not listed al (Please specify):	oove	®	Φ		0	VH548941							"f" were
													dropped sir over 93% responded "Yes". Prev
						YIDMS	Issue: Resources for Lea	rning and	d Instruction				dropped sin over 93% responded "Yes". Prev sub-item "e was revised include physical manipulativ
017 Grade 8) 10. In your mathematics clacach of the following? S	iss this year	, how often do	you use assess	ment results	to do	УПБНКЭ	Issue: Resources for Lea	rning and	d Instruction			D	dropped sin over 93% responded "Yes". Prev sub-item "e was revised include physical manipulativ This item w
10. In your mathematics cla	iss this year elect one cir Never	, how often do cele in each ro About once or twice a year	you use assess About once or twice a month		to do Every day o almost every day		_	rning and	d Instruction			D	dropped sin over 93% responded "Yes". Prev sub-item "6 was revised include physical manipulativ This item w dropped to reduce
10. In your mathematics cla	elect one en	About once or twice a	About once or twice a	About once or twice a	Every day o		_	rning and	d Instruction			D	dropped sin over 93% responded "Yes". Prev sub-item "e was revised include physical manipulativ This item w dropped to
In your mathematics cleach of the following? S Discuss the progress your students have made toward	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day o almost every day		_	rning and	d Instruction			D	dropped sin over 93% responded "Yes". Prev sub-item "e was revised include physical manipulativ This item w dropped to reduce
a. Discuss the progress your students have made toward individually set goals b. Adjust your teaching strategies to meet the current learning needs	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day o almost every day	VIDAMO	_	rning and	d Instruction			D	dropped sir over 93% responded "Yes". Previ sub-item "e was revised include physical manipulativ This item w dropped to reduce
a. Discuss the progress your students have made toward individually set goals b. Adjust your teaching strategies to meet the current learning needs of individual students c. Adjust your teaching strategies to reflect your instructional objectives for the	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day of almost every day	VIDAMO	_	rning and	d Instruction			D	dropped sir over 93% responded "Yes". Previsub-item "e was revised include physical manipulativ This item w dropped to reduce

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

revious item		_	_				2019 item							D/A/ R/NC+	Rationale
11. In your mathematics of materials? Select one	class this year circle in each	, do you use ar row.	y of the follo	wing instruction	onal	VH270256	N/A							D	This version
			Yes		No										of this item
Textbooks provided by school	your district o	r	(®	VH270257									was droppe
b. Other materials provide school	ed by your dist	rict or	(A)		®	VH270258									and was
c. Materials found on the			®		(VH270259									replaced by
 d. Materials you have crea e. Other materials (Please 			⊗		(1)	VH617626									VH845832.
— Chief materials (Flease	sреспу).		•		®	VH270260									
7. Thinking about your emphasis did you placircle in each row.	eighth-grade n ce on teaching	nathematics cl g your student	asses this yea s each of the	ır, how much following? Selo	ect one	VH547461	11. Thinking about your emphasis did you pla circle in each row.					ect one	VH547461	R	Previous su
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			dropped di
Use definitions and notation precisely	0	•	0	•	©	VH547462	Use definitions and notation precisely	©	®	©	©	Ф	VH547462		to a high
b. Justify and explain their reasoning	@	(8)	0	•	0	VH547463	b. Identify and correct		-				VH547464		percentage
c. Identify and correct flawed mathematical reasoning	®	®	0	0	Φ	VH547464	flawed mathematical reasoning c. Construct arguments	⊗	•	0	0	(1)			responden choosing
 Construct arguments using tables, graphs, or diagrams 	0	•	0	0	©	VH547468	using tables, graphs, or diagrams d. Make, test, and	ØØ	® •	0	Φ	© ©	VH547468		"Quite a bi
e. Make, test, and validate conjectures	®	(1)	0	Θ	Θ	VH547466	validate conjectures e. Engage in deductive				1				emphasis"
. Use examples or counterexamples to support or refute a	®	(1)	0	0	(D)	VH547467	reasoning and informal proofs	®	•	0	•	•	VH547465		and "A lot emphasis"
mathematical conjecture															Previous su
 Engage in deductive reasoning and informal proofs 	Ø	•	0	0	Φ	VH547465									item "f" wa
															dropped si
															current sul
															item "d" is
															also about
															conjecture
															and the
															response
															distributio
								f :		_				1	for both w
2017 Grade 8)							Issue: Organizati	on or in	struction	1					similar.

⁺ 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

2019 item

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

Previous item

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Make assumptions	Ø	•	0	Φ	Φ	93617004
b. Make approximations	0	0	0		0	VH61799
 Use models to explain calculations 	Ø2	(D)	0	0	Ф	VIC AUS
d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	0	θ	9	9	Θ	VH1 10185
e. Evaluate a problem-solving process	00	00	0	00	60	VHI TOSH
f. Create equations	0	0	0	Φ	0	YH270188
g. Relate what your students know to the real world and make sense of it mathematically	0	GD.	0	0	60	Value (mines
h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	Ø	Ф	0	Ф	Ф	wande
Examine patterns in tables and graphs to generate equations and describe relationships	0	Φ	0	ø	0	VHI76192

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use clear and precise language to discuss problem solving and reasoning	0	®	0	0	Œ	VH562965
b.	Make assumptions	(8)	(1)	0	0	(D)	VH617994
c.	Make approximations	(8)	(1)	0	0	(D)	VH617995
d.	Represent a problem in multiple ways including using numbers, words, pictures, and charts	0	®	0	0	(1)	VH562967
e.	Use models to examine real-life and mathematical examples	8	69	0	Φ	•	VH549099
f.	Create equations	®	®	0	0	•	VH562985
g.	Examine patterns in tables and graphs to describe relationships	0	(8)	0	Φ	©	VH562991
h.	Evaluate a problem-solving process	0	•	0	0	Ф	VH562983
í.	Evaluate the conclusions of other students	0	•	0	•	©	VH549107
j.	Relate what your students know to the real world and make sense of it mathematically	0	•	0	0	Œ	VH562988

198

D/A/

R

R/NC+

Rationale

revised to include a final set of subitems for 2019 based on the

This item was

response data from the 2017 piloted

operational versions.

and

Issue: Organization of Instruction

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

vious item	_	_	_	_	_	_	19 item	D/A/ R/NC+	Rationale
 Thinking about your comphasis did you placificle in each row. 	eighth-grade n ce on teaching	nathematics el your student	asses this yes	ar, how much following? Sele	ect one	VHONOR			
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis				
Use clear and precise language to discuss problem solving and reasoning	0	0	9	9	Ф	vitees;			
b. Use models to explain calculations	Ø	Φ	0	Ф	Φ	VI542464			
e. Represent a problem in multiple ways including using numbers, words, pictures, and charts	0	0	0	Φ	Φ	VH6424-7			
d. Use models to examine real-life and mathematical examples	Ø	00	0		0	уньексы			
e. Evaluate a problem-solving process	00	0	0		Φ	VISIONI			
f. Create equations	Ø	•	0	Φ	Φ	VERSONS			
g. Relate what your students know to the real world and make sense of it mathematically	æ	Œ	0	0	Ф	VIENDHI			
h. Use appropriate terminology when referring to the number system, functions, geometric tigures, and data displays	•	θ	9	Ф	Ф	YIBKSHI			
 Evaluate the conclusions of other students 	0	Θ	0	0	0	\$18-\$P\$07			
 Examine patterns in tables and graphs to describe relationships 	80	0	0	6	0	V((5/2)0)			

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

vious item							2019 item							D/A/ R/NC+	Rationale
Think about your plar emphasis did you or w						VH240850	12. Think about your plans emphasis did you or wil						VH240850	NC	N/A
		Little or emphas		derate phasis	Heavy emphasi	s		- 19	Little or no emphasis	Moderat emphasi		vy emphasis			
Numbers and operation	s	®		®	0	VH240851	a. Numbers and operations		Ø	®		0	VH240851		
Measurement	()	(b)		®	0	VH240852	b. Measurement		®	(B)	-14	0	VH240852		
Geometry		0		®	0	VH240853	c. Geometry		0	(B)		0	VH240853		
Data analysis, statistics	, and	®		®	0	VH240856	d. Data analysis, statistics, a probability	and	0	(b)		0	VH240856		
probability Algebra and functions		®	_	(0	VH240854	e. Algebra and functions		0	•		0	VH240854		
17 Grade 8)				700 (2000)		VH2anny	Issue: Organization		. # 3 Avo Av				VH240899	NC	N/A
 When you teach me following? Select or 			n-grade class, do	you do any o	f the		When you teach math following? Select one	hematics to yo circle in each	ur eighth-grad row.	e class, do you	do any of th	e	1124007	NC	N/A
		lot at all	Small extent	Moderate extent	Large extent			Not a	t all Sma		oderate xtent	Large extent			
 Set different achiever standards for some students 		0	©	0	0	134240900	Set different achievement standards for some students	Ø	,	•	0	Φ	VH240900		
 Supplement the regular course curriculum wadditional material for some students 	th or	Φ	Φ	0	Φ	YHEROKU	 Supplement the regular course curriculum with additional material for some students 	h		®	0	Φ	VH240901		
c. Have some students in different classroon activities		0	Φ	0	Φ	VH2xpNia	 c. Have some students en in different classroom activities 	ngage	>	•	0	0	VH240904		
d. Use a different set of methods in teaching students	some	0	CDD	0	Ф	V10240-801	d. Use a different set of methods in teaching so students	ome @		(1)	0	0	VH240903		
 Pace my teaching differently for some students 		0	0	0	Φ.	VH240902	e. Pace my teaching differently for some students	@		•	0	•	VH240902		
17 Grade 8) Le In your mathematics strategies when teachi		Once in	ach row.	of the follow Often	Always or almost always	VH6172=	18. In your mathematics cl strategies when teachin	ass this year,	how often de	you use each	of the follo	Always almost	t	R	Current sub item "c" wa added to as
I teach mathematics as a whole-class activity.	0	0	0	0	Φ	VH617189.	a. I teach mathematics as	Φ.	®	0	0	Φ	VH617289		about mixin
I create student groups with the same achievement level.	(3)	0	0	Φ.	Φ.	VHH17190	a whole-class activity. b. I create student groups with the same	®	®	0	•	0	VH617290		ability levels This sub-iter
1 create groups by random assignment. I allow students to	@	GD.	0	0	00	YH617294	achievement level. c. I create student groups								is already pa
choose their own group.	(3)	0	0	0	0	VFH(1/292	with different achievement levels. d. I create groups by	0	(6)	0	0	· ·	VH887867		of other
							random assignment. e. I allow students to	0	•	0	0	0	VH617291		questionnai
							choose their own groups.	0	(1)	0	0	©	VH852844		-

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

evious item							2019 item							D/A/ R/NC+	Rationale
5. How often do you use e mathematics? Select on	ach of the fo e circle in ea	llowing to assect row.	ess student pro	ogress in		VH269351	N/A							D	This item was
7	Nevel hardly			e or twice O	nce or twice a week										reduce
Multiple-choice tests	0		10	0	0	VH269353									burden.
Small project-based assignments	0	- 1 - 3	T)	0	Ф	VH269357									burden.
Individual students collaborating on group assignments	@		D D	0	•	VH336538									
017 Grade 8) 6. In your mathematics clindividual students to a row.		rogress in mat	hematics? Sel	ect one circle	in each	VH269925	14. In your mathematics cl individual students to a row.	lass this yea	ir, how often do progress in mat	you do each o thematics? Sel	of the followin	ng with in each	V1020025	R	Sub-item "a" was revised
6. In your mathematics clindividual students to a row. Regularly discuss each student's current level	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		individual students to a row.	lass this yea assess their Never	ar, how often do progress in mat About once or twice a year	About once or twice a month	of the following ect one circle About once or twice a week	ng with in each Every day or almost every day		R	was revised remove the word
6. In your mathematics clindividual students to a row. Regularly discuss each student's current level of performance with them	assess their p	About once or twice a	About once or twice a	About once or twice a	Every day or almost		individual students to a row. a. Discuss each student's current level of	assess their	About once or twice a	About once or twice a month	About once or twice a	Every day or		R	was revised remove the word "Regularly"
6. In your mathematics ci individual students to row. Regularly discuss each student's current level of performance with	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	Never	About once or twice a year	About once or twice a	About once or twice a week	Every day or almost every day		R	was revised remove the word
Regularly discuss each student's current level of performance with them Set goals for specific progress the student would like to make Discuss progress the student toward goals	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	VH269926	a. Discuss each student's current level of performance with them b. Set goals for specific progress the student would like to make c. Discuss progress the	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		R	was revised remove the word "Regularly" i clarification with the response
Regularly discuss each student's current level of performance with them Set goals for specific progress the student would like to make Discuss progress the student has made	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	VH269926 VH269928	a. Discuss each student's current level of performance with them b. Set goals for specific progress the student would like to make	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	VH845878	R	was revised remove the word "Regularly" t clarification with the

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

upone year students did very well on their last mathematics rose. How likely do well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year students did very well on their last mathematics sees. How likely do year seed to the last the last the last their last very last their sees and their control of their sees and their sees and their sees and their last last their last very las								2019 item							D/A/ R/NC+	Rationale
students did well ause they student and well ause they student ause they are student and well ause they student and well and well and student and student and well and student and student and well and student and well and student and well and student and well and student an							VH270305	you think each of the						VECTORIS		N/A
students did well aute they student and well of effort. We find that they student she will be cause they student and well of effort. We find that they well on tests. Students did well aute of author the students did well author the stu		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely				Not likely		Quite likely				
students did well of effort. of official part in a company to the casts. In your mathematics classes this year, how often did you encourage your students structions or twice a year. About once or twice a year. About once or twice a week. Every day or almost every day To Grade 8) To Grade 8) To Grade 8 To Gra	My students did well because they studied and were prepared.	0	®	0	0	©	VH270306	because they studied		®		0		VH270306		
students dad well well on tests. students did well as well on tests. students did well as well well on tests. students did well as well well on tests. do well on	 My students did well because they put in a lot of effort. 	0	(1)	©	0	•	VH270307	 b. My students did well because they put in a 	0	(D)	0	0	Ф	VH270307		
Students did well ause they are just did well ause they are just did not the text. 7 Grade 8) Section 1	c. My students did well because they always do well on tests.	0	(D)	0	0	(D)	VH270308	 My students did well because they always 	0	®	0	0	0	VH270308		
Comparison of the content of the c	d. My students did well because I taught the concepts well.	(8)	®	0	0	•	VH270309	d. My students did well because I taught the	•	©	0	0	Ф	VH270309		
Same they are just Decision	e. My students did well because they guessed well on the test.	0	0	0	0	Ф	VH270311	e. My students did well because they guessed	0	D	0	0	Φ	VH2/maii		
Issue: Teacher Preparation VICTORIA TO Grade 8) Issue: Teacher Preparation VICTORIA NC N/A I.6. 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 week Every day or almost every day Issue: Resources for Learning and Instruction VICTORIA VICTORIA NC N/A VICTORIA NC N/A VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA NC N/A VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA VICTORIA NC N/A VICTORIA NC NC N/A VICTORIA NC NC NC NC N/A VICTORIA NC NC NC NC NC NC NC NC NC N	f. My students did well because they are just good at math.	@	(1)	0	Φ	©	VH270313	f. My students did well because they are just	®	®	0	0	Θ	VH270313		
Normathematics classes this year, how often did you encourage your students articipate in mathematics activities outside of school? Never About once or twice a week Every day or almost every day 7 Grade 8) Sequence Resources for Learning and Instruction NEUTRISE 16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? About once or twice a year About once or twice a week Every day or almost every day Issue: Resources for Learning and Instruction NC N/A N/A NC N/A N/A NC N/A About once or twice a week Every day or almost every day Issue: Resources for Learning and Instruction NC N/A NO N/A NO N/A About once or twice a week Every day or almost every day Issue: Resources for Learning and Instruction NC N/A NO N/A NO N/A Final About once or twice a week Every day or almost every day Issue: Resources for Learning and Instruction NC N/A NO N/A NO N/A NO N/A Final About once or twice a week Every day or almost every day Issue: Resources for Learning and Instruction NO NO NO N/A Final About once or twice a week Every day or almost every day Issue: Resources for Learning and Instruction NO NO NO N/A NO N/A	2017 Grade 8)								reparati	ion						
About once or twice a month About once or twice a month About once or twice a week Every day or almost every day 7 Grade 8) Issue: Resources for Learning and Instruction It is school year, how many times did you provide direct opportunities for your dents to participate in mathematics activities outside of school? Never Once Two or three times Four or five times About once or twice a week © About once or twice a week © Every day or almost every day Issue: Resources for Learning and Instruction VIENNEZ NC N/A If 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 © Never © Once © Two or three times © Four or five times																
About once or twice a week Every day or almost every day 7 Grade 8) Issue: Resources for Learning and Instruction VIEXNOSE This school year, how many times did you provide direct opportunities for your defents to participate in mathematics activities outside of school? Never Once Two or three times Four or five times					rage your stude	nts	VH270361	to participate in mathe				rage your stud	lents	VH270961	NC	N/A
Every day or almost every day 7 Grade 8) Issue: Resources for Learning and Instruction VILYBOSE This school year, how many times did you provide direct opportunities for your dents to participate in mathematics activities outside of school? Never Once Two or three times Four or five times	to participate in mather Never About once or twice	matics activit			rage your stude	nts	VH270361	to participate in mathe Never	matics activi			trage your stud	dents	VIEZ70361	NC	N/A
Issue: Resources for Learning and Instruction VILYMANSE This school year, how many times did you provide direct opportunities for your dents to participate in mathematics activities outside of school? Never Once Two or three times Four or five times Four or five times Four or five times Four or five times Description and Instruction NC N/A NC N/A It his school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school? No Never Once Two or three times Four or five times	to participate in mather Never About once or twice About once or twice	matics activit e a year e a month			rage your stude	nts	VH270361	to participate in mathe Never About once or twic About once or twic	matics activi e a year e a month			trage your stud	dents	VIEZ70361	NC	N/A
A VILETANSE VILETANSE A VILET	to participate in mather Never About once or twice About once or twice About once or twice	e a year e a month e a week			rage your stude	nts	VH270361	to participate in mathe Never About once or twic About once or twic About once or twic	matics activi e a year e a month e a week			trage your stud	dents	VICTOR	NC	N/A
this school year, how many times did you provide direct opportunities for your dents to participate in mathematics activities outside of school? Never Once Two or three times Four or five times Four or five times Four or five times NC N/A 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 Four or five times	to participate in mather Never About once or twice About once or twice About once or twice	e a year e a month e a week			rage your stude	nts	VH270361	to participate in mathe Never About once or twic About once or twic About once or twic	matics activi e a year e a month e a week			arage your stud	lents	VIII/0961	NC	N/A
Once © Once Two or three times Four or five times Four or five times Four or five times Four or five times	to participate in mather Never About once or twice About once or twice About once or twice	e a year e a month e a week			rage your stude	nts		to participate in mathe Never About once or twic About once or twic Every day or almost	matics activi e a year e a month e a week t every day	ties outside ol	f school?		lents	VIIZR961	NC	N/A
Two or three times © Two or three times Four or five times © Four or five times	to participate in mather Never About once or twice About once or twice Every day or almost 2017 Grade 8)	c a year e a month e a week t every day	s did you provi	de direct oppi	ortunities for y			to participate in mathe Never About once or twic About once or twic About once or twic Every day or almost Issue: Resource	e a year e a month e a week t every day S for Lea	arning a	nd Instru	uction				
Two or three times © Two or three times Four or five times © Four or five times	to participate in mather Never About once or twice About once or twice Every day or almost 2017 Grade 8)	c a year e a month e a week t every day	s did you provi	de direct oppi	ortunities for y			to participate in mathe Never About once or twic About once or twic Every day or almost Issue: Resource: 17. In this school year, how students to participate	e a year e a month e a week t every day S for Lea	arning a	nd Instru	uction				
Four or five times © Four or five times	to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8)	c a year e a month e a week t every day	s did you provi	de direct oppi	ortunities for y			to participate in mathe Never About once or twic About once or twic Every day or almost Issue: Resource 17. In this school year, how students to participate Never	e a year e a month e a week t every day S for Lea	arning a	nd Instru	uction				
March Construction	to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8) In this school year, how students to participate Never	e a year e a month e a week t every day w many times in mathemat	s did you provi	de direct oppi	ortunities for y			to participate in mathe Never About once or twic About once or twic Every day or almost Issue: Resource 17. In this school year, how students to participate Never Once	e a year e a month e a week t every day S for Lea w many times in mathemat	arning a	nd Instru	uction				
© More than tive times	to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8) 19. In this school year, how students to participate Never Once	e a year e a month e a week t every day w many times in mathemat	s did you provi	de direct oppi	ortunities for y			to participate in mathe Never About once or twice About once or twice About once or twice Every day or almost Issue: Resource 17. In this school year, how students to participate Never Once Two or three times	e a year e a month e a week t every day S for Lea w many times in mathemat	arning a	nd Instru	uction				
	to participate in mather Never About once or twice About once or twice About once or twice Every day or almost 2017 Grade 8) In this school year, how students to participate Never Once Two or three times	e a year e a month e a week t every day w many times in mathemat	s did you provi	de direct oppi	ortunities for y			to participate in mathe Never About once or twice About once or twice About once or twice Every day or almost Issue: Resource 17. In this school year, how students to participate Never Once Two or three times	e a year e a month e a week t every day S for Lea w many times in mathemat	arning a	nd Instru	uction				

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

Previous item							2019 item	D/A/ R/NC+	Rationale
Thinking about your eincorporate the following each row.	ighth-grade m ing practices v	athematics c when teaching	lasses this year g your students	how often of Select one	do you circle in	VH547430	N/A	D	This item wa dropped since
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always				a high
Posing questions during a lesson that will help students to reason and make sense of mathematical connections and relationships	®	•	©	Φ	0	VH547431			percentage of respondents chose "Ofter and "Always
b. Using overall learning goals to guide instructional decisions	®	0	0	Φ	•	VH547434			or almost
c. Building procedural understanding to encourage the use of multiple problem-solving strategies	Φ	(8)	0	0	Θ	VH547433			always" across all sul items,
d. Providing opportunities for students to productively struggle with mathematical ideas and relationships	•	•	0	Φ	•	VH547432			indicating that this iter may elicit

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

Appendix K-2v: Operational Grade 8 Mathematics

VH2400	5 1

1.	Wh	nich 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.	Но	w many students are in this class? Enter the number of students.	VH261160
3.		a typical week, about how much time in total do you spend with this class on athematics instruction? Enter the hours and minutes and include in-class time ly. hours and minutes per week	VH845752
4.	_	proximately how much mathematics homework do you assign to students in s class each day?	VH240058
	\bigcirc	None	
	®	15 minutes	
	0	30 minutes	
	(45 minutes	
	(E)	One hour	
	(E)	More than one hour	

5.	To what extent are students permitted to use calculators during mathematics lessons?	VH240059
	① Unrestricted use	
	® Restricted use	
	© Calculators are not permitted.	VH240060
6.	What kind of calculator do your students usually use during mathematics lessons?	V11240000
	None	
	Basic four-function (addition, subtraction, multiplication, division)	
	© Scientific (not graphing)	
	© Graphing	
		VH240061
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	(A)	®	0	0	Ē	VH269922
b. Extend mathematics learning with enrichment activities	(A)	®	0	0	©	VH269923
c. Research mathematics topics on the Internet	(A)	®	0	0	Œ	VH269924

VH845832

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	(A)	®	0	VH845833
b. Other materials provided by your district or school	(A)	®	0	VH845834
c. Materials you have created	(A)	®	0	VH845842
d. Printed workbooks	(A)	®	0	VH845840
e. Physical and/or digital manipulatives	(A)	®	0	VH845837
f. Digital games	(A)	®	0	VH845841
g. Interactive whiteboard	(A)	®	O	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	®	®	0	Θ	Œ	VH562965
b.	Make assumptions	A	®	0	0	Œ	VH617994
c.	Make approximations	(A)	®	0	0	Œ	VH617995
d.	Represent a problem in multiple ways including using numbers, words, pictures, and charts	®	®	0	Θ	<u>(</u>	VH562967
e.	Use models to examine real-life and mathematical examples	(ß	0	Θ	(VH549099
f.	Create equations	(A)	®	0	0	Œ	VH562985
g.	Examine patterns in tables and graphs to describe relationships	(A)	®	0	0	Œ	VH562991
h.	Evaluate a problem-solving process	(A)	®	0	0	Œ	VH562983
i.	Evaluate the conclusions of other students	(A)	ß	0	0	Œ	VH549107
j.	Relate what your students know to the real world and make sense of it mathematically	(A)	(8)	0	0	Œ	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	0	0	Œ	VH547462
b.	Identify and correct flawed mathematical reasoning	(9)	®	0	0	(L)	VH547464
c.	Construct arguments using tables, graphs, or diagrams	(A)	®	0	0	Œ	VH547468
d.	Make, test, and validate conjectures	(A)	B	0	0	Œ	VH547466
e.	Engage in deductive reasoning and informal proofs	(4)	®	0	0	Œ	VH547465

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

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	A	®	0	VH240851
b. Measurement	A	®	0	VH240852
c. Geometry	A	®	0	VH240853
d. Data analysis, statistics, and probability	A	®	0	VH240856
e. Algebra and functions	A	®	0	VH240854

VH240899

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	®	®	0	0	VH240900
b.	Supplement the regular course curriculum with additional material for some students	(9)	®	0	0	VH240901
c.	Have some students engage in different classroom activities	(8)	®	0	0	VH240904
d.	Use a different set of methods in teaching some students	(A)	®	0	0	VH240903
e.	Pace my teaching differently for some students	(A)	(B)	0	0	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	®	®	0	Φ	©.	VH845878
b.	Set goals for specific progress the student would like to make	®	®	0	0	Œ	VH269928
c.	Discuss progress the student has made toward goals previously set	®	®	0	Φ	©.	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	0	®	0	Φ	Œ	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.	(A)	®	0	0	Œ	VH270306
b.	My students did well because they put in a lot of effort.	(9)	®	0	0	(L)	VH270307
c.	My students did well because they always do well on tests.	(9)	®	0	0	Œ	VH270308
d.	My students did well because I taught the concepts well.	(4)	®	0	0	Œ	VH270309
e.	My students did well because they guessed well on the test.	(9)	®	0	0	Œ	VH270311
f.	My students did well because they are just good at math.	(A)	®	0	0	Œ	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. 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.	(A)	B	0	0	Œ	VH617289
b.	I create student groups with the same achievement level.	(A)	®	0	0	Œ	VH617290
c.	I create student groups with different achievement levels.	(A)	®	0	0	Œ	VH887867
d.	I create groups by random assignment.	(A)	B	0	0	Œ	VH617291
e.	I allow students to choose their own groups.	(A)	®	0	0	Œ	VH852844

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

2019 Pilot Grade 8 Mathematics Teacher							
Previous item	2019 item			Rationale			
1. Which best describes your role in teaching mathematics to this class? Describes Your role in teaching mathematics to this class? Described I do not teach mathematics to this class. Questions 2–19 are not applicable and will be skipped. Described I teach all or most subjects, including mathematics. Described I teach is 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.	V3/24(054	R/NC+ NC	Please note that no content changes were made to the item but the			
(2017 Grade 8)	Issue: Resources for Learning and Instruction			skip pattern text was removed from the item given the transition from PBA to DBA.			
N/A	 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. Issue: Resources for Learning and Instruction	VHSBXX40	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).

Previous item	2019 item	D/A/ R/NC+	Rationale
2. How many students are in this class? Enter the number of students. [2017 Grade 8]	3. How many students are in this class? Enter the number of students.		N/A
	Issue: Resources for Learning and Instruction 1986 1	R	As per the Standing Committee recommendat ion, the text "and include in-class time only" was added to the inline directions to clarify mathematics instruction as the time spent instructing in class.
4. Are students assigned to this class by achievement level? © Yes © No (2017 Grade 8)	N/A	D	This item was dropped to reduce burden.
	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 Issue: Resources for Learning and Instruction	NC	N/A

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

Previous item							2019 item							D/A/ R/NC+	Rationale
6. Approximately how muthis class each day?	ch mathema	atics homewor	k do you assig	n to students	in	VIETOKONA	10. Approximately how mu this class each day?	ich mathem	atics homewor	rk do you assiį	gn to students	in	V1IZ40058	NC	N/A
None							None								
15 minutes							15 minutes								
© 30 minutes							© 30 minutes								
© 45 minutes							© 45 minutes								
One hour							One hour								
More than one hour							More than one hour								
017 Grade 8)							Issue: Organization	on of ins	struction						
 In your mathematics of other digital device (exfollowing? Select one) 	cluding han	dheld calculate			ter or	VHOMMES	 In your mathematics c other digital device (ex following? Select one c 	cluding han	dheld calculate	o your student ors) to do each	s use a compu of the	iter or	130,000	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
a. Practice or review mathematics topics	0	0	0	Φ	Ф	VH2M922	a. Practice or review mathematics topics	Ø	0	0	0	Ф	VH269922		
b. Extend mathematics learning with enrichment activities	Ø	Ф	0	9	Ф	VH209923	b. Extend mathematics learning with enrichment activities	0	00	0	0	0	VH269923		
c. Research mathematics topics on the Internet	0	0	0	0	Φ	VH269924	c. Research mathematics topics on the Internet	0	•	0	Φ	Ф	V11269924		
(2017 Grade 8)							Issue: Organizatio	on of ins	struction						
8. When you give students calculator?	a mathemat	ics test or quiz	z, how often d	o they use a	. [V14240061	13. When you give student calculator?	s a mathem	atics test or qu	iz, how often	do they use a		VH380061	NC	N/A
Never							⊗ Never								
Sometimes							Sometimes								
© Always							© Always								
(2017 Grade 8)							Issue: Organization	on of ins	struction						
a tanakis						VH200059	As a color of the same						V11240050	NC	N/A
9. To what extent are stud	ents permitt	ed to use calcu	ilators during	mathematics			11. To what extent are stude lessons?	ents permit	ted to use calcu	ulators during	mathematics				
lessons?							 Unrestricted use 								
© Unrestricted use							Restricted use							1	1
Unrestricted useRestricted use															
© Unrestricted use	permitted.						© Calculators are not p	permitted.							

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

10. To your mathematics class this year, Allows once a sessence results to do only of the following bleer one circle in each now. A Discuss the progress Year of the following instructional materials bleer on circle in each now. A Discuss the progress Year of the following instructional materials bleer on circle in each now. A Discuss the progress Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in each now. Year of the following instructional materials bleer on circle in ea	Rationale	D/A/ R/NC+						20							revious item
a. Discuss the progress your students have individually set goals. A distant your teaching strategies to meet the current learning meets for the current learning meets or the current learning meets or office your instructional objectives for the discovered by the current learning meets or office your instructional objectives for the discovered by the current learning meets of the current lear	This item wa							N/	VIDMESS	s to do	sment results	you use asses v.	how often do rele in each ros	ass this year Select one ci	 In your mathematics cla each of the following? S
your students have made toward. Advant your teaching content file current learning needs of individually surgisses to rided to objectives for the classroom d. Discuss class progress with school administrators with school administrators with school administrators. E. Textbooks provided by your district or materials Select one circle in each row. Textbooks provided by your district or materials provided by your district or school of the following instructional of the following instructiona	reduce									almost	or twice a	or twice a	or twice a	Never	
strategies to meet the current learning needs of individual students of individual students strategies to reflect objectives for the classroom of the classroom	burden.								N11264962	0	0	Ø	Φ	Φ	your students have made toward
strategies to reflect your instructional objectives for the classroom d. Discuss class progress with school e. Discuss class progress with other colleagues 2017 Grade 8) 11. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 2									V11269864	Φ	9	0	Φ	Ø	Adjust your teaching strategies to meet the current learning needs
with school administrators e. Discuss class progress with other colleagues 11. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the following instructional materials in each row. The selection of the following instructional materials? Select one circle in each row. The selection of the selection									VH269865	0	0	0	Φ	Φ	strategies to reflect your instructional objectives for the
(2017 Grade 8) 11. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 7. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 8. Textbooks provided by your district or school 8. Other materials provided by your district or school 8. Materials found on the Internet 9. Other materials you have created 9. Other materials (Please specify): 9. Other materials (Please specify): 10. Interactive panel (e.g., SMART board, Promethean ActivPanel) 11. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 12. Interactive panel (e.g., SMART board, Promethean ActivPanel) 13. Textbooks (print or digital) provided by your district or school 14. Digital games 15. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 16. Printed workbooks 17. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 18. Textbooks (print or digital) provided by your district or school 18. Printed workbooks 18. Definition of the following instructional materials? Select one circle in each row. 18. Textbooks (print or digital) provided by your district or school 18. Printed workbooks 18. Definition of the following instructional materials? Select one circle in each row. 19. The following instructional materials? Select one circle in each row. 19. The following instructional materials? Select one circle in each row. 19. The following instructional materials? Select one circle in each row. 19. The following instructional materials? Select one circle in each row. 19. The following instructional materials? Select one circle in each row. 19. The following instructional materials? Select one circle in each row. 19. The following instructional materials? Select one circle in each									V11269868	©	0	0	Ф	®	with school
11. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 12. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 13. Textbooks provided by your district or school b. Other materials provided by your district or school c. Materials found on the Internet	1								V11269871	0	9	0	Ф	®	:. Discuss class progress with other colleagues
school b. Other materials provided by your district or school c. Materials found on the Internet d. Materials you have created c. Other materials (Please specify): 2017 Grade 8) your district or school b. Printed workbooks c. Physical and/or digital manipulatives d. Digital games c. Interactive panel (e.g., SMART board, Promethean ActivPanel) f. Materials you have created g. Math software and/or apps h. Other materials provided by your district or school b. Printed workbooks c. Physical and/or digital manipulatives d. Digital games c. Interactive panel (e.g., SMART board, Promethean ActivPanel) f. Materials you have created g. Math software and/or apps h. Other materials provided by your district or school b. Printed workbooks c. Physical and/or digital manipulatives d. Digital games c. Interactive panel (e.g., SMART board, Promethean ActivPanel) f. Materials you have created g. Math software and/or apps h. Other materials provided by your district or school b. Printed workbooks c. Physical and/or digital manipulatives d. Digital games c. Interactive panel (e.g., SMART board, Promethean ActivPanel) f. Materials you have created g. Math software and/or apps h. Other materials provided by your district or school	was revised to include					66.4	t or digital) provided by				177		r	our district o	a. Textbooks provided by yo
b. Other materials provided by your district or school c. Materials found on the Internet d. Materials you have created e. Other materials (Please specify): 2017 Grade 8) b. Printed workbooks c. Physical and/or digital manipulatives d. Digital games c. Interactive panel (e.g., SMART board, Promethean ActivPanel) f. Materials you have created g. Math software and/or apps h. Other materials provided by your district or school (e.g., math board games, math puzzles) b. Printed workbooks c. Physical and/or digital manipulatives d. Digital games c. Interactive panel (e.g., SMART board, Promethean ActivPanel) f. Materials you have created g. Math software and/or apps h. Other materials provided by your district or school (e.g., math board games, math puzzles)	to include "(print or		HE1602			66.4			V91270257				r.	our district o	
d. Materials you have created	digital)". Sub		_						VH270258	Ф		Ø	rict or	l by your dis	
e. Other materials (Please specify): (2017 Grade 8) (2017 Gr	items "b" an						digital manipulatives		_						
f. Materials you have created	"d" were par		534179	Ф	- 1	•	el (e.g., SMART board,	e.			_				
h. Other materials provided by your district or school (e.g., math board games, math puzzles) D VERSELECTA	•		150180	Ф		®			1,00,900	Φ		9		****	-
school (e.g., math board games, math	of the 2017		154182	•		•									2017 Grade 8)
	pilot and		661624	(D)	-111	0	th board games, math								
Issue: Resources for learning and instruction	have been														
issue: Resources for learning and instruction	included for						6								
	the 2019				tion	d instructio	irces for learning an	ISS							
	pilot; sub-														
	item "c" was														
	combined														
	from two														
	distinct sub-														
	items that														
	were in 2017														
	pilot; sub-														

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

Previous item							2019 item							D/A/ R/NC+	Rationale
In your mathematics c materials during instru				wing instru	ctional	VHMENT									item "g" is
		Yes	No, I d prefer to resou	use this is	o, this resource not available to me.										added bas
 Textbooks provided by y district or school 		®	0		0	VHSanska									on ADC feedback;
 Other materials provide district or school 	d by your	®	0		0	V21548939									1
c. Materials found on the I	nternet	0	(3)		0	V11548640									sub-item "
d. Printed workbooks		(3)	@	0	0	VIIGHSAT									has been
e. Digital manipulatives		0	(3)	6 6	0	VH548942									revised bas
f. Physical manipulatives example, ruler, protracto compass)		0	0		0	598548843									on ADC
g. Digital games		0	0		0	V21548948									feedback.
 Interactive whiteboard Other materials not liste 	al about	•	(3)		0	VH548744									
(Please specify):	ed above	®	@	0	0	12056890									
2017 Grade 8) 12. Thinking about your emphasis did you placeircle in each row.	e on teaching	your student	s each of the	following? 5	select one	VHOREN	Thinking about your eigenphasis did you place circle in each row.					ect one	VH27(GH)	R	item "a" w
12. Thinking about your e emphasis did you place					t A lot of	VH27/2N1 VH617994	emphasis did you place circle in each row.					A lot of emphasis	VH27038)	R	item "a" w revised for 2021
Thinking about your emphasis did you placeircle in each row. Make assumptions Make approximations	No emphasis	your student Very little emphasis	s each of the Some emphasis	following? S Quite a bi of emphas	t A lot of emphasis		emphasis did you place circle in each row. a. Make assumptions using mathematical	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	VH27038)	R	item "a" w revised for 2021
Thinking about your emphasis did you placeircle in each row. Make assumptions	No emphasis	Very little emphasis	Some emphasis	Quite a bi	t A lot of emphasis	VH617994	emphasis did you place circle in each row.	on teaching	your students	s each of the	following? Sel	A lot of		R	item "a" w revised for 2021 developme
Thinking about your emphasis did you placeircle in each row. Make assumptions Make approximations Use models to explain calculations Represent a problem situation in multiple ways, including	No emphasis	Very little emphasis	Some emphasis	Quite a bi	A lot of emphasis	VH617994	a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations c. Represent a problem	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		R	item "a" w revised for 2021 developme as per ADC feedback;
12. Thinking about your emphasis did you placeircle in each row. a. Make assumptions b. Make approximations c. Use models to explain calculations d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts e. Evaluate a	No emphasis	Very little emphasis	Some emphasis	Quite a bi of emphas	t A lot of emphasis	V96617994 V98617995 VH270284	a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	V3H83 2897	R	item "a" w revised for 2021 developme as per ADO feedback; current su
a. Make assumptions b. Make approximations c. Use models to explain calculations d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts e. Evaluate a problem-solving process	No emphasis	Very little emphasis	Some emphasis © ©	Quite a bi of emphas	t A lot of emphasis	V98617994 V98617995 V11270264 V94270266	a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts d. Use models to examine real-life and	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	V3802897 V16611995 V36370289	R	item "a" w revised for 2021 developme as per ADC feedback; current sul items "d" a
12. Thinking about your emphasis did you placeircle in each row. a. Make assumptions b. Make approximations c. Use models to explain calculations d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts e. Evaluate a problem-solving process f. Create equations	No emphasis	Very little emphasis	Some emphasis	Quite a bi of emphas	t A lot of emphasis	V96617994 V98617995 VH270284	a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts d. Use models to examine real-life and mathematical	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	VHK02897 VH6)7995	R	item "a" w revised for 2021 developme as per ADC feedback; current sul items "d" a "h" were p
a. Make assumptions b. Make approximations c. Use models to explain calculations d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts e. Evaluate a problem-solving process f. Create equations g. Relate what your students know to the	No emphasis	Very little emphasis	Some emphasis © ©	Quite a bi of emphas	t A lot of emphasis	VH617924 VH617925 VH270264 VH270266 VH270266	a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts d. Use models to examine real-life and mathematical examples	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	V3802897 V16611995 V36370289	R	developme as per ADC feedback; current sul items "d" a "h" were p of the 201
12. Thinking about your emphasis did you placeircle in each row. a. Make assumptions b. Make approximations c. Use models to explain calculations d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts e. Evaluate a problem-solving process f. Create equations g. Relate what your	No emphasis	Very little emphasis	Some emphasis © ©	Quite a bi of emphas	t A lot of emphasis	V98617994 V98617995 V11270264 V94270266	a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts d. Use models to examine real-life and mathematical examples e. Create equations f. Examine patterns in tables and graphs to	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	V3802897 V16015905 V36270289	R	item "a" w revised for 2021 developme as per ADO feedback; current su items "d" a "h" were p of the 201 pilot and
a. Make assumptions b. Make approximations c. Use models to explain calculations d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts e. Evaluate a problem-solving process f. Create equations g. Relate what your students know to the real world and make sense of it mathematically h. Use appropriate terminology when referring to the	No emphasis So	Very little emphasis	Some emphasis	Quite a bi of emphas	t A lot of emphasis	VH617924 VH617925 VH270264 VH270266 VH270266	a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts d. Use models to examine real-life and mathematical examples e. Create equations f. Examine patterns in tables and graphs to describe relationships g. Evaluate a problem-solving	No emphasis	your student: Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	Valid 2897 Vilid 17005 Valid 17005 Valid 17005 Valid 17005 Valid 17005 Valid 17005	R	item "a" w revised for 2021 developme as per ADC feedback; current sul items "d" a "h" were p of the 201 pilot and have been included for
a. Make assumptions b. Make approximations c. Use models to explain calculations d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts e. Evaluate a problem-solving process f. Create equations g. Relate what your students know to the real world and make sense of it mathematically h. Use appropriate terminology when	No emphasis	Very little emphasis	Some emphasis © ©	Quite a bi of emphas	t A lot of emphasis	VH617994 VH617995 VH270284 VH270285 VH270286 VH270288	emphasis did you place circle in each row. a. Make assumptions using mathematical knowledge to solve a problem b. Make approximations c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts d. Use models to examine real-life and mathematical examples e. Create equations f. Examine patterns in tables and graphs to describe relationships g. Evaluate a	No emphasis	your student: Very little emphasis	s each of the Some emphasis	Quite a bit of emphasis	A lot of emphasis Φ Φ Φ	VH612897 VH617095 V34370288 V34370288 V11270288 V91664255	R	item "a" w revised for 2021 developme as per ADC feedback; current sul items "d" a "h" were p of the 201 pilot and have been

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

revious item							em	D/A/ R/NC+	Rational
5. Thinking about your emphasis did you place circle in each row.	eighth-grade n e on teaching	nathematics cla g your students	asses this yea s each of the	r, how much following? Se	lect one	VH270281			
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis				
 Use clear and precise language to discuss problem solving and reasoning 	8	(6)	0	0	0	VH562965			
o. Use models to explain calculations	0	0	0	0	©	VH562966			
c. Represent a problem in multiple ways including using numbers, words, pictures, and charts	8	•	0	0	•	VH562967			
l. Use models to examine real-life and mathematical examples	8	®	0	0	•	VH549099			
e. Evaluate a problem-solving process	0	®	0	0	©	VH562983			
. Create equations	®	1	0	0	0	VH562985			
Relate what your students know to the real world and make sense of it mathematically	8	•	0	Φ	0	VH562988			
Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	0	0	0	0	©	VH562989			
. Evaluate the conclusions of other students	0	(8)	0	•	•	VH549107			
 Examine patterns in tables and graphs to describe relationships 	0	(8)	0	Φ	©	VH562991			
2017 Grade 8)									
13. Think about your plan emphasis did you or w	is for this mat ill you give ea	hematics class ch of the follow	for the entire ving? Select o	e year. How n	nuch ach row.	VH240850	about your plans for this mathematics class for the entire year. How much asis did you or will you give each of the following? Select one circle in each row.	NC	N/A
		Little or no emphasis	Moder	rate He	avy emphasis		Little or no Moderate emphasis emphasis emphasis		
. Numbers and operation	s	0	(1)		0	V11240851	rs and operations		
. Measurement		@	0		0	VH240852	ement © © vHzosat		
. Geometry I. Data analysis, statistics	and	0	0		0	VIDANIS	try		
probability		(3)	0		0	VH2#0956	lity © Windows		
. Algebra and functions		(D)	(1)		0	VH240854	and functions		

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

Previous item						2019 item						D/A/ R/NC+	Rationale
14. When you teach mathema following? Select one circle	tics to your eigl e in each row.	nth-grade class, de	o you do any of t	he	VII246899	When you teach mathemati following? Select one circle	ics to your eigh in each row.	hth-grade class, do	you do any of	the	V17240899	R	Sub-item "f"
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			is new. It wa
a. Set different achievement standards for some students	Φ	Φ	0	0	VII240900	a. Set different achievement standards for some students	®	(1)	0	0	VH240900		address the ADC's
b. Supplement the regular course curriculum with additional material for some students	0	(3)	0	0	VH240901	b. Supplement the regular course curriculum with additional material for some students	Φ	0	0	0	VI-C40mii		comment on including an
 Have some students engage in different classroom activities 	Φ	0	0	9	VH240904	c. Have some students engage in different classroom activities	0	•	0	•	VH240904		item that
d. Use a different set of methods in teaching some students	•	Φ	0	0	VFE240903	d. Use a different set of methods in teaching some students	③	@	0	0	VH240903		captured a UDL-oriente
e. Pace my teaching differently for some students	•	•	0	0	Y11240902	e. Pace my teaching differently for some students	9	@	0	0	VH240H23		approach.
						f. Provide multiple representation of concepts, and guide students to express what they know using various formats	Ø	(II)	0	0	VERTION		
(2017 Grade 8)						Issue: Organization of	of Instruc	tion					
15. How often do you use each mathematics? Select one c	of the followin	ig to assess stude. w.	nt progress in		VII200351	N/A						D	This item wa
	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week									dropped to reduce
a. Multiple-choice tests	0	9	9	0	V21269353								burden.
b. Small project-based assignments	®	®	0	0	VH289357								buruen.
c. Individual students	3	0	9	Θ	V21336538								

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

Previous item							2019 item							D/A/ R/NC+	Rationale
16. In your mathematics c individual students to row.						VIDWIZS	 In your mathematics cl individual students to a row. 						VH28925	R	Sub-item "a was revised
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			to remove the word
Regularly discuss each student's current level of performance with them	60	@	0	0	θ	VHI269926	a. Discuss each student's current level of performance with them	0	0	0	0	θ	V16945678		"Regularly" for
 Set goals for specific progress the student would like to make 	@	٩	0	Φ	Φ	V10269928	b. Set goals for specific progress the student would like to make	Φ	Φ.	Ø	0	©	VH269928		clarification with the
c. Discuss progress the student has made toward goals previously set	0	0	0	Φ	Φ	VH26/9/50	c. Discuss progress the student has made toward goals previously set	Φ	0	0	0	Θ	VH2/69(8)		response options.
						1 1									options.
d. Determine how to adjust your ceaching strategies to meet the student's current learning needs [2017 Grade 8]	۵	Φ	Φ	₩.	Φ	V41269931	d. Determine how to adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio	on of Ins	truction	Ø	Φ	Φ	Vicioni		
adjust your teaching strategies to meet the student's current	did very wel following exp Not at all	l on their last	mathematics this situation	test. How like	ly do ircle in	VH26993)	adjust your teaching strategies to meet the student's current learning needs	on of Ins did very wel ollowing exp	truction	mathematics of this situation	test. How like	ly do ircle in	VICE/S9941	NC	N/A
adjust your teaching strategies to meet the student's current learning needs [2017 Grade 8] 17. Suppose your students you think each of the each row.	did very wel following exp	l on their last lanations is ir	mathematics 1 this situation	test. How like	lly do ircle in		adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 18. Suppose your students you think each of the feach row. a. My students did well because they studied	on of Ins	truction	mathematics of this situation	test. How like 13 Select one c	ly do irele in		NC	N/A
adjust your teaching strategies to meet the student's current learning needs [2017 Grade 8] 17. Suppose your students you think each of the cach row.	did very wel following exp Not at all likely	l on their last lanations is ir Not likely	mathematics this situation Somewhat likely	test. How like	ly do ircle in Extremely likely		adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 18. Suppose your students you think each of the feach row. a. My students did well	on of Ins did very wel ollowing exp Not at all likely	truction I on their last : slanations is in	mathematics n this situation Somewhat likely	test. How like ? Select one c Quite likely	ly do ircle in Extremely likely	VHZmare	NC	N/A
adjust your teaching strategies to meet the student's current learning needs [2017 Grade 8] 17. Suppose your students you think each of the cach row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests.	did very wel following exp Not at all likely	on their last lanations is in Not likely	mathematics this situation Somewhat likely	test. How like Select one of Quite likely	ly do ircle in Extremely likely	VHZTHIND	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 18. Suppose your students you think each of the feach row. a. My students did well because they studied and were prepared. b. My students did well because they put in a	on of Ins did very wel ollowing exp Not at all likely	truction I on their last talanations is in Not likely	mathematics of this situation Somewhat likely	test. How like ? Select one c Quite likely	ly do ircle in Extremely likely	VH270006	NC	N/A
adjust your teaching strategies to meet the student's current learning needs [2017 Grade 8] 17. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because I taught the concepts well.	did very wel following exp Not at all likely	l on their last lanations is in Not likely	mathematics a this situation Somewhat likely	test. How like Select one of Quite likely	ely do circle in Extremely likely	VEZTURO	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 18. Suppose your students you think each of the feach row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always	on of Ins did very wel ollowing exp Not at all likely	truction I on their last clanations is in Not likely	mathematics of this situation situation somewhat likely	test, How like ? Select one c Quite likely	ly do ircle in Extremely likely	VH270306 VH270307	NC	N/A
adjust your teaching strategies to meet the student's current learning needs [2017 Grade 8] 17. Suppose your students you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they put in a lot of effort. d. My students did well because they always do well on tests. d. My students did well because I taught the	did very wel following exp Not at all likely	on their last lanations is in Not likely	mathematics a this situation Somewhat likely	Quite likely	ely do circle in Extremely likely	VH270400 VH270400 VH270404	adjust your teaching strategies to meet the student's current learning needs Issue: Organizatio 18, Suppose your students you think each of the feach row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because they always do well on tests.	on of Ins did very wel ollowing exp Not at all likely	truction I on their last clanations is in Not likely	mathematics of this situation Somewhat likely © ©	test. How like ? Select one c Quite likely	ly do ircle in Extremely likely	VH270306 VH270307 VH270309	NC	N/A

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

2019 Pilo	ot Grade 8 Mathematics Teacher			
Previous item	2019 item		D/A/ R/NC+	Rationale
18. 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 Every day or almost every day (2017 Grade 8) 19. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school? Never Once	19. 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 Issue: Resources for learning and instruction 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	V8220061	NC NC	N/A N/A
© Two or three times © Four or five times © More than five times (2017 Grade 8)	© Once © Two or three times © Four or five times © More than five times Issue: Resources for learning and instruction			
N/A	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 Issue: Organization of Instruction	VIRSAIA	A	This item was part of a matrix. The other subitems 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).

Previous item							2019 item							D/A/ R/NC+	Rationale
 Thinking about your emphasis did you pla circle in each row. 					lect one	VH547461	 Thinking about your e emphasis did you plac circle in each row. 					ect one	VH587663	R	Previous sub- items "b" and
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			"f" were
Use definitions and notation precisely	0	•	0	Φ	©	VH547462	Use definitions and notation precisely	@	0	0	0	©	VIIS47462		dropped to reduce
Justify and explain their reasoning Identify and correct	∞	(8)	0	0	0	VH547463	b. Identify and correct flawed mathematical reasoning	0	0	0	0	0	VH547464		burden.
flawed mathematical reasoning	0	(1)	0	0	©	VH547464	c. Construct arguments using tables, graphs, or	0	0	0	0	Φ	V16542468		
 d. Construct arguments using tables, graphs, or diagrams 	0	(8)	0	0	©	VH547468	diagrams d. Make, test, and	9	0	0	•	0	VH547466		
e. Make, test, and validate conjectures	®	(3)	0	0	©	VH547466	validate conjectures e. Engage in deductive								
f. Use examples or counterexamples to support or refute a mathematical conjecture	0	(6)	0	0	©	VH547467	reasoning and informal proofs	Φ	•	0	Φ	Ф	VHS47465		
g. Engage in deductive reasoning and informal	®	(3)	0	0	(1)	VH547465									
8. In your mathematics	class this year	, how often do	o you use each h row.	of the followi	ing	VH617288	Issue: Organizatio	lass this year	, how often do	you use each	of the followi	ng	V86)7286	R	Sub-item "c"
- No Tours (20 to 10 to	class this year ing? Select on Never or hardly ever	how often do e circle in each	o you use each h row.	of the followi	Always or almost always			lass this year	, how often do	you use each h row.	of the followi	Always or almost	V4607228	R	was added based on AD
8. In your mathematics	ing? Select on	Once in a	h row.		Always or almost		In your mathematics c strategies when teachi I teach mathematics as	lass this year ng! Select on Never or	, how often do e circle in eac Once in a	h row.		Always or	VH617289	R	was added based on AD0 feedback for
In your mathematics strategies when teach I teach mathematics as	Never or hardly ever	Once in a	Sometimes	Often	Always or almost always		a. I teach mathematics as a whole-class activity. b. I create student groups with the same	lass this year ngl Select on Never or hardly ever	once in a	Sometimes	Often	Always or almost always		R	was added based on AD
In your mathematics strategies when teach Iteach mathematics as a whole-class activity. I create student groups with the same achievement level. I create groups by random assignment.	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	VH617289	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different	lass this year ng? Select on Never or hardly ever	once in a while	Sometimes	Often	Always or almost always	VHo17289	R	was added based on ADG feedback for this item for 2019 operational.
I teach mathematics as a whole-class activity. I create student groups with the same achievement level. I create groups by	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	VH617289 VH617290	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by	lass this year ng? Select on Never or hardly ever	Once in a while	Sometimes ©	Often	Always or almost always	VHo17289	R	was added based on ADG feedback for this item for 2019 operational. This sub-item
a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create groups by random assignment. d. I allow students to choose their own	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH617290 VH617291	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own	lass this year ng! Select on Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VHo17289 VH617289 VH617280	R	was added based on ADG feedback for this item for 2019 operational. This sub-item can be added at this stage
In your mathematics strategies when teach a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create groups by random assignment. d. I allow students to choose their own	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH617290 VH617291	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to	lass this year ngl Select on Never or hardly ever	on how often de e circle in each of the circ	Sometimes © ©	Often	Always or almost always	VH617289 VH641280 VH641280	R	was added based on ADG feedback for this item for 2019 operational. This sub-item can be added at this stage given it was
In your mathematics strategies when teach a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create groups by random assignment. d. I allow students to choose their own	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH617290 VH617291	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own	lass this year ngl Select on Never or hardly ever	on how often de e circle in each of the circ	Sometimes © ©	Often	Always or almost always	VH617289 VH641280 VH641280	R	was added based on ADd feedback for this item for 2019 operational. This sub-item can be added at this stage
In your mathematics strategies when teach a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create groups by random assignment. d. I allow students to choose their own	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH617290 VH617291	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own	lass this year ngl Select on Never or hardly ever	on how often de e circle in each of the circ	Sometimes © ©	Often	Always or almost always	VH617289 VH641280 VH641280	R	was added based on ADG feedback for this item for 2019 operational. This sub-item can be added at this stage given it was included for the Reading teacher
In your mathematics strategies when teach It each mathematics as a whole-class activity. I create student groups with the same achievement level. I create groups by random assignment. I allow students to choose their own	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH617290 VH617291	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own	lass this year ngl Select on Never or hardly ever	on how often de e circle in each of the circ	Sometimes © ©	Often	Always or almost always	VH617289 VH641280 VH641280	R	was added based on ADd feedback for this item for 2019 operational. This sub-item can be added at this stage given it was included for the Reading teacher questionnair.
8. In your mathematics strategies when teach a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create groups by random assignment. d. I allow students to choose their own group.	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH617290 VH617291	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own	lass this year ngi Select on Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH641280 VH641280	R	was added based on ADG feedback for this item for 2019 operational. This sub-item can be added at this stage given it was included for the Reading teacher questionnaire for a similar
a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create groups by random assignment. d. I allow students to choose their own	Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH617290 VH617291	a. I teach mathematics as a whole-class activity. b. I create student groups with the same achievement level. c. I create student groups with different achievement levels. d. I create groups by random assignment. e. I allow students to choose their own groups.	lass this year ngi Select on Never or hardly ever	Once in a while	Sometimes © ©	Often	Always or almost always	VH617289 VH641280 VH641280	R	was added based on ADG feedback for this item for 2019 operational. This sub-item can be added at this stage given it was included for the Reading teacher questionnaire

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

Previous item	2019 item							D/A/ R/NC+	Rationale
									from "group" to "groups".
N/A	21. How well has your edu students with the follo	acation and pro owing attribute	ofessional tr es? Select on	aining prepared e circle in each	l you to teach 1 row.		VIRESTAN	Α	This item was
		Not well at all	A little	Somewhat	Quite a bit	Extremely well			math based
	a. Students lacking prerequisite knowledge or skills	3	Ф	0	0	θ	VIBRIO 7		on it being coglabbed fo
	b. Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	0	•	0	6	6	V7886068		the 2019 Reading pilot
	c. Disruptive students	•	0	0	Ф	Φ	VH88069		
	d. Uninterested students	Ø	0	0	0	Φ	VERSOU/0		
	c. English-language learners (ELLs)	®	•	0	0	Ф	VH886071		
	f. Gifted and talented students	•	0	0	0	Θ	V16888972		
	g. Students with different cultural backgrounds (c.g., racial/ethnic, socioeconomic, religious)	Φ.	0	0	0	Ф	VIGNOST'S		

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

Appendix K-2x: Pilot Grade 8 Mathematics

VH24005	: /

1.	Wł	nich 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.	
			VH888340
2.		nich best describes how mathematics instruction is organized for eighth-grade dents at this school? Select one circle.	
	(A)	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.	
	0	Mathematics lessons are primarily integrated with instruction in other subjects.	
3.	Но	w many students are in this class? Enter the number of students.	VH261160
			VH845752
4.		a typical week, about how much time in total do you spend with this class on thematics instruction? Enter the hours and minutes and include in-class time by.	
		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	®	®	0	0	©	VH845878
b.	Set goals for specific progress the student would like to make	(A)	®	0	0	©	VH269928
c.	Discuss progress the student has made toward goals previously set	®	®	0	0	©.	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	®	(B)	0	Φ)	©.	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	(A)	®	VH811602
b. Printed workbooks	A	®	VH854173
c. Physical and/or digital manipulatives	A	®	VH854175
d. Digital games	A	®	VH854178
e. Interactive panel (e.g., SMART board, Promethean ActivPanel)	(A)	®	VH854179
f. Materials you have created	A	®	VH854180
g. Math software and/or apps	A	®	VH854182
h. Other materials provided by your district or school (e.g., math board games, math puzzles)	(A)	₿	VH811624

VH269921

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

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

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

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

V	H^{γ}	40	105	Q

			VH240058
10.		proximately how much mathematics homework do you assign to students in s class each day?	
	(A)	None	
	$^{ ext{ $	15 minutes	
	0	30 minutes	
	0	45 minutes	
	(E)	One hour	
	(Ē)	More than one hour	
			VH240059
11.		what extent are students permitted to use calculators during mathematics sons?	
	(A)	Unrestricted use	
	®	Restricted use	
	0	Calculators are not permitted.	
12	W/ŀ	nat kind of calculator do your students usually use during mathematics lessons?	VH240060
12.		None	
	_	Basic four-function (addition, subtraction, multiplication, division)	
	©	Scientific (not graphing) Craphing	
	0	Graphing	
			VH240061
13.		nen you give students a mathematics test or quiz, how often do they use a culator?	
	(A)	Never	
	®	Sometimes	
	0	Always	

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

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	A	®	0	VH240851
b. Measurement	A	®	0	VH240852
c. Geometry	A	®	0	VH240853
d. Data analysis, statistics, and probability	A	®	0	VH240856
e. Algebra and functions	A	®	0	VH240854

VH240899

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	®	®	0	0	VH240900
b.	Supplement the regular course curriculum with additional material for some students	®	®	0	0	VH240901
c.	Have some students engage in different classroom activities	®	®	0	0	VH240904
d.	Use a different set of methods in teaching some students	®	®	0	0	VH240903
e.	Pace my teaching differently for some students	®	®	0	0	VH240902
f.	Provide multiple representation of concepts, and guide students to express what they know using various formats	®	®	0	0	VH811659

VH547461

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	0	0	Œ	VH547462
b.	Identify and correct flawed mathematical reasoning	(9)	®	0	0	(L)	VH547464
c.	Construct arguments using tables, graphs, or diagrams	(A)	®	0	0	Œ	VH547468
d.	Make, test, and validate conjectures	(A)	B	0	0	Œ	VH547466
e.	Engage in deductive reasoning and informal proofs	(4)	®	0	0	Œ	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	
	I teach mathematics as a whole-class activity.	(A)	B	0	0	Ē	VH617289
,	I create student groups with the same achievement level.	(8)	®	0	0	Œ	VH617290
-	I create student groups with different achievement levels.	(8)	®	0	0	©	VH888336
d.]	I create groups by random assignment.	A	®	0	0	Œ	VH617291
(I allow students to choose their own groups.	(A)	®	0	0	Œ	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.	(A)	®	0	0	©	VH270306
b.	My students did well because they put in a lot of effort.	(9)	®	0	0	©	VH270307
c.	My students did well because they always do well on tests.	(9)	®	0	0	©	VH270308
d.	My students did well because I taught the concepts well.	(9)	®	0	0	©	VH270309
e.	My students did well because they guessed well on the test.	(9)	®	0	0	©	VH270311
f.	My students did well because they are just good at math.	(9)	®	0	0	©	VH270313

- **19.** 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

- **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	(9)	®	0	0	Œ	VH888067
b.	Students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment)	(9)	®	0	Θ	©	VH888068
c.	Disruptive students	A	®	0	0	Œ	VH888069
d.	Uninterested students	(A)	®	0	0	Œ	VH888070
e.	English-language learners (ELLs)	(A)	B	0	0	Œ	VH888071
f.	Gifted and talented students	A	B	0	0	Œ	VH888072
g.	Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	0	®	0	Θ	(£)	VH888073

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

Previous item	2019 item	D/A/ R/NC+	Rationale
1. Which best describes your role in teaching science to this class? Select one circle. 1 do not teach science to this class. 1 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. (2018 Grade 4)	1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science. 1. It do not teach all or most subjects, including science. 1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science to this class? Select one circle. 1. Which best describes your role in teaching science to this class? Select one circle.	NC NC	N/A
2. How many students are in this class? Enter the number of students. (2018 Grade 4)	_ 	NC	N/A
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.	=	R R	The second sentence was replaced with wording used in other subject questionnaire
(2018 Grade 4)	Issue: Resources for Learning and Instruction		
4. Are students assigned to this class by achievement level?	N/A	D	To align with content reductions made for other subjects and to keep teacher burden low, this item was dropped.

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

Previous item						2019 item							D/A/ R/NC+	Rationale
5. How often do you use ea science? Select one circle	h of the following in each row.	ng methods to asso	ss student prog	ress in	VH241164	N/A							D	To align witl
	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every										content reductions
a. Multiple-choice tests	:0	0	0	0	VH24[165									made for
 Short written responses (e.g., a phrase or sentence) 	0	•	0	Ф	V11241166									other
c. Long written responses (e.g., several sentences or paragraphs)	•	0	0	•	V 124 169									subjects and
d. Performance-based assessments	0	®	0	Φ	V11241 168									to keep
Group projects	•	0	0	0	VH241167									teacher
														la constant la con-
														burden low
2018 Grade 4)														burden low,
2018 Grade 4)														this item wa
2018 Grade 4) 6. In this class, about how a science? Select one circle	nuch time do yo in each row.	u spend on each ol	the following a	reas of	¥1609433	4. In this class, about h	ow much time circle in each re	do you spend bw.	on each of the	following are	as of	VHOMESS	NC	1
6. In this class, about how rescience? Select one circle	in each row.	u spend on each of	L Out to a bit		VH039433	4. In this class, about h science? Select one of	now much time circle in each ro No time	do you spend ow. Very little time	on each of the	Quite a bit of time	A lot of time	VH699433	NC	this item wa
In this class, about how a science? Select one circle Life science	in each row.	y little	Quite a bit	A lot of	VH039433	4. In this class, about he science? Select one of a. Life science.	circle in each re	Very little		Quite a bit	A lot of	VH639434	NC	this item wa
6. In this class, about how iscience? Select one circle a. Life science b. Earth and space science	in each row. No time to	y little Some time	Quite a bit of time	A lot of time		science? Select one	No time	Very little	Some time	Quite a bit of time	A lot of time		NC	this item wa
6. In this class, about how a science? Select one circle a. Life science b. Earth and space	in each row. No time Ver t	y little Some time ©	Quite a bit of time	A lot of time	VH609434	a. Life science b. Earth and space	No time	Very little time	Some time	Quite a bit of time	A lot of time	V15539434	NC	this item wa

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

Previous item							2019 item							D/A/ R/NC+	Rationale
 About how often do yo one circle in each row. 	ur science s	tudents do eac	h of the follow	ving activities	? Select	VHE2056E	About how often do yo one circle in each row.	ur science s	students do eacl	h of the fallow	ing activities	? Select	Venture	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
a. Work with other students on a science activity or project	0	(5)	Φ	0	θ	V10639589	a. Work with other students on a science activity or project	(D)	®	9	0	Œ.	VHKTOSE9		
b. Write about science (e.g., papers, reports, or student science journals)	Φ	(1)	0	(B)	9	V16539500	b. Write about science (e.g., papers, reports, or student science journals)	0	0	9	0	Ð	VH639600		
e. Watch you do a science activity	00	(3)	Φ	Φ	0	V18639856	c. Watch you do a science activity	@	(D)	0	Φ	Ф	V11639856		
d. Talk about the measurements and results from their hands-on activities	®	9	0	Ф	Ф	VI8639594	d. Talk about the measurements and results from their hands-on activities	0	(D)	0	0	(D)	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)	Φ	Φ	0	6	Đ	V18639597	e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from	@	Ф	0	Ø	0	VH6539597		
f. Figure out different ways to solve a science problem	©	Φ	0	Φ	Φ.	VPt639946	the Sun) f. Figure out different ways to solve a science	0	0	0	0	Ð	VH639846		
g. Present what they have learned about science	Φ	•	0	Φ	Φ	VH639598	problem g. Present what they have learned about science	©	Ф	0	0	Ф	Viscons		

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

Previous item							2019 item	D/A/ R/NC+	Rationale
8. In your science class t your students each of	his year, how the following	much emphas skills? Select	is have you d one circle in	evoted to teach each row,	ning	VHIMITIAL	N/A	D	This item was
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis				matrix items
Making observations of natural phenomena (c.g., making measurements)	0	Ф	9	Φ	Φ	VH641163			concerning science skills
b. Making predictions based on prior experimental observations	®	0	9	0	Ф	V\$6643 JAN			were developed
c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	©	(5)	0	Φ.	Θ	VM641167			and piloted with the intention of
d. Reading data in tables or charts to draw conclusions about hypotheses	•	•	9	0	Φ	VHSALISO			only one matrix being
e. Deciding which tools would be most appropriate to gather data	0	0	9	Θ	Θ	V#86431/1			selected for operational
f. Designing and testing a solution to a problem	8	0	0	Ф	0	Vision (74			use.

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

Previous item							2019 item							D/A/ R/NC+	Rationale
Thinking about your sci teaching your students e	ence class the	nis year, how ollowing skill	much emph ls? Select one	nsis did you pla circle in each	ce on row.	VH949891	Thinking about your steaching your students	cience class t s each of the i	his year, how i ollowing skills	nuch emphas st Select one	sis did you plac circle in each r	e on ow.	VII640891	NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			
a. Developing good research questions	0	0	0	0	Φ	VH640801	a. Developing good research questions	0	0	0		0	VH640901		
b. Using drawings or models to explain events or phenomena	•	•	0	0	Ф	931640902	b. Using drawings or models to explain events or phenomena	8	Φ	0	9	0	V11040902		
c. Coming up with experiments or other tests to answer a scientific question	Ø	0	0	0	Φ	VH640903	c. Coming up with experiments or other tests to answer a scientific question	0	00	0	0	Φ	VH640903		
d. Organizing data into a chart, graph, or spreadsheet to test a solution	©	0	0	0	Φ	VHo4090s	d. Organizing data into a chart, graph, or spreadsheet to test a solution	0	Φ	Θ	0	Φ	V21640906		
e. Deciding when to use quantitative versus qualitative data	Ø	®	0	0	Φ	VH640007	Deciding when to use quantitative versus	0	•	0	0	Θ	VH610N07		
f. Generating explanations based on observations and measurements	Φ	•	- ©	0	Φ	VH640908	f. Generating explanations based on observations and	00	Φ	0	Φ	Φ	V91610905		
g. Evaluating the quality of data	0	0	0	0	0	VHAIGIGS	measurements g. Evaluating the quality						Second		
h. Teaching science ideas to others (e.g., students or teachers)	Φ	•	0	0	Ф	VH640911	of data h. Teaching science ideas to others (e.g.,	6	0	0	0	0	VH640909 VH640911		
2018 Grade 4) 10. To what extent do you e science to your fourth-go	mphasize ea rade class! S Not at	elect one circ	owing object cle in each ro	w.	g Large extent	NH241100	Issue: Organization	on of Ins	truction					D	To make room for ne
a. Increasing students: interest in science	0		0	0	0	VH241202									to keep
b. Increasing awareness of th importance of science in daily life	nc 🐵		®	0	@	VH341203									teacher
c. Teaching the iterative process of scientific inqui	ry Ø	1 1 2	0	0	0	VH639755									burden low this item w
d. Teaching the iterative process of scientific practice	0		•	0	•	VH748077									dropped.
e. Developing problem-solving skills	0		0	0	0	VH241197									
f. Developing scientific	(4)		®	0	0	VHZ41300									

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

Previous item						2019 item						D/A/ R/NC+	Rationale
11. To what extent are the foll (including your school and	owing resource school district	s available to you o? Select one circl	in your school e in each row.	system	VH492120	7. To what extent are the follo (including your school and s	wing resource school district	s available to you)? Select one circle	in your school e in each row.	system	VH639520	R	Because sub- items E and I
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			overlapped
a. Science textbooks (print or online)	0	•	Φ	Φ	VE8639321	Science textbooks (print or online)	®	•	0	Φ	VH639521		with other,
b. Science magazines and books (print or online)	®	•	0	0	V88636522	b. Science magazines and books (print or online)	0	•	0	0	VH639522		newer
c. Supplies or equipment for science labs or demonstrations	Ø	Ф	0	0	VERNINGLE	c. Supplies or equipment for science labs or demonstrations	®	0	0	Φ	VH639523		content in the
d. Space to conduct science labs	0	•	0	0	V11639525	d. Space to conduct science	0	®	0	0	VH639525		her/school
e. Computers for students' use in class	0	0	0	0	VH689532	e. Computers for teachers' use	(8)	•	0	0	VH639528		administrato
. Computer labs	0	100	0	0	VHK39527	f. Science kits	0	®	0	0	VH639531		questionnai
g. Computers for teachers' use	•	•	0	0	V#8699528	g. Scientific measurement instruments (e.g.,							and to keep
n. Science kits	•	0	0	0	V16659531	microscopes,	®	®	0	0	VH639526		
. Scientific measurement instruments (e.g.,						thermometers, beakers, or				1 1 1 1 1 1 1			teacher
microscopes, thermometers, beakers, or weighing scales)	•	©	0	0	VB639516	weighing scales)							burden low, sub-items E
microscopes, thermometers, beakers, or weighing scales)	each of the foll				VB639516	Issue: Resources for 8. To what extent do you use e instruction? Select one circl	each of the foll	owing technologi		or science	VH641306	R	sub-items E and F was dropped. Sub-item E
microscopes, thermometers, beakers, or weighing scales) 2018 Grade 4)	each of the foll					Issue: Resources for	each of the foll	owing technologi		or science Large extent	VH641306	R	and F was dropped.
microscopes, thermometers, beakers, or weighing scales) 2018 Grade 4)	each of the foll	lowing technologi	cal resources fo	or science		Issue: Resources for	each of the foll e in each row.	owing technologi	cal resources fo		VH641308	R	sub-items E and F was dropped. Sub-item E has been revised to u the
microscopes, thermometers, beakers, or weighing scales) 2018 Grade 4) 12. To what extent do you use instruction? Select one circle. a. Desktop or laptop computer(s) (including Chromebooks) b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	each of the foll cle in each row.	owing technologi	cal resources for Moderate extent	or science Large extent	унация.	8. To what extent do you use e instruction? Select one circl a. Desktop or laptop computer(s) (including	each of the foll the in each row.	Small extent	Moderate extent	Large extent		R	sub-items E and F was dropped. Sub-item E has been revised to u the "Interactive
microscopes, thermometers, beakers, or weighing scales) 2018 Grade 4) 12. To what extent do you use instruction? Select one circ a. Desktop or laptop computer(s) (including Chromebooks) Tabletts) (e.g., Surface Pro, iPad, Kindle Fire) 2. Online content (e.g., online software, podcasts, or videos)	each of the foll cle in each row.	Small extent	cal resources for Moderate extent	Large extent	VIBG1207	8. To what extent do you use einstruction? Select one circl a. Desktop or laptop computer(s) (including Chromebooks) b. Tablet(s) (e.g., Surface Pro.	each of the foll the in each row.	Small extent	Moderate extent	Large extent	VH641307	R	sub-items E and F was dropped. Sub-item E has been revised to u the "Interactive Panel" wording use
microscopes, thermometers, beakers, or weighing scales) 2018 Grade 4) 12. To what extent do you use instruction! Select one circ a. Desktop or laptop computer(s) (including Chromebooks) b. Tabletts) (e.g., Surface Pro, iPad, Kindle Fire) c. Online content (e.g., online software, podcasts, or	each of the follcle in each row. Not at all	Small extent	Moderate extent ©	Large extent	V98-1207 V186-1207 V98-1208	8. To what extent do you use einstruction? Select one circl a. Desktop or laptop computer(s) (including Chromebooks) b. Tablet(s) (e.g., Surface Pro. iPad, Kindle Fire) c. Online content (e.g., online software, podcasts, or	each of the foll le in each row.	Small extent	Moderate extent ©	Large extent	VH641307 VH641308	R	sub-items E and F was dropped. Sub-item E has been revised to u the "Interactive

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

Previous item							2019 item							D/A/ R/NC+	Rationale
13. In this school year, how feedback on their work				n-one to give		VH630626	9. In this school year, how feedback on their work				one to give	.)	VH639626	NC	N/A
 Never or hardly even 	er-						Never or hardly ever								
A few times a year							A few times a year								
Once or twice a mo	onth						Once or twice a mor	nth							
Once or twice a we	Once of twice a month Once of twice a week						Once or twice a wee	k							
Once or twice a week Every day or almost every day						Every day or almost	every day								
2018 Grade 4)							Issue: Organization of Instruction								
14. In this school year, ho individual students to						VH639633	10. In this school year, ho individual students to	w often do y evaluate the Never	About once or twice a	About once or twice a month	About once or twice a week	Every day or almost	VH639633	R	In sub-item the word "regularly"
Regularly discuss each student's current level of performance with them	Φ	Ф	9	Ф	Ф	V16630634	a. Discuss each student's current level of performance with them	(A)	year	©	©	every day	VH639634		has been removed to
	۵	0	0	6	θ	VHGIOKIS	b. Set goals for specific progress the student would like to make	0	•	0	0	Ф	VH639635		create consistency
 Set goals for specific progress the student would like to make 		⊕	9	0	Φ	VH639636	c. Discuss progress the student has made toward goals previously set	®	®	0	0	©	VH639636		across similation
progress the student	Ø						d. Determine how to								multiple

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

Previous item							2019 item							D/A/ R/NC+	Rationale
15. Suppose your student think each of the follorow.						VH641262.	 Suppose your students think each of the follo row. 						VH641262	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
 My students did well because they studied and were prepared. 	@	Φ.	O	9	Φ	VH641273	My students did well because they studied and were prepared.	®	0	0	0	Θ	VH641273		
 My students did well because they put in a lot of effort. 	®	0	0	0	Θ	VH641276	b. My students did well because they put in a lot of effort.	8	•	0	0	0	VH641276		
 My students did well because they always do well on tests. 	•	0	0	Φ	Φ	VH641277	c. My students did well because they always do well on tests.	®	®	0	0	(VH641277		
d. My students did well because I taught the concepts well.	©	(1)	0	Φ	Φ	V18641279	d. My students did well because I taught the concepts well.	0	•	0	Ф	Ф	VH641279		
e. My students did well because they guessed well on the test.	Φ	0	0	0	θ	VH641281	e. My students did well because they guessed	®	®	0	0	Θ	VH641281		
 My students did well because they are just good in science. 	Φ	0	0	Ф	Ф	VH641254	f. My students did well because they are just good in science.	0	•	0	Φ	(VH641284		
2018 Grade 4) 16. In this school year, did activities? Select one			e following st	ipplemental		AHPITAS	Issue: Teacher Pr	l your school	offer any of th	e following st	upplemental		VH641332	NC	N/A
			Yes		No					Yes		No			
 Opportunities for stude together to solve proble community or the work 	ms in their		Φ		0	VH641334	Opportunities for stude together to solve proble community or the world	ms in their		®		•	VH641334		
 Description of the description of the		in	6		0	VH641338	b. Opportunities for stude group science activities		in	®		®	VH641338		
 Opportunities for stude instruments (e.g., therm microscopes, or telescop 	nometers, pes)		Ø		®	VH64) 359	c. Opportunities for stude instruments (e.g., therm microscopes, or telescop	nts to use scie	entific	®		•	VH641339		
 d. Opportunities for stude science outreach progra partnerships with colleg foundations) 	ms (e.g.,		Φ		Ф	V8864134)	d. Opportunities for stude science outreach progra partnerships with colleg foundations)	nts to particip		®		•	VH641341		

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

Appendix K-2z: Operational Grade 4 Science

1. Which best describes your role in teaching science to this class? Select one circle.	
② 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.	VH261160
	VH85931
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 science? Select one cir	w much time cle in each ro	do you spend w.	on each of the	following are	as of	VH639433
	No time	Very little time	Some time	Quite a bit of time	A lot of time	

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Life science	A	®	0	0	(E)	VH639434
b. Earth and space science	(A)	®	0	0	Œ	VH639436
c. Physical science	A	®	©	0	(E)	VH639435
d. Engineering and technology	A	®	©	0	(E)	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	(A)	®	0	0	©	VH639589
b.	Write about science (e.g., papers, reports, or student science journals)	(A)	®	0	0	©.	VH639600
c.	Watch you do a science activity	A	®	0	0	Œ	VH639856
d.	Talk about the measurements and results from their hands-on activities	®	®	0	0	©.	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)	(4)	©	0	0	©.	VH639597
f.	Figure out different ways to solve a science problem	®	®	0	0	©.	VH639846
g.	Present what they have learned about science	®	®	0	0	Œ	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	0	0	Œ	VH640901
b.	Using drawings or models to explain events or phenomena	(8)	®	0	0	Œ	VH640902
c.	Coming up with experiments or other tests to answer a scientific question	(A)	®	0	Θ	<u>(</u>	VH640903
d.	Organizing data into a chart, graph, or spreadsheet to test a solution	(9)	®	0	Θ	Œ	VH640906
e.	Deciding when to use quantitative versus qualitative data	(8)	B	0	0	Œ	VH640907
f.	Generating explanations based on observations and measurements	(A)	®	0	Θ	<u>(</u>	VH640908
g.	Evaluating the quality of data	A	B	0	0	Œ	VH640909
h.	Teaching science ideas to others (e.g., students or teachers)	(A)	®	0	0	Œ	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)	A	®	0	0	VH639521
b.	Science magazines and books (print or online)	A	®	0	0	VH639522
c.	Supplies or equipment for science labs or demonstrations	®	®	0	0	VH639523
d.	Space to conduct science labs	A	®	0	0	VH639525
e.	Computers for teachers' use	A	®	0	0	VH639528
f.	Science kits	(A)	®	0	0	VH639531
g.	Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	®	®	0	0	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	
con	sktop or laptop nputer(s) (including romebooks)	(A)	®	0	0	VH641307
	olet(s) (e.g., Surface Pro, d, Kindle Fire)	(8)	B	0	0	VH641308
soft	line content (e.g., online tware, podcasts, or eos)		®	0	0	VH641309
virt wel can	eractive web spaces or tual classrooms (e.g., bsites where students interact and share class terials)	(A)	®	0	0	VH641310
SM	eractive panel (e.g., ART Board, Promethean tivPanel)	(A)	®	0	0	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?
 - 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

VH639633

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	(9)	®	0	Φ	©.	VH639634
b.	Set goals for specific progress the student would like to make	(9)	®	0	0	Œ	VH639635
c.	Discuss progress the student has made toward goals previously set	(9)	®	0	Φ	©.	VH639636
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	0	®	0	Φ	©.	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.	®	®	0	0	©	VH641273
b.	My students did well because they put in a lot of effort.	(4)	®	0	0	©	VH641276
c.	My students did well because they always do well on tests.	(8)	®	0	0	Œ	VH641277
d.	My students did well because I taught the concepts well.	(4)	®	0	0	©	VH641279
e.	My students did well because they guessed well on the test.	(8)	®	0	0	Œ	VH641281
f.	My students did well because they are just good in science.	®	®	©	0	©	VH641284

12. In this school year, did your school offer any of the following supplemental activities? Select **one** answer choice in each row.

VH641332

	Yes	No	
a. Opportunities for students to work together to solve problems in their community or the world	(4)	®	VH641334
b. Opportunities for students to engage in group science activities	(4)	®	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	(4)	®	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	(4)	®	VH641341

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

Number N	Previous item	rational Grade 8 Science Teacher 2019 item	D/A/	Rationale
2. How many students are in this class? Enter the number of students. Carry Carry	 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. 	 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. 		N/A
3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes. hours and minutes per week Are students assigned to this class by achievement level? YHDRUSHOL YHDRUSHOL YHDRUSHOL STUDENIS	2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
4. Are students assigned to this class by achievement level?	3. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes. hours and minutes per week	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	R	The second sentence was replaced with wording used in other subject questionnaire
	4. Are students assigned to this class by achievement level? ② Yes		D	To align with content reductions made for other subjects and to keep teacher burden low, this item was

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

Previous item						2019 item							D/A/ R/NC+	Rationale
5. How often do you use e science? Select one circ	ich of the followi e in each row.	ng methods to a	sess student pro	gress in	Vittaine	N/A							D	To align with
	Never or hardly ever		Once or twice	Almost ever	7									content reductions
a. Multiple-choice tests	•	Φ	0	0	VI DALLI6S									made for
 Short written responses (e.g., a phrase or sentence 	0	0	0	0	V1041166									other
 c. Long written responses (e.g., several sentences or paragraphs) 	00	0	0	0	V10241169									subjects and
d. Performance-based assessments	0	0	0	0	VH241168									to keep
e. Group projects	0	(1)												teacher
The state of the s		0	0	0	VH241167									
2018 Grade 8)				(6)										burden low
	much time do yo				VH0341167	4. In this class, about h			on each of the	following area	as of	VH63H33	NC	burden low, this item wa
2018 Grade 8)	much time do yo e in each row.		of the following	areas of					on each of the	following area	A lot of time	VH09403	NC	burden low, this item wa dropped.
2018 Grade 8)	much time do yo e in each row.	ou spend on each	of the following	areas of			circle in each re	w.		Quite a bit	A lot of	VH09433	NC	burden low this item wa dropped.
2018 Grade 8) 6. In this class, about how science? Select one circ a. Life science b. Earth and space science	much time do yo e in each row. No time Ver	ou spend on each	of the following time Quite a l of time	areas of A lot of time	V1803433	science? Select one	No time	Very little	Some time	Quite a bit of time	A lot of time		NC	burden low, this item wa dropped.
2018 Grade 8) 6. In this class, about how science? Select one circ a. Life science b. Earth and space	much time do yo e in each row.	ou spend on each ry little Some	of the following	areas of it A lot of time	V1869411	a. Life science b. Earth and space	No time	Very little time	Some time	Quite a bit of time	A lot of time	VH639414	NC	burden low, this item wa dropped.

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

Previous item							2019 item							D/A/ R/NC+	Rationale
About how often do you one circle in each row.	our science s	tudents do eacl	h of the follow	ving activities	? Select	V11630586	 About how often do your science students do each of the following activities? Select one circle in each row. 							NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
Work with other students on a science activity or project	0	0	0	0	Φ	VISCINSIN	a. Work with other students on a science activity or project	•	0	0	0	θ	VH639589		
b. Write about science (e.g., papers, reports, or student science journals)	Ø	0	9	8	Φ	V18639600	b. Write about science (e.g., papers, reports, or student science journals)	٥	(6)	0	Ф	Ф	VHs.7moo		
e. Watch you do a science activity	0	•	0	0	Ф	V23639856	c. Watch you do a	Ø	•	0	0	Φ	VH639856		
d. Talk about the measurements and results from their hands-on activities	®	•	0	Φ	Φ	V25659594	d. Talk about the measurements and results from their	0	0	0	9	9	Y16689594		
c. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from the Sun)	Ø	•	0	0	Φ	V#8539597	hands-on activities e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from	Ø	(3)	0	0	θ	VH638597		
f. Figure out different ways to solve a science problem	®	•	0	0	Ф	V88639946	the Sun) f. Figure out different ways to solve a science	0	0	9	9	Ф	VHovesan		
g. Present what they have learned about science	•	0	0	0	Ф	¥10639393	g. Present what they have learned about science	@	00	0	9	Φ	VH639593		

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

Previous item							2019 item	D/A/ R/NC+	Rationale
8. In your science class t your students each of	his year, how the following	much emphas skills? Select	is have you c one circle in	evoted to teach each row.	ning	VHMIIIEZ	N/A	D	This item was
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	1.1			matrix items
Making observations of natural phenomena (e.g., making measurements)	0	0	9	0	0	VH641163			concerning science skills
b. Making predictions based on prior experimental observations	•	60	9	0	Φ	VHATIM			were developed
c. Creating models of scientific principles (e.g., a graphic, manipulative, or demonstration that illustrates the principle)	Ø	0	9	0	Ф	VH641367			and piloted with the intention of
d. Reading data in tables or charts to draw conclusions about hypotheses	Φ	0	0	0	9	AHMITTON			only one matrix being
e. Deciding which tools would be most appropriate to gather data	(D)	00	0	6	θ	VHr41172			selected for operational
f. Designing and testing a solution to a problem	Φ	0	0	Φ	0	V16641374			use.

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

revious item							2019 item							D/A/ R/NC+	Rationale
9. Thinking about your science teaching your students e						V0640m)	Thinking about your students						VH54089)	NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			
a. Developing good research questions	⊗	0	0	Φ	0	VH64080)	a. Developing good research questions	3	0	0	0	Φ	VIIGADNOT		
b. Using drawings or models to explain events or phenomena	3	0	0	0	Φ	VHotom	b. Using drawings or models to explain events or phenomena	®	Φ	0	0	θ	V26640902		
c. Coming up with experiments or other tests to answer a scientific question	۵	@	0	0	θ	VMARROUS	c. Coming up with experiments or other tests to answer a scientific question	®	0	9	Φ	Φ	VH640903		
d. Organizing data into a chart, graph, or spreadsheet to test a solution	Φ	©	0	0	Ф	V3464(HIN.	d. Organizing data into a chart, graph, or spreadsheet to test a solution	GD.	Ф	0	Ф	Φ	VH640906.		
e. Deciding when to use quantitative versus qualitative data	٥	0	0	0	Φ	V11640907	e. Deciding when to use quantitative versus qualitative data	©	00	0	0	Φ	VH640907		
f. Generating explanations based on observations and measurements	®	®	0	•	Φ	VH640/05	f. Generating explanations based on observations and	00	Φ	Θ	Ф	Ф	V11/40908		
g. Evaluating the quality of data	®	•	0	0	Φ	V11640900	measurements g. Evaluating the quality	®	®	0	0	(D)	VH640000		
h. Teaching science ideas to others (e.g., students or teachers)	Φ.	®	9	Φ	Φ	VH640911	of data h. Teaching science ideas to others (e.g., students or teachers)	•	•	0	Φ	Φ	AHMONTI		
2018 Grade 8) 10. To what extent do you e science to your eighth-gr	mphasize eacl ade class? Sel Not at a	ect one circl	owing object e in each ro extent	W. Madania I	S Large extent	VII24290	Issue: Organization	on of Ins	truction					D	To make room for ne content and
Increasing students' interest in science	0		0	0	0	VH2-03/2									to keep
 Increasing awareness of the importance of science in daily life 	c @	2	0	0	Ф	VH241263									teacher burden low
c. Teaching the iterative process of scientific inqui-	y Ø		®	0	0	V1463W89									this item w
d. Teaching the iterative process of scientific practice	•	- G	0	0	0	VH74807 (dropped.
e. Developing problem-solving skills	00	-	00	0	0	VH241257									
f. Developing scientific writing skills	(3)		0	0	0	V18347260									

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

Previous item						2019 item						D/A/ R/NC+	Rationale
11. To what extent are the foll (including your school and	lowing resource l school district	s available to you of Select one circ	in your school le in each row.	system	VHI.10520	7. To what extent are the follo (including your school and				system	VH639520	R	Because sul
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			overlapped
 Science textbooks (print or online) 	0	0	0	0	V18639521	Science textbooks (print or online)	0	®	0	0	VH639521		with other,
books (print or online)	0	0	0	0	VH639522	b. Science magazines and books (print or online)	0	0	0	0	VH639522		newer
 Supplies or equipment for science labs or demonstrations 	0	0	©	0	VIBCOSTA	c. Supplies or equipment for science labs or demonstrations	0	®	0	0	VH639523		content in student/tea
d. Space to conduct science labs	Φ	0	0	0	VH639525	d. Space to conduct science	0	•	0	0	VH639525		her/school
e. Computers for students' use in class	0	0	0	Φ	VHALWS12	e. Computers for teachers'	®	0	0	•	VH639528		administra
Computer labs	0	0	0	0	VH639527	f. Science kits	®	®	0	0	VH639531		
. Computers for teachers' use	0	00	0	0	VIBANCIS	g. Scientific measurement	(0)	(8)	0	Θ.	YHDSYDAL		questionna
. Science kits	Φ	0	0	0	VHOUSEL	instruments (e.g., microscopes,	®	(8)	0	0	VH639526		and to kee
Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	0	@	Ø	0	V#6039626	thermometers, beakers, or weighing scales)							teacher burden low sub-items
2018 Grade 8) 12. In your eighth-grade class, digital device to do each of					VH241281	9. In your eighth-grade class, h	ow often do ye	our students use	a computer or of		VH241281	NC	and F were dropped. N/A
	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day			Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day			
Conduct a search for science information	0	0	0	9	VID413/0	a. Conduct a search for science information	®	®	0	0	VH241282		
 Simulate a physical or biological process or see how something works (e.g., 	9	(0	0	VH241284	b. Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun	0	®	0	•	VH241284		
how planets orbit the Sun or how gas expands)			0	9	VH241363	or how gas expands) c. Make a chart or graph that							

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

revious item						2019 item						D/A/ R/NC+	Rationale
13. To what extent do you use instruction? Select one circ	each of the foll le in each row.	owing technologi	cal resources fo	or science	VIIIALIUK	8. To what extent do you use instruction? Select one circ	each of the foll le in each row.	lowing technologi	cal resources fo	or science	VH641306	R	Sub-item E has been
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			revised to us
i. Desktop or laptop computer(s) (including Chromebooks)	Φ	Œ	0	9	VH61(307	a. Desktop or laptop computer(s) (including Chromebooks)	@	0	0	0	VH641307		the "Interactive
o. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	00	0	0	Φ	VH641/68	b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	®	®	0	0	VH641308		Panel"
Online content (e.g., online software, podcasts, or videos)	©	Φ	0	•	V78641309	c. Online content (e.g., online software, podcasts, or videos)	®	(1)	0	0	VH641309		wording use
I. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	Φ	®	0	Φ	VH641310	d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class	@	®	0	0	VH641310		questionnai
. Smart board(s)	0	0	Φ	0	V3[04]313	e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	•	(0	0	VH859326		subjects.
2018 Grade 8)						Issue: Resources for	Learning	g and Instru	ction	4.			
I. In this school year, how ofte feedback on their work and o				ve	V1K39626	10. In this school year, how ofte feedback on their work and				/e	VH639626	NC	N/A
 Never or hardly ever 						 Never or hardly ever 							
A few times a year						A few times a year							
Once or twice a month						Once or twice a month							
Once or twice a week						Once or twice a week							
	y day						y day					1	1

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

Previous item							2019 item							D/A/ R/NC+	Rationale
15. In this school year, ho individual students to						VHEIOCH	11. In this school year, how individual students to					ch row.	VH639633	R	In sub-item A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			"regularly"
a. Regularly discuss each student's current level of performance with them	0	(3)	0	0	θ	V#8589634	Discuss each student's current level of performance with them	8	®	0	0	Θ	VH639634		removed to
 Set goals for specific progress the student would like to make 	9	•	0	ø	9	Vencencia	b. Set goals for specific progress the student would like to make	0	®	o	0	®	VH639635		create consistency
c. Discuss progress the student has made toward goals previously set	Θ	•	0	۵	Φ	V28639636	c. Discuss progress the student has made toward goals previously set	8	(1)	Ø	0	•	VH639636		across similation
J. Datemains because							d. Determine how to								multiple
d. Determine how to adjust your teaching strategies to meet the student's current learning needs 2018 Grade 8)	•	Φ	0	•	Φ	VIS639637	adjust your teaching strategies to meet the student's current learning needs	on of Ins	truction	0	©	©	VH639637		subject
adjust your teaching strategies to meet the student's current	s did very wel wing explana	on their last	science test. I situation? Se	low likely do	you in each	V8639637	adjust your teaching strategies to meet the student's current learning needs	on of Ins did very wel wing explana	truction	science test. I	How likely do	you in each	VH639637 VH641262	NC	subject questionnai
adjust your teaching strategies to meet the student's current learning needs 2018 Grade 8) 16. Suppose your students think each of the follorow.	did very wel wing explana Not at all likely	l on their last tions is in this Not likely	science test. I situation? Se Somewhat likely	low likely do lect one circle Quite likely	you in each Extremely likely	VH641262	adjust your teaching strategies to meet the student's current learning needs Issue: Organization 12. Suppose your students think each of the follow row. a. My students did well	on of Ins did very wel wing explana Not at all likely	truction I on their last tions is in this	science test. I situation? Se Somewhat likely	How likely do lect one circle	you in each Extremely likely	VH641262	NC	subject questionnai s.
adjust your teaching strategies to meet the student's current learning needs 2018 Grade 8) 16. Suppose your students think each of the follorow. 1. My students did well because they studied and were prepared.	s did very wel wing explana	l on their last tions is in this	science test. I situation? Se	low likely do lect one circle	you in each		adjust your teaching strategies to meet the student's current learning needs Issue: Organization 12. Suppose your students think each of the follow row. a. My students did well because they studied and were prepared.	on of Ins did very wel wing explana	truction	science test. I	How likely do lect one circle	you in each		NC	subject questionna s.
adjust your teaching strategies to meet the student's current learning needs 2018 Grade 8) 16. Suppose your students think each of the follorow. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort.	did very wel wing explana Not at all likely	l on their last tions is in this Not likely	science test. I situation? Se Somewhat likely	low likely do lect one circle Quite likely	you in each Extremely likely	VH641262	adjust your teaching strategies to meet the student's current learning needs Issue: Organization 12. Suppose your students think each of the follow row. a. My students did well because they studied and were prepared. b. My students did well because they put in a	on of Ins did very wel wing explana Not at all likely	truction I on their last tions is in this	science test. I situation? Se Somewhat likely	How likely do lect one circle	you in each Extremely likely	VH641262	NC	subject questionna s.
adjust your teaching strategies to meet the student's current learning needs 2018 Grade 8) 16. Suppose your students think each of the follorow. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they put in a lot of effort. do with the students did well because they always do well on tests.	odid very wel wing explana Not at all likely	l on their last tions is in this Not likely	science test. I situation? Se Somewhat likely	How likely do lect one circle Quite likely	you in each Extremely likely	V8641282 V18641273	adjust your teaching strategies to meet the student's current learning needs Issue: Organization 12. Suppose your students think each of the follow row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they put with a lot of effort.	on of Ins did very wel wing explana Not at all likely	truction I on their last tions is in this Not likely	science test. I situation? Se Somewhat likely	How likely do lect one circle Quite likely	you in each Extremely likely	VH641262 VH641273	NC	subject questionna s.
adjust your teaching strategies to meet the student's current learning needs 2018 Grade 8) 16. Suppose your students think each of the follorow. 1. My students did well because they studied and were prepared. 2. My students did well because they put in a lot of effort. 3. My students did well because they put in a lot of effort. 4. My students did well because they always do well on tests. 4. My students did well because I taught the concepts well.	o did very wel wing explana Not at all likely	l on their last tions is in this Not likely	science test. I situation? Se Somewhat likely	How likely do lect one circle Quite likely	you in each Extremely likely	V8841262 V18641273 V18641276	adjust your teaching strategies to meet the student's current learning needs Issue: Organization 12. Suppose your students think each of the follow row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because they always do well on tests.	on of Ins did very wel wing explana Not at all likely	truction I on their last tions is in this Not likely	science test. I situation? Se Somewhat likely	How likely do lect one circle Quite likely	you in each Extremely likely	VH641262 VH641273 VH641276	NC	subject questionna s.
adjust your teaching strategies to meet the student's current learning needs 2018 Grade 8) 16. Suppose your students think each of the follorow. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because it aught the	Not at all likely	l on their last tions is in this Not likely	science test. I situation? Se Somewhat likely	How likely do lect one circle Quite likely	you in each Extremely likely	V10641262 - V10641275 - V10641275 - V10641277	adjust your teaching strategies to meet the student's current learning needs Issue: Organization 12. Suppose your students think each of the follow row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well	on of Ins did very wel wing explana Not at all likely	truction I on their last tions is in this Not likely	science test. I situation? Se Somewhat likely ©	How likely do lect one circle Quite likely	you in each Extremely likely	VH641273 VH641276 VH641277	NC	subject questionna s.

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

Previous item				2019 item		D/A/ R/NC+	Rationale		
17. In this school year, did your school offer any o activities? Select one answer choice in each ro	of the following supple ow.	emental	V3I641.132	13. In this school year, did your school offer any of activities? Select one answer choice in each ro	the following supple.	emental	VH641332	NC	N/A
	Yes	No			Yes	No			
Opportunities for students to work together to solve problems in their community or the world	•	0	V1661344	Opportunities for students to work together to solve problems in their community or the world	•	®	VH641334		
b. Opportunities for students to engage in group science activities	0	(6)	V98641338	b. Opportunities for students to engage in group science activities	®	•	VH641338		
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	•	®	VH6413.99	c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	0	•	VH641339		
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	@	•	STREATER	d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	•	(1)	VH641341		

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

Appendix K-2ab: Operational Grade 8 Science

1. Which best describes your role in teaching science to this class? Select one circle.	
② 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.	VH26116(
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.	VH85931-
hours and minutes per week	

VH639433

Very little Quite a bit A lot of No time Some time time of time time a. Life science VH639434 A B \bigcirc b. Earth and space VH639436 A 0 **(** Œ B science c. Physical science VH639435 **(A)** B \bigcirc **(** Œ d. Engineering and VH639437 A B 0 **(** Œ technology

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.

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	(A)	®	0	0	©.	VH639589
b.	Write about science (e.g., papers, reports, or student science journals)	(A)	®	0	•	©.	VH639600
c.	Watch you do a science activity	A	®	0	0	Œ	VH639856
d.	Talk about the measurements and results from their hands-on activities	®	®	0	0	©	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)	(4)	®	0	Θ	©.	VH639597
f.	Figure out different ways to solve a science problem	®	®	0	0	Œ	VH639846
g.	Present what they have learned about science	(A)	®	0	0	©.	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)	®	0	0	Œ	VH640901
b.	Using drawings or models to explain events or phenomena	(A)	®	0	0	(L)	VH640902
c.	Coming up with experiments or other tests to answer a scientific question	®	®	0	Φ	©	VH640903
d.	Organizing data into a chart, graph, or spreadsheet to test a solution	®	®	0	Θ	<u>(</u>	VH640906
e.	Deciding when to use quantitative versus qualitative data	(A)	®	0	0	Œ	VH640907
f.	Generating explanations based on observations and measurements	®	®	0	Φ	(£)	VH640908
g.	Evaluating the quality of data	(A)	B	0	0	Œ	VH640909
h.	Teaching science ideas to others (e.g., students or teachers)	(A)	®	0	0	Œ	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)	A	®	0	0	VH639521
b. Science magazines and books (print or online)	(A)	®	0	0	VH639522
c. Supplies or equipment for science labs or demonstrations	(A)	®	0	0	VH639523
d. Space to conduct science labs	(A)	®	0	0	VH639525
e. Computers for teachers' use	(A)	®	0	0	VH639528
f. Science kits	(A)	®	0	0	VH639531
g. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	(A)	(8)	0	(1)	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	
C	Desktop or laptop omputer(s) (including Chromebooks)	(A)	®	0	0	VH641307
	Cablet(s) (e.g., Surface Pro, Pad, Kindle Fire)	A	B	0	0	VH641308
S	Online content (e.g., online oftware, podcasts, or ideos)	(A)	®	0	0	VH641309
V. W.	nteractive web spaces or irtual classrooms (e.g., vebsites where students an interact and share class naterials)	(4)	®	0	0	VH641310
S	nteractive panel (e.g., MART Board, Promethean ActivPanel)	(A)	®	0	0	VH859326

VH241281

9. In your eighth-grade class, how often do your students use a computer or other digital device to do each of the following activities? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Conduct a search for science information	A	®	0	0	VH241282
b. Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun or how gas expands)	®	®	0	0	VH241284
c. Make a chart or graph that shows results of a science project	(A)	(8)	0	0	VH241283

VH639633

- **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.

About once About once About once Every day or or twice a or twice a almost Never or twice a month week every day year a. Discuss each student's current level of VH639634 A \bigcirc **(** Œ B performance with them b. Set goals for specific progress the student VH639635 **(A)** B \bigcirc **(** Œ would like to make c. Discuss progress the student has made VH639636 **(A)** B 0 **(** Œ toward goals previously set d. Determine how to adjust your teaching strategies to meet the VH639637 A B 0 **(** Œ student's current learning needs

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.	(A)	®	0	0	Œ	VH641273
b.	My students did well because they put in a lot of effort.	(A)	®	0	0	Œ	VH641276
c.	My students did well because they always do well on tests.	(A)	®	0	0	Œ	VH641277
d.	My students did well because I taught the concepts well.	(A)	®	0	0	Œ	VH641279
e.	My students did well because they guessed well on the test.	(4)	®	0	0	Œ	VH641281
f.	My students did well because they are just good in science.	(A)	®	0	0	©.	VH641284

13. In this school year, did your school offer any of the following supplemental activities? Select **one** answer choice in each row.

VH641332

	Yes	No	
a. Opportunities for students to work together to solve problems in their community or the world	®	®	VH641334
b. Opportunities for students to engage in group science activities	(4)	®	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	©	®	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	(4)	®	VH641341

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

Previous item						2019 item						D/A/ R/NC+	Rationale
Counting this year, how may year total at this school, ent Years		you taught at this	s school? If less	s than 1	ACOMMO	Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01." Years							N/A
2015 Grade 4) 2. How many students are curn Students 2015 Grade 4)	ently in your c	:lass?			ABSTRUCT	2. How many students are currently in your class? Students							N/A
To what extent have you a American Indian or Alaska each line.	cquired knowle Native studen	edge, skills, and in its from each of th	formation spec e following sou	ific to teaching arces? Fill in one	vassuus e oval on	To what extent have you ac teaching American Indian o sources? Select one circle in	r Alaska Nativ	edge, skills, and in ve students from e	formation spec ach of the follo	cific to owing	VH241581	NC	The in-line direction was
(30.00000000000000000000000000000000000	Not at all	Small extent	Moderate	Large extent			Not at all	Small extent	Moderate extent	Large extent			adapted from PBA to DBA:
a. Independent reading and	(b)	©	extent	Ф	VN592446	Independent reading and study	•	•	0	Φ	VH2+1584		"Fill in one
b. Your own personal or family background and experiences	®	•	0	0	VR592446	b. Your own personal or family background and experiences	0	•	0	(5)	VH241586		oval on each
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ø	•	0	Φ	VC302922	c. Locally sponsored American Indian or Alaska Native cultural orientation program	•	Φ	0	0	VH241585		adapted to "Select one
d. Living and working in an American Indian or Alaska Native community	②	Φ	0	0	VC202915	d. Līving and working in an American Indian or Alaska Natīve community	Φ	.00	0	0	VHD41568		answer
2015 Grade 4)													choice on each row."
To what extent have you as American Indian or Alaska oval on each line.	equired knowle Native studen	edge, skills, and in ts from each of th	formation spec e following typ	ific to teaching es of classes? Fil	VBH2624	4. To what extent have you ac teaching American Indian o types of classes? Select one	r Alaska Nativ	e students from e			VIQ4(59)	NC	The in-line direction was
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			adapted from PBA to DBA:
a. College courses, or other	Φ	Φ	0	0	VED12626	College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	0	(3)	0	Ф	VH24)/692		"Fill in one oval on each
classes or workshops with a focus on teaching American Indian or Alaska Native students		_		_	+	 College courses, or other classes or workshops with 						İ	line." was

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

Previous item						2019 item	D/A/ R/NC+	Rationale					
													choice on each row."
5. During the last two years. help you improve the acad Fill in one oval on each lin	emic performar					 During the last two years, I following resources to help American Indian or Alaska 	you improve	the academic peri	ormance of your		43831995	NC	The in-line direction was
The first of the country of the coun	Never	1 or 2 times	3 or 4 times	5 or more			Never	1 or 2 times	3 or 4 times	5 or more times			adapted from PBA to DBA:
a. Online websites or	1 1990/23	15,55 5,50	Parent (1994)	times		A. Online websites or databases	0	0	0	0	VH241594		"Fill in one
databases	0	(0)	0	0	VH158526	b. Articles in professional	Φ		0	0	VHI241595		oval on each
 Articles in professional journals 	Φ	0	0	Ф	VH158527	journals c. Local libraries or cultural					VH24159W		
e. Local libraries or cultural centers	0	•	0	0	VH1158530	d. Other teachers in your	@	0	0	0	VH24159W		line." was
d. Other teachers in your school	0	00	0	0	VH158529	school	Ø	•	0	0	VH241597		adapted to
e. Elders or other experts	©	(D)	0	Φ	VH158528	e. Elders or other experts	0	0	0	0	VH241598		"Select one
 During the last two years, to specific instructional practic your classroom? Not at all Small extent 	what extent h	ave you impleme n Indian or Alask	ented culturally ta Native studen	ts in		 6. During the last two years, to specific instructional practic your classroom? Not at all Small extent 				its in		NC	N/A
Moderate extent Large extent						Moderate extent Large extent							
(2015 Grade 4)					VH980275	_					V1040165	NC	
 During the last two years, he community-based developm workshops, including online instructional practices for A Never → Skip to Question 	ent programs (classes) aimed merican Indian	such as in-service I at developing cu	e classes and ilturally specific			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?							Please note that no content changes were
6 3 4 4						1 or 2 times							made to the
© 1 or 2 times						© 3 or 4 times							item but the
1 or 2 times 3 or 4 times						© 5 or more times							skip pattern
												1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
© 3 or 4 times													text was
© 3 or 4 times © 5 or more times													text was
© 3 or 4 times © 5 or more times													removed
© 3 or 4 times													

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

Previous item	2019 item	D/A/ R/NC+	Rationale
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 (2015 Grade 4)	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	NC NC	N/A
9. Who sponsored the professional or community-based development programs you attended in the last two years? Fill in all ovals that apply. © State © District © Tribal education department © Indian education professional associations © College or university © Other (please specify):	9. Who sponsored the professional or community-based development programs you attended in the last two years? Select all squares that apply. © State © District © Tribal education department © Indian education professional associations © College or university © Other (please specify):	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."
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. ② No knowledge or skill; nonspeaker ③ Minimal functional or communicative ability; ability to use some words or phrases ③ Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas ⑤ Fluent nonnative speaker ⑤ Fluent native speaker (2015 Grade 4)	10. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best. No knowledge or skill; nonspeaker Minimal functional or communicative ability; ability to use some words or phrases Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas Fluent nonnative speaker Fluent native speaker	NC	N/A

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

Previous item				2019 item	D/A/ R/NC+	Rationale			
11. To what extent do you use your students' Ame language(s) when you teach any core subject (r social studies)?			VII012658	 To what extent do you use your students' Amer language(s) when you teach any core subject (re social studies); 	NC	N/A			
Instruction is entirely in English.				Instruction is entirely in English.					
 Instruction is primarily in English, but wor or Alaska Native language(s) are included or 	ds or phrases from the	ie students' Americ	an Indian	 Instruction is primarily in English, but word or Alaska Native language(s) are included or 	an Indian				
Instruction is primarily in English, but wor or Alaska Native language(s) are included f	rds or phrases from th	ne students' Americ	an Indian	 Instruction is primarily in English, but word or Alaska Native language(s) are included fr 	an Indian				
Instruction is primarily in the students' An		aska Native languag	e(s).	Instruction is primarily in the students' Am					
12. Have you received any of the following forms language is not English (sometimes called Lim Language Learners [ELL])? Fill in one oval on o	nited English Proficier			 Have you received any of the following forms of whose first language is not English (sometimes [LEP] students or English Language Learners [E 	called Limited Eng LL])? Select one circ	lish Proficiency de in each row.	VH245W	NC	The in-line direction wa adapted fror
Language Learners [ELL]): Fin in one ovar on e		No		a. At least one college-level course on how to	Yes	No	_		PBA to DBA:
Language Leatners ELL Fill in one ovar on e	Yes	140							T PBA 10 DBA:
At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special	Yes	©	VE012662	teach students whose first language is not English (but not a major, minor, or special emphasis)	•	•	Y11241600		"Fill in one
At least one college-level course on how to teach students whose first language is not			VE012662 VE012665	teach students whose first language is not English (but not a major, minor, or special	Φ	Φ	V11243600		

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

Previous item							2019 item							D/A/ R/NC+	Rationale
13. To what extent do you use Native students? Fill in or			ogress of your A	merican In		iska	13. To what extent do you use Indian or Alaska Native s				ur Ameri	can	VIE4(603	NC	The in-line direction was
	Not at all	Small exter	Moderate extent	Large	extent			Not at all	Small exte	nt Mode exte		Large extent			adapted from
a. State assessments	0	0	©	0	D VIII	134090	a. State assessments	Φ	0	0)	0	VH241604		PBA to DBA:
b. District assessments	9	0	0	9		154091	b. District assessments	Ø	0	0	5	0	VHIMTORS		"Fill in one
c. Assessments developed by American Indian or Alaska Native organizations	@	•	0	d		154092	 Assessments developed by American Indian or Alaska Native organizations 	0	•	¢)	0	VH241606		oval on each
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	(4)	0	Φ	4	D VH:	154093	 d. Tests supplied by textbook publishers (for example, end of unit or chapter tests) 	Ø	0	0	>	0	VPDAINS!		line." was adapted to
e. Teacher-made tests or quizzes	0	0	0	d	D via	154(98	e. Teacher-made tests or quizzes	0	0	0	,	0	VERNATURE		"Select one
f. Performance-based	0	00	0	0	D VIII	154095	f. Performance-based assessments	0	(6)	0	>	0	VEDALAIS		answer
g. Group projects	0	(B)	0	9	2	154096	g. Group projects	00	0	(0)		0	VH241/00		
h. Oral responses of students during class discussions	0	0	0			64097	h. Oral responses of students during class discussions	0	(5)	0		0	VH241600		choice on
i. Assessments to evaluate English language proficiency	@	0	0	d	D VHI	154925	Assessments to evaluate English language proficiency	®	0	œ		Φ	VHENERAN		each row."
 Yes → Go to Question I No → Skip to Question 2015 Grade 4) 							♠ Yes ♠ No								that no content changes wer made to the item but the skip pattern text was removed from the item.
15. How often do you integrat lessons? Fill in one oval or				language ar	rts	15. How often do you integrated reading/language arts less	ons? Select one	circle in each	least	o your	Every day or	V104(6E)	NC	The in-line direction wa adapted from	
- 3		e a year or	least ce a onth At le once a	veek al	y day or most ry day		a. American Indian or		e a vear		ce a week	almost every day			PBA to DBA:
a. American Indian or Alaska Native culture	®	0	D @	di	© V740	040385	Alaska Native culture or history b. Current issues	0	•	0	0	Θ	VH241615		"Fill in one oval on each
or history							affecting American						1 1		line." was

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

revious item							2019 item							D/A/ R/NC+	Rationale
2015 Grade 4)						VE013480							VH201016	NG	answer choice on each row."
16. How often do you have Fill in one oval on each		ts do each of th	he following	reading/langua	ige arts activi	ties?	16. How often do you have activities? Select one of			ne following	reading/langua	ge arts		NC	The in-line direction wa
THE OWN OF CHAPTER	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted fro
. Read literature with American Indian or Alaska Native themes	®	•	0	0	Ф	VE012689	a. Read literature with American Indian or Alaska Native themes b. Read literature by	•	•	0	0	θ	VH241617.		"Fill in one
. Read literature by American Indian or Alaska Native authors	0	Φ.	0	0	0	VE012690	American Indian or Alaska Native authors	•	•	0	0	θ	VH241618		oval on eacl line." was
. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	Ø	•	0	0	Ф	VEI(12691)	current issues of concern to the American Indian or Alaska Native community	Φ	9	0	Φ	Θ	VH2#1821		adapted to "Select one answer
Write about experiences or issues affecting American Indian or Alaska Native people	0	(6)	0	0	Ф	V3092442	d. Write about experiences or issues affecting American Indian or Alaska Native people	۵	(3)	Ø	0	•	VH241620		choice on each row."
Write about their own experiences as an American Indian or Alaska Native person	Φ	0	0	0	Φ	VERNIONN	Write about their own experiences as an American Indian or Alaska Native person	Φ	Φ	0	0	0	VH241619		
2015 Grade 4) 17. How much do you rely lessons? Fill in one ova			ocuments in	planning readin	ng/language a	vinizos.	17. How much do you rely reading/language arts	on each of the essons? Select	he following do tone circle in A little	ocuments in each row.	planning A lot	Not aware of any	V1041602	NC	The in-line direction was adapted fro
. Standards developed by national professional	•	0	0	0	Φ	12012099	a. Standards developed by national professional organizations	0	Ф	0	Φ	Φ	V9434162.8		PBA to DBA "Fill in one
organizations State content standards	Ø	®	0	0	0	VE012700	b. State content standards	0	Œ.	0	9	Φ	VED41626		oval on each
District content	Φ	Ф	0	Φ	Ф	VE012701	c. District content standards	0	•	0	0	0	V11241626		line." was adapted to
. American Indian or		Ф	0	0	Φ	VE012703	d. American Indian or Alaska Native content	0	⊕	0	0	0	VH241624	1	"Select one

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

revious item							2019 item							D/A/ R/NC+	Rationale
 Do you teach mathem: 	ion 19.	4 students?				VECTOR	18. Do you teach mathematics to grade 4 students? ② Yes ③ No					NC	Please note that no content changes were made to the item but the skip pattern text was removed from the item.		
				es into vour ma	athematics le	vsioiosi?	19. How often do you inte mathematics lessons?	grate materi Select one c	ials about the fo ircle in each ro	llowing topi	At least	Every day or	VIE41627	NC	The in-line direction wa
19. How often do you inte Fill in one oval on cac	h line.	At least	At least		Every day or	t		Never	At least once a year	once a	once a week	almost			adapted fror
Fill in one oval on cac					Every day or almost every day	r	a. American Indian or Alaska Native culture	Never					Y11241629		adapted from PBA to DBA:
	h line.	At least	At least once a	At least	almost	V) KONDINO	Alaska Native culture or history b. Current issues	275 22	once a year	once a month	once a week	almost every day	Y104162F		adapted from
a. American Indian or Alaska Native culture	h linc. Never	At least once a year	At least once a month	At least once a week	almost every day		Alaska Native culture or history	275 22	once a year	once a month	once a week	almost every day	VEI24162F		adapted from PBA to DBA

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

revious item							2019 item							D/A/ R/NC+	Rationale
20. How often do you have oval on each line.	your studen	ts do each of th	he following	mathematics a	activities? Fill	visione in one	20. How often do you have activities? Select one c			he following	mathematics		VH241630	NC	The in-line direction w
	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted fro
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	@	©	©	0	©	VE012733	Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	0	•	0	Φ	•	VH241631		"Fill in one oval on eac
o. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	0	Φ	0	0	•	VE012735	b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	0	•	0	Φ	Φ	VH241634		adapted to "Select one answer choice on each row."
E. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Φ	•	0	٥	0	VE012737	c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	0	•	0	Θ	Φ	VH241633		cucii io.
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	•	Θ	0	0	0	VE012739	d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	0	•	0	0	©	VH241632		
2015 Grade 4)						V300)2746	21. How much do you rely	on each of th	ne following de	scuments in	nlanning	1	VH241635	NC	The in-line
21. How much do you rely in one oval on each line		ne following do	ocuments in	planning math	ematics lesso	ns? Fill	mathematics lessons?	Select one cir	cle in each rov	ν.		Not aware		140	direction w
	Not at all	A little	Some	A lot	Not aware of any		a. Standards developed	Not at all	A little	Some	A lot	of any	-1		adapted fro
s. Standards developed by national professional organizations	Φ	•	0	0	Ф	VE012743	by national professional organizations	Φ	•	0	0	Ф	VHQ41636		"Fill in one
b. State content standards	60	0	0		Ф	VE012786	b. State content standards	0	•	0	0	Φ	VH241659		oval on eac
District content	Φ.	0	0	0	Ф	VE012747	c. District content standards	•	®	0	Ф	Ф	VH241638		line." was adapted to
I. American Indian or Alaska Native content	•	®	0	0	Φ	VBG12789	d. American Indian or Alaska Native content or cultural standards	8	Θ	0	0	θ	VH241637		"Select one

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

Previous item						2019 item						D/A/ R/NC+	Rationale
22. How much do you agree w your school library, media					vising) le in	22. How much do you agree wi available in your school libi each row.					VH241640	NC	The in-line direction was
	Strongly disagree	Disagree	Agree	Strongly agree			Strongly disagree	Disagree	Agree	Strongly agree			adapted from PBA to DBA:
The number of books and materials available for 4th grade students is sufficient.	Ø	•	0	0	VH043957	The number of books and materials available for 4th grade students is sufficient.	0	®	0	0	VH241641		"Fill in one
 The quality of the books and materials available for 4th grade students is satisfactory, 	0	0	0	9	V#8543959	b. The quality of the books and materials available for 4th grade students is satisfactory.	۵	Ф	0	0	VIII:41644		oval on each line." was
c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient,	00	Φ	0	0	VH043668	c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	0	0	0	0	VIDATALE		adapted to "Select one answer
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	(3)	•	0	Φ	VH243966	d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	۵	(۵	•	VH341641		choice on each row."
	the following a p	problem in your s	chool? Fill in c	one oval on each	vinesiii line.	23. To what extent is each of the each row.	ic following a j	problem in your so	:hool? Select o	ne circle in	VH2416-05	NC	The in-line
	the following a p	problem in your s	chool? Fill in o Moderate extent	one oval on each		23. To what extent is each of the each row.	ic following a j	Small extent	hool? Select o	ne circle in	VHZ41645	NC	The in-line direction was adapted fron
23. To what extent is each of the state of t			Moderate	1	line.	a. Student absenteeism			Moderate		VH241645	NC	direction wa
23. To what extent is each of the seach of t	Not at all	Small extent	Moderate extent ©	Large extent	VERMONTA VERMONTA	a. Student absenteeism b. Student tardiness	Not at all	Small extent	Moderate extent ©	Large extent	VPD41646 VPD41647	NC	direction wa adapted from PBA to DBA:
23. To what extent is each of the state of t	Not at all	Small extent	Moderate extent	Large extent	line.	a. Student absentecism b. Student tardiness c. Student health problems	Not at all	Small extent	Moderate extent	Large extent	VFDstess	NC	direction wa adapted from PBA to DBA: "Fill in one
23. To what extent is each of the state of t	Not at all	Small extent	Moderate extent ©	Large extent	VERMONTA VERMONTA	a. Student absenteeism b. Student tardiness	Not at all	Small extent	Moderate extent ©	Large extent	VPD41646 VPD41647	NC	direction wa adapted from PBA to DBA: "Fill in one
23. To what extent is each of the second of	Not at all	Small extent	Moderate extent	Large extent	VHENOMA VHENOMA VHENOMA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among	Not at all	Small extent	Moderate extent © ©	Large extent	VPD#1646 VPD#1647 VPD#1648	NC	direction wa adapted from PBA to DBA:
23. To what extent is each of the student absenteeism to student tardiness to student health problems to student misbehavior in class	Not at all	Small extent	Moderate extent	Large extent	VIENOMIA VIENOMIA VIENOMIA VIENOMIA VIENOMIA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students	Not at all	Small extent	Moderate extent © © © ©	Large extent	VHORIMAS VHORIMAT VHORIMAS VHORIMAS	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was
23. To what extent is each of the second of	Not at all	Small extent	Moderate extent	Large extent	VHRHORIA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among	Not at all	Small extent	Moderate extent	Large extent	VPDATAS VPDATAS VPDATAS VPDATAS VPDATAS	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to
23. To what extent is each of the search of	Not at all	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent	Large extent	VERMONTA	a. Student absentecism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying	Not at all	Small extent	Moderate extent	Large extent	VPDMIANS VPDMIANS VPDMIANS VPDMIANS VPDMIASS VPDMIASS	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was
23. To what extent is each of a student absenteeism of student tardiness. Student health problems of the student misbehavior in class. Physical conflicts among students. Bullying of Low student aspirations.	Not at all	Small extent	Moderate extent	Large extent	VHRHORIA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations	Not at all	Small extent	Moderate extent O O O O O	Large extent	VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAGAG VIDAGAGAGAGAGAGAGAGAGAGAGAGAGAGAGAGAGAGAG	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to
23. To what extent is each of the second of	Not at all	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent	Large extent	VERMONTA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations	Not at all	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent	Large extent	VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAGA VIDAGAGA	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer
23. To what extent is each of the control of the co	Not at all	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent	Large extent	VERMONTA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations	Not at all	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent	Large extent	VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAGA VIDAGAGA	NC	direction wa adapted fro PBA to DBA: "Fill in one oval on each line." was adapted to "Select one
23. To what extent is each of the control of the co	Not at all	Small extent	Moderate extent	Large extent	VERMONTA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement	Not at all	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent	Large extent	VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAG VIDAGAGA VIDAGAGA	NC NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on
23. To what extent is each of the control of the co	Not at all	Small extent	Moderate extent	Large extent	VHENOMEA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement	Not at all O O O O O O O O O O O O O O O O O O	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent	Large extent	VICALAGE		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row."
23. To what extent is each of the control of the co	Not at all	Small extent	Moderate extent	Large extent	VHENOMEA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 24. Are you Hispanic or Latino? © No, I am not Hispanic or	Not at all O O O O O O O O O O O O O O O O O O	Small extent D D D D A D D D D D D D D D D D D D D	Moderate extent	Large extent	VICALAGE		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was
23. To what extent is each of the control of the co	Not at all	Small extent	Moderate extent	Large extent	VHENOMEA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 24. Are you Hispanic or Latino? © No, I am not Hispanic or © Yes, I am Mexican, Mexi	Not at all O O O O O O O O O O O O O O O O O O	Small extent D D D D A D D D D D D D D D D D D D D	Moderate extent	Large extent	VICALAGE		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted from
23. To what extent is each of the second of	Not at all So So So Fill in one or or Latino. Cican American or Puerto Rican	Small extent	Moderate extent	Large extent	VHENOMEA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 24. Are you Hispanic or Latino? ⑤ No, I am not Hispanic or ⑥ Yes, I am Mexican, Mexi © Yes, I am Puerto Rican o	Not at all O O O O O O O O O O O O O O O O O O	Small extent D D D D A D D D D D D D D D D D D D D	Moderate extent	Large extent	VICALAGE		direction wa adapted fro PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wa adapted fro PBA to DBA:
23. To what extent is each of the control of the co	Not at all So So So Fill in one or or Latino. Cican American or Puerto Rican an American.	Small extent	Moderate extent	Large extent	VHENOMEA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 24. Are you Hispanic or Latino? ⑤ No, I am not Hispanic or ⑤ Yes, I am Mexican, Mexi ⑥ Yes, I am Puerto Rican o ⑥ Yes, I am Cuban or Cuba	Not at all O O O O O O O O O O O O O O O O O O	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent O O O O O O O O O O O O O O O O O O	Large extent	VICALAGE		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted from PBA to DBA:
d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 2015 Grade 4) 24. Are you Hispanic or Latine © No, I am not Hispanic of Yes, I am Mexican, Mexican, Mexican © Yes, I am Puerto Rican	Not at all So So So Fill in one or or Latino. Cican American or Puerto Rican an American.	Small extent	Moderate extent	Large extent	VHENOMEA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 24. Are you Hispanic or Latino? ⑤ No, I am not Hispanic or ⑥ Yes, I am Mexican, Mexi © Yes, I am Puerto Rican o	Not at all O O O O O O O O O O O O O O O O O O	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent O O O O O O O O O O O O O O O O O O	Large extent	VICALAGE		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wa adapted from PBA to DBA: "Fill in one of
a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class c. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 2015 Grade 4) 24. Are you Hispanic or Latine No, I am not Hispanic Yes, I am Mexican, Mexican Yes, I am Puerto Rican Yes, I am Cuban or Cul	Not at all So So So Fill in one or or Latino. Cican American or Puerto Rican an American.	Small extent	Moderate extent	Large extent	VHENOMEA	a. Student absenteeism b. Student tardiness c. Student health problems d. Student misbehavior in class e. Physical conflicts among students f. Bullying g. Low student aspirations h. Low teacher expectations i. Low family involvement 24. Are you Hispanic or Latino? ⑤ No, I am not Hispanic or ⑤ Yes, I am Mexican, Mexi ⑥ Yes, I am Puerto Rican o ⑥ Yes, I am Cuban or Cuba	Not at all O O O O O O O O O O O O O O O O O O	Small extent D D D D D D D D D D D D D D D D D D	Moderate extent O O O O O O O O O O O O O O O O O O	Large extent	VICALAGE		direction wa adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on each row."

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

Previous item	National Indian Education Study (NIES) Teacher 2019 item	D/A/ R/NC+	Rationale
25. Which of the following best describes you? Fill in one or more ovals.	25. Which of the following best describes you? Select all squares that apply.	NC	to "Select all squares that apply." The in-line
 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 (2015 Grade 4)	 ♥ 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 		direction was adapted from PBA to DBA: "Fill in one or more ovals." was adapted to "Select all squares that apply."
26. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?	26. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?	NC	N/A
(2015 Grade 4)			

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

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

Appendix K-2ad: Operational Grade 4 NIES

1/	H2	53	27	7

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	
		VH25387
2.	How many students are currently in your class?	
	Students	

VH241581

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	A	®	0	0	VH241584
b.	Your own personal or family background and experiences	®	®	0	0	VH241586
c.	Locally sponsored American Indian or Alaska Native cultural orientation program	®	®	0	0	VH241585
d.	Living and working in an American Indian or Alaska Native community	(A)	(8)	0	0	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	(4)	®	0	0	VH241592
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	0	(8)	0	(1)	VH241591

VH241593

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	(A)	®	0	0	VH241594
b. Articles in professional journals	(A)	®	0	0	VH241595
c. Local libraries or cultural centers	(A)	®	0	0	VH241596
d. Other teachers in your school	(A)	®	0	0	VH241597
e. Elders or other experts	(A)	®	©	0	VH241598

VI	LI ?	40	11	61

		VH240164
6.	During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?	
	Not at all	
	® Small extent	
	© Moderate extent	
	① Large extent	
		VH240165
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	
		VH240166
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	

V	H^{2}	40	11	67

9.		no sponsored the professional or community-based development programs you ended in the last two years? Select all squares that apply.		
	(A)	State		
	®	District		
	0	Tribal education department		

© College or university

• Other (prease specify)	Ð	Other (please specify):
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Indian education professional associations

VH240168

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

VH240169

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

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)	(4)	®	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	A	®	0	0	VH241604
b.	District assessments	(A)	₿	0	0	VH241605
c.	Assessments developed by American Indian or Alaska Native organizations	(A)	(8)	0	0	VH241606
d.	Tests supplied by textbook publishers (for example, end of unit or chapter tests)	®	®	0	0	VH241607
e.	Teacher-made tests or quizzes	A	®	0	0	VH241611
f.	Performance-based assessments	A	®	0	0	VH241612
g.	Group projects	(A)	®	0	0	VH241609
h.	Oral responses of students during class discussions	A	8	0	0	VH241610
i.	Assessments to evaluate English language proficiency	®	®	0	0	VH241608

VH240170

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

A Yes

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)	®	©	0	©	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	(A)	®	0	Φ	©	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	®	®	0	0	©	VH241617
b.	Read literature by American Indian or Alaska Native authors	(A)	®	0	0	©	VH241618
c.	Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	(4)	®	0	Φ	©.	VH241621
d.	Write about experiences or issues affecting American Indian or Alaska Native people	(9)	®	0	•	©	VH241620
e.	Write about their own experiences as an American Indian or Alaska Native person	®	®	0	0	©	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	®	®	0	©	©	VH241623
b.	State content standards	(A)	B	0	0	Œ	VH241626
c.	District content standards	(A)	B	0	0	Œ	VH241625
d.	American Indian or Alaska Native content or cultural standards	®	®	©	0	Œ	VH241624

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

No

VH241627

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	®	®	0	0	Œ	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	(8)	®	0	0	©	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	(4)	©	0	Φ	©.	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)	(4)	(B)	0	Θ	(VH241634
c.	Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	(4)	®	0	Θ	©	VH241633
d.	Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	®	®	0	©	Œ	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	®	®	0	Φ	©.	VH241636
b.	State content standards	(A)	B	0	0	Œ	VH241639
c.	District content standards	(A)	B	0	0	Œ	VH241638
d.	American Indian or Alaska Native content or cultural standards	(A)	B	0	0	Œ	VH241637

VH241640

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.	(A)	®	0	0	VH241641
b.	The quality of the books and materials available for 4th grade students is satisfactory.	®	®	0	0	VH241644
c.	The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	(4)	®	0	0	VH241643
d.	The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	(A)	®	©	©	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	A	®	0	0	VH241646
b. Student tardiness	A	®	0	0	VH241647
c. Student health problems	A	®	0	0	VH241648
d. Student misbehavior in class	(A)	®	0	0	VH241656
e. Physical conflicts among students	(A)	®	0	0	VH241652
f. Bullying	(A)	®	0	0	VH241653
g. Low student aspirations	(A)	®	0	0	VH241654
h. Low teacher expectations	A	®	0	0	VH241655
i. Low family involvement	(A)	®	0	0	VH241651

VH240385

- 24. Are you Hispanic or Latino? Select all squares that apply.
 - No, I am not Hispanic or Latino.
 - (B) Yes, I am Mexican, Mexican American, or Chicano.
 - © Yes, I am Puerto Rican or Puerto Rican American.
 - Tes, 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

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

revious item						2019 item						D/A/ R/NC+	Rationale
Counting this year, how man year total at this school, ento Years		you taught at this	school? If less	s than 1	VC190909	Counting this year, how man year total at this school, ente Years		ou taught at this	school? If less	than 1	V#253876	NC	N/A
To what extent have you at American Indian or Alaska each line.	equired knowle Native student	dge, skills, and int	formation spec c following sou	ific to teaching arces? Fill in one	oval on	To what extent have you ac teaching American Indian o sources? Select one circle in	r Alaska Nativ				VHZHIMI	NC	The in-line direction was
	Not at all	Small extent	Moderate	Large extent			Not at all	Small extent	Moderate extent	Large extent	111		adapted from
. Independent reading and	wor at an	Sman extent	extent	10 2M; 6 320 (C	V8592446	Independent reading and study	•	0	0	0	VH241584		PBA to DBA: "Fill in one
study Your own personal or family background and	9	0	0	0 0	VB592448	b. Your own personal or family background and experiences	•	•	0	•	NTESSESSE		oval on each
experiences . Locally sponsored American Indian or Alaska Native cultural orientation program	0	Φ.	0	Θ	VC202921	c. Locally sponsored American Indian or Alaska Native cultural orientation program	@	(B)	0	0	VEGENES		line." was adapted to
Living and working in an American Indian or Alaska Native community	©	•	0	0	VC10915	d. Living and working in an American Indian or Alaska Native community	0	•	0	0	VHOTEHRE		"Select one answer
2015 Grade 8) 3. To what extent have you as American Indian or Alaska oval on each line.					vantasa II în one	3. To what extent have you ac teaching American Indian o types of classes? Select one	r Alaska Nativ	e students from e			VIEM 90	NC	choice on each row." The in-line direction wa adapted from
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			PBA to DBA:
College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	•	0	0	Φ	VE012626	College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	Φ	0	0	θ	VHQ414VZ		"Fill in one oval on each
College courses, or other classes or workshops with	•	0	0	0	VE012628	b. College courses, or other classes or workshops with a general focus on various cultures or diversity	®	0	0		VH241591		line." was adapted to

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

Previous item						2019 item						D/A/ R/NC+	Rationale
During the last two years, help you improve the acade Fill in one oval on each lin	emic performa					During the last two years, h following resources to help American Indian or Alaska	you improve	the academic perf	ormance of your		V10H30	NC	The in-line direction was
This is the over on each mi	Never	1 or 2 times	3 or 4 times	5 or more			Never	1 or 2 times	3 or 4 times	5 or more times			adapted from PBA to DBA:
a. Online websites or	57/8/27		4651.31-2017	times		a. Online websites or databases	©	0	Φ	Ф	VH241594		"Fill in one
databases b. Articles in professional	@	•	Θ	0	VIII58326	b. Articles in professional	Φ	0	0	•	VH241595		
journals	•	•	Φ	0	VH158527	journals c. Local libraries or cultural					-		oval on each
 c. Local libraries or cultural centers 	0	•	Φ	0	VH158530	centers	0	(1)	0	0	VBI241596		line." was
d. Other teachers in your school	(3)	•	0	0	VH158529	d. Other teachers in your school	0	•	0	0	VH241697		adapted to
e. Elders or other experts	®	•	0	0	VH158528	e. Elders or other experts	0	•	0	0	VHQ41598		"Select one
5. During the last two years, to specific instructional practic your classroom? Not at all Small extent Moderate extent Large extent				ats in	V18040347	5. During the last two years, to specific instructional practic your classroom? One has all Small extent Moderate extent Large extent					YIQMISI	NC	each row." N/A
(2015 Grade 8)													
 6. During the last two years, he community-based developm workshops, including online instructional practices for A ☑ Never → Skip to Question ☑ 1 or 2 times ☑ 3 or 4 times ☑ 5 or more times 	ent programs (classes) aimed merican India	(such as in-servic d at developing c	e classes and ulturally specific		VH040275	6. During the last two years, he community-based developme workshops, including online instructional practices for Ar © Never © 1 or 2 times © 3 or 4 times © 5 or more times	ent programs classes) aime	(such as in-servic d at developing c	e classes and ulturally specific		VIIIADIAS	NC	Please note that no content changes were made to the item but the skip pattern
(2015 Grade 8)													text was removed from the item.

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

Previous item	2019 item	D/A/ R/NC+	Rationale
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 (2015 Grade 8)	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	NC NC	N/A
8. Who sponsored the professional or community-based development programs you attended in the last two years? Fill in all ovals that apply. State District Tribal education department Indian education professional associations College or university Other (please specify):	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):	NC 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."
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 (2015 Grade 8)	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	NC 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).

Previous item						2019 item						D/A/ R/NC+	Rationale
10. Have you received any of t language is not English (so Language Learners [ELL])?	metimes called	Limited English				10. Have you received any of the whose first language is not [LEP] students or English L.	English (someti	mes called Limit	ed English Pro	ficiency	VHMSH	NC	The in-line direction was
V 44-44 V 4-4 V 4-4		Yes		No				Yes		No			adapted from
At least one college-level co teach students whose first la English (but not a major, mi emphasis)	anguage is not	0		0	VE012662	 At least one college-level couteach students whose first la English (but not a major, mir emphasis) 	nguage is not nor, or special	9		Φ	VH241680		PBA to DBA: "Fill in one
 An undergraduate or gradua minor, or special emphasis i English as a Second Languag Language Development (ELI 	n teaching ge (ESL), English	n Ø		Φ	VE012665	b. An undergraduate or graduat minor, or special emphasis ir English as a Second Languag Language Development (ELE Education	teaching (ESL), English	8		0	V11241602		oval on each line." was adapted to
Any other training or profes development on how to tead whose first language is not I	h students	0		•	VE012666	 Any other training or profess development on how to teach whose first language is not E 	students	@		•	VI1241601		"Select one answer
2015 Grade 8) 11. To what extent do you use Native students? Fill in on			ess of your Am	erican Indian or	viiisioos Alaska	11. To what extent do you use Indian or Alaska Native stu				erican	VH241601	NC	each row." The in-line direction was
	Not at all	Small extent	Moderate extent	Large extent	П		Not at all	Small extent	Moderate extent	Large extent			adapted fron
a. State assessments	®	(D)	0	0	V3D 54090	a. State assessments	®	(D)	0	0	VH241604 VH241605		PBA to DBA:
b. District assessments	(3)	©	0	0	VH154091	b. District assessments c. Assessments developed by	Φ	0	0	0	VH241005		"Fill in one
Assessments developed by American Indian or Alaska Native organizations	⊗	(5)	Φ	•	VIII 54092	American Indian or Alaska Native organizations	0	•	0	0	VH241606		oval on each
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	0	0	0	0	Ý21154093	 d. Tests supplied by textbook publishers (for example, end of unit or chapter tests) 	•	•	0	0	VIII341607		line." was adapted to
e. Teacher-made tests or quizzes	0	0	0	Φ	VH154098	e. Teacher-made tests or quizzes	®	Œ	0	0	VH241611		"Select one
f. Performance-based assessments	0	o o	0	0	van Leest	f. Performance-based assessments	@	Φ	0	0	VF241612		answer
g. Group projects	0	0	ø	Φ	VYII 54096	g. Group projects	0	00	0	0	VIII241609		choice on
h. Oral responses of students during class discussions	0	0	0	Ф	99113-1612	 h. Oral responses of students during class discussions 	•	®	0	0	VHOATEGO		each row."
i. Assessments to evaluate English language proficiency	•	0	0	0	V31154929	Assessments to evaluate English language proficiency	Φ.	®	0	0	V1124 608		each row.
2015 Grade 8) 12. Do you teach reading/langu Yes → Go to Question 1		le 8 students?			V8012778-	12. Do you teach reading/langua Yes	ige arts to grade	8 students?			VICABIT2	NC	Please note that no content
	18.					⊕ No							changes we made to the item but the skip pattern

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

Previous item							2019 item							D/A/ R/NC+	Rationale
															text was removed from the item.
13. How many students ar reading/language arts of in your calculations.)					dants	VI012774	13. How many students are reading/language arts cli in your calculations.)					ndants	VII240175	NC	N/A
Few (less than 5)							Tew (less than 5)								
Several, but less th	an half the c	lass					Several, but less that	n half the cl	ass						
At least half the cla	ass, but not e	very student					At least half the class	s, but not e	very student						
The whole class							The whole class								
I don't know.							⊕ I don't know.								
(2015 Grade 8)						VE0(276)							V14240174		
 14. To what extent do you language(s) when you t Instruction is entir Instruction is primor Alaska Native la 	teach reading ely in Englisl arily in Engli	/language arts? 1. sh, but words o	r phrases fro		' American I		14. To what extent do you u language(s) when you te Instruction is entire Instruction is prima or Alaska Native lar	ach reading ly in English rily in Engli	/language arts? h. sh, but words o	or phrases fro		s' American l	ndian	NC	N/A
© Instruction is prim. or Alaska Native la	arily in Engli	sh, but words o	r phrases fro	m the students	American I	ndian	 Instruction is prima or Alaska Native lan 	rily in Engli iguage(s) are	sh, but words o included frequ	or phrases fro iently.					
Instruction is prim.	arily in the s	tudents' Ameri	can Indian or	Alaska Native	language(s)		Instruction is primate	rily in the s	tudents' Ameri	can Indian o	r Alaska Nativ	e language(s)	4		
(2015 Grade 8)						Visioni	50 5 5 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	77.7			No. 100 - 100		VH241645		
15. How often do you inte lessons? Fill in one ov			llowing topic	s into your rea	ding/languag	e arts	 How often do you integ reading/language arts lo 				es into your			NC	The in-line direction was
	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day		a. American Indian or	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted from
a. American Indian or Alaska Native culture or history	Ø	0	0	0	0	VHDIGSES	Alaska Native culture or history	@	•	0	0	0	VH241615		"Fill in one
Or instory Current issues affecting American Indian or Alaska Native people or communities							b. Current issues affecting American Indian or Alaska Native people or communities	Φ	•	0	Ф	Φ	VIII243634		oval on each line." was adapted to
2015 Grade 8)															"Select one answer choice on
															each row."
														1	I Dach row "

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

Previous item							2019 item							D/A/ R/NC+	Rationale
16. How often do you hav Fill in one oval on eac		nts do each of t	he following	reading/langua	age arts activ	vinian ities?	16. How often do you have activities? Select one o			he following	reading/langua	age arts	VH2HIAI	NC	The in-line direction was
	Never	At least once a year	At least once a month	At least once a week	Every day of almost every day	r		Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted fron
a. Read literature with American Indian or Alaska Native themes	0	®	0	0	Φ	VE012689	Read literature with American Indian or Alaska Native themes Read literature by	@	•	0	0	Θ	VH241617		"Fill in one
 Read literature by American Indian or Alaska Native authors 	0	Ф	0	0	Ф	VE012690	American Indian or Alaska Native authors	Φ	•	0	0	Ф	VH241616		oval on each line." was
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	0	0	0	Θ	Φ	VE012591	c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	3	©	0	00	θ	VHD41621		adapted to "Select one answer
d. Write about experiences or issues affecting American Indian or Alaska Native people	Φ	Ф	0	Θ	Φ	YE013692	d. Write about experiences or issues affecting American Indian or Alaska Native people	©	Θ	0	0	Φ	VEQ4(620)		choice on each row."
c. Write about their own experiences as an American Indian or Alaska Native person	0	Ф	©	0	0	VEDIZAGE	e. Write about their own experiences as an American Indian or Alaska Native person	©	O	0	0	Ф			
2015 Grade 8)					2 2 101	VI012696		on each of t	he following d	ozumente in	planning		YII241622	NC	The in-line
			ocuments in	planning readi	ing/language		17. How much do you rely reading/language arts l	essons? Sele	ct one circle in	each row.	1	Not aware	VID41622	NC	The in-line direction wa
17. How much do you re			ocuments in	planning readi	Not aware of any	arts	17. How much do you rely reading/language arts l				planning A lot	Not aware of any	VII241622	NC	direction wa
17. How much do you relessons? Fill in one or lessons? Standards developed by national professional	val on each lin	e.			Not aware	arts	How much do you rely reading/language arts l Standards developed by national professional organizations	essons? Sele	ct one circle in	each row.	1		V1E41622	NC	direction wa adapted fro PBA to DBA: "Fill in one
17. How much do you re lessons? Fill in one or 1. Standards developed by national	Not at all	A little	Some	A lot	Not aware of any	arts	a. Standards developed by national professional organizations b. State content standards	Not at all	A little	Some	A lot	of any		NC	direction wa adapted fro PBA to DBA "Fill in one oval on each
17. How much do you relessons? Fill in one or lessons? Fill in one or lessons les lessons les les les les les les les les les le	Not at all	A little	Some	A lot	Not aware of any	VEO12498	a. Standards developed by national professional organizations b. State content standards c. District content standards	Not at all	A little	Some	A lot	of any	VH241623	NC	direction wa adapted from PBA to DBA: "Fill in one oval on each line." was
17. How much do you relessons? Fill in one or lessons? Fill in one or lessons and lessons are lessons by national professional organizations b. Stare content standards	Not at all	A little	Some ©	A lot	Not aware of any	VE012698	a. Standards developed by national professional organizations b. State content standards c. District content 17. How much do you rely reading language arts leading language arts leading language arts language a	Not at all	A little	Some	A lot	of any	VF241623 VF241626	NC	direction wa adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one
7. How much do you rel lessons? Fill in one or lessons? Fill in one or lessons? Fill in one or lessons in organizations. State content standards. District content standards. American Indian or Alaska Native content or cultural standards	Not at all	A little	Some ©	A lot	Not aware of any	VE012/01 VE012/01	a. Standards developed by national professional organizations b. State content standards c. District content standards d. American Indian or Alaska Native content	Not at all	A little	Some	A lot	of any	VII241625 VII241625 VII241625	NC	direction was adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on
7. How much do you relessons? Fill in one or lessons? Fill in one or lessons. State content standards District content standards American Indian or Alaska Native content or cultural standards 2015 Grade 8)	Not at all O aties to grade	A little	Some ©	A lot	Not aware of any	VE012/01 VE012/01	a. Standards developed by national professional organizations b. State content standards c. District content standards d. American Indian or Alaska Native content	Not at all	A little	Some	A lot	of any	VII241625 VII241625 VII241625	NC NC	direction w adapted fro PBA to DBA "Fill in one oval on eac line." was adapted to "Select one answer
a. Standards developed by national professional organizations b. State content standards c. District content standards d. American Indian or Alaska Native content	Not at all Not at all a atics to grade	A little	Some ©	A lot	Not aware of any	VE012/00 VE012/00 VE012/700 VE012/703	a. Standards developed by national professional organizations b. State content standards c. District content standards d. American Indian or Alaska Native content or cultural standards	Not at all	A little	Some	A lot	of any	VII241623 VII241626 VII241626 VH241624		direction wadapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row."

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

Previous item							2019 item							D/A/ R/NC+	Rationale
															skip pattern text was removed from the item.
19. How many students at class? (Include both er	rolled tribal	members and d				VE012784	19. How many students are class? (Include both enr						VH240176-	NC	N/A
 Several, but less the At least half the cl The whole class I don't know. 							 Several, but less that At least half the cla The whole class I don't know. 								
(2015 Grade 8)						_							YH240177		
20. To what extent do you language(s) when you Instruction is enting or Alaska Native language of Alaska Native language. Instruction is primor Alaska Native language.	reach mather ely in English arily in Engli anguage(s) are arily in Engli anguage(s) are	natics? h. ish, but words c e included occa ish, but words c e included frequ	or phrases fro sionally, or phrases fro aently.	m the students	s' American	Indian	20. To what extent do you language(s) when you to ⑤ Instruction is entire ⑥ Instruction is prima or Alaska Native lat ⑥ Instruction is prima or Alaska Native lat ⑥ Instruction is prima ⑥ Instruction is prima	each mather thy in English trily in English nguage(s) are trily in English nguage(s) are	matics? h. ish, but words o e included occas ish, but words o e included frequ	or phrases fro sionally. or phrases fro iently.	om the student	s' American	Indian Indian	NC	N/A
21. How often do you into Fill in one oval on each		als about the fo	llowing topic	es into your ma	thematics le	viiolos? ssons?	21. How often do you integrathematics lessons?				es into your		VH241627	NC	The in-line direction was
	Never	At least once a year	At least once a month	At least once a week	Every day o almost every day		a. American Indian or	Néver	At least once a year	At least once a month	At least once a week	Every day o almost every day	r		adapted from PBA to DBA:
a. American Indian or Alaska Native culture or history	Φ	•	0	9	θ	V10046390	a. American indian or Alaska Native culture or history b. Current issues	®	(3)	0	00	θ	Y11241429		"Fill in one oval on each
b. Current issues affecting American Indian or Alaska Native people or communities	Ø	©	9	0	θ	V16040392	affecting American Indian or Alaska Native people or communities	Ф	©	0	@	Φ	V18241628		line." was
(2015 Grade 8)															"Select one answer choice on each row."

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

revious item							2019 item							D/A/ R/NC+	Rationale
22. How often do you have oval on each line.	your studen	ts do each of tl	he following	mathematics a	activities? Fil	VE012730 l in one	22. How often do you have activities? Select one of			ne following	mathematics		VH241630	NC	The in-line direction w
	Never	At least once a year	At least once a	At least once a week	Every day or almost			Never	At least once a year	At least once a month	At least once a week	Every day or almost every day			adapted fro
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native	•	•	month ©	©	every day	VE012733	a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	•	•	©	Φ	©	VH241631		"Fill in one oval on eac
communities De Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric	•	•	0	0	•	VE012785	b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	•	•	0	0	©	VH241634		adapted to "Select one answer choice on
concepts) . Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	•	•	0	0	•	VE012737	c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Φ	•	0	Φ	0	VH241683		each row."
Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Φ	Φ	0	0	•	VE012739	d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	0	Φ	0	0	6	VH241632		
2015 Grade 8) 23. How much do you rely in one oval on each lin		he following d	ocuments in	planning math	Not aware		23. How much do you rely mathematics lessons?				planning A lot	Not aware of any	VID41635	NC	The in-line direction wadapted from
Standards developed by national professional	0	0	0	0	of any	VEOLITE	a. Standards developed by national professional organizations	ø	Φ	0	0	Φ	VH241636		PBA to DBA
organizations State content standards	®	•	0	0	Ф	VED(2746	b. State content standards	0	0	0	0	Φ	V11241639		oval on eac
District content standards	•	•	0	0	Φ	VE012747	c. District content standards	@	©	0	0	Φ	VH241638		line." was
American Indian or Alaska Native content or cultural standards	0	•	0	0	Ф	VED12749	d. American Indian or Alaska Native content or cultural standards	•	0	0	0	θ	VH241637		adapted to

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

Previous item						2019 item						D/A/ R/NC+	Rationale
24. How much do you agree w your school library, media					visions: able in	 How much do you agree wi available in your school libr each row. 					VH241407	NC	The in-line direction wa
	Strongly disagree	Disagree	Agree	Strongly agre	ee		Strongly disagree	Disagree	Agree	Strongly agre	e		adapted from
The number of books and materials available for 8th grade students is sufficient.	®	Φ	0	0	V24040399	The number of books and materials available for 8th grade students is sufficient.	0	®	0	0	VH241658		PBA to DBA "Fill in one
 The quality of the books and materials available for 8th grade students is satisfactory. 	Ø	Ф	0	0	V1E340401	b. The quality of the books and materials available for 8th grade students is satisfactory.	0	(b)	0	Φ	VH241661		oval on each
c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	®	•	0	Θ	V98040402	c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	0	Φ	0	0	VH241660		"Select one answer
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade	®	0	0	0	V18040404	d. The quality of the books and materials specific to American Indian and Alaska Native culture	9	Ф	0	0	VH241659		choice on each row."
students is satisfactory.						available for 8th grade students is satisfactory.							
students is satisfactory.	4				VM158533						VID40174	NC	N/Δ
2015 Grade 8) 25. About how many of your gr	rade 8 students v	will complete the	e 8th grade?		VM(3851)	students is satisfactory. 25. About how many of your gra	ade 8 students	will complete the	e 8th grade?		VIE240178	NC	N/A
students is satisfactory. 2015 Grade 8)	rade 8 students 1	will complete the	e 8th grade!		Vid 3851)	25. About how many of your gra None	ade 8 students	will complete the	e 8th grade?		VIE240176	NC	N/A
2015 Grade 8) 25. About how many of your go None	rade 8 students v	will complete the	e 8th grade!		VM158333	25. About how many of your gra None A few	ade 8 students	will complete the	e 8th grade?		VIQ46174	NC	N/A
2015 Grade 8) 25. About how many of your go None A few	rade 8 students v	will complete the	e 8th grade!		*34039533	25. About how many of your gra None A few Some	ide 8 students	will complete th	e 8th grade?		V1D40374	NC	N/A
2015 Grade 8) 25. About how many of your go None A few Some	rade 8 students v	will complete the	e 8th grade!		V10 59311	25. About how many of your gra None A few Some Most	ide 8 students	will complete th	e 8th grade?		V1E34037W-	NC	N/A
2015 Grade 8) 25. About how many of your go None A few Some Most	rade 8 students v	will complete the	e 8th grade!		VI0350	25. About how many of your gra None A few Some	ude 8 students	will complete the	e 8th grade?		VID401N.	NC	N/A
2015 Grade 8) 25. About how many of your go None A few Some Most All	rade 8 students v	will complete the	e 8th grade!			25. About how many of your gra None A few Some Most All	ude 8 students	will complete the	e 8th grade?			NC	N/A
2015 Grade 8) 25. About how many of your go None A few Some Most All J don't know. 2015 Grade 8)				17	V90 39331	25. About how many of your gra None A few Some Most All				17	VIQ40174-	NC NC	N/A
2015 Grade 8) 25. About how many of your go None A few Some Most All J don't know. 2015 Grade 8)				12		25. About how many of your gra None A few Some Most All I don't know.				12			,
2015 Grade 8) 25. About how many of your go None A few Some Most All J don't know. 2015 Grade 8)				12		25. About how many of your gra None A few Some Most All I don't know.				17			,
2015 Grade 8) 25. About how many of your go None A few Some Most All J don't know. 2015 Grade 8)				12		25. About how many of your gra None A few Some Most All I don't know.				17			,
2015 Grade 8) 25. About how many of your go None A few Some Most All J don't know. 2015 Grade 8) 26. About how many of your go None A few				Tr.		25. About how many of your gra None A few Some Most All I don't know.				17			,
2015 Grade 8) 25. About how many of your go None A few Some Most All J don't know. 2015 Grade 8) 26. About how many of your go None A few Some						25. About how many of your gra None A few Some Most All I don't know. 26. About how many of your gra None A few Some				II.			,

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

Previous item						2019 item						D/A/ R/NC+	Rationale
27. To what extent is each of t	he following a	problem in your s	chool? Fill in o	ne oval on each	ine.	27. To what extent is each of the each row.	ne following a p	oroblem in your so	chool? Select o	ne circle in	VIDHAS	NC	The in-line direction was
	Not at all	Small extent	Moderate extent	Large extent			Not at all	Small extent	Moderate extent	Large extent			adapted from
a. Student absenteeism	Ø	Ф	0	0	92EW0413	a. Student absenteeism	Φ.	0	0	0	VH247646		PBA to DBA:
b. Student tardiness	•	0	0	Φ.	V9E940414	b. Student tardiness	⊕	(1)	0	0	VH241617		
c. Student health problems	(3)	0	Φ	Φ	V98590416	c. Student health problems	•	Φ.	0	0	VII20546		"Fill in one
d. Teen pregnancies	0	0	0	0	AMERICA ():	d. Teen pregnancies	0	0	0	0	VH241/49		oval on each
e. Drug or alcohol use by students	®	•	0	Φ	V28540421	e. Drug or alcohol use by students	Φ	⊕	9	0	VH241650		line." was
f. Student misbehavior in class g. Physical conflicts among	(3)	(3)	0	0	V2090422	f. Student misbehavior in class	0	00	9	0	VH241656		adapted to
g. Physical conflicts among students	0	•	0	0	VHORDEZA	g. Physical conflicts among	®	®	0	0	VH241652	1	"Select one
h. Bullying	0	0	0	0	VH640425	h. Bullying	®	0	0	0	V12241653	1	
i. Low student aspirations	0	0	0	0	V94540427	i. Low student aspirations	0	0	0	0	VH241654		answer
i. Low teacher expectations	00	0	0	0	V2804042A	i. Low teacher expectations	0	0	0	0	VHIMAINS		choice on
k. Low family involvement	®	•	0	0	V16040430	k. Low family involvement	0	Φ	0	0	VH241651		each row."
© Yes, I am Puerto Rican © Yes, I am Cuban or Cub © Yes, I am from some off 2015 Grade 8)	an American.		nd.			 Yes, I am Puerto Rican Yes, I am Cuban or Cub Yes, I am from some orl 	an American.		nd.				PBA to DBA: "Fill in one o more ovals." was adapted to "Select all squares that apply."
29. Which of the following bes	t describes you	Fill in one or m	ore ovals.		VE021069	29. Which of the following best	describes you?	Select all square	s that apply.		VII(240378	NC	The in-line direction wa
White ■ White White						White							
Black or African Ameri	can					Black or African America	an					1	adapted froi
Asian						Asian							PBA to DBA:
American Indian or Ala Native group below. You	ska Native (Pri u may indicate	nt the name of yo more than one to	our American I ibe or group.)	ndian tribe or A	aska	 American Indian or Alas Native group below. You 	ka Native (Prin may indicate	nt the name of yo more than one tri	our American I ibe or group.)	ndian tribe or A	laska		"Fill in one o
Native Hawaiian or oth	ar Dacific Islam	dar											more ovals.
	ier Pacific Islan	uer				Native Hawaiian or other	er Pacific Island	der				1	was adapted
2015 Grade 8)						- interest in waiting of other	- 2 nome tomin					1	•
												1	to "Select a
													squares that
													squares that apply."

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

⁺ 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

VH241581

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

		Not at all	Small extent	Moderate extent	Large extent	
a.	Independent reading and study	(A)	®	0	0	VH241584
b.	Your own personal or family background and experiences	(4)	®	0	0	VH241586
c.	Locally sponsored American Indian or Alaska Native cultural orientation program	(9)	®	0	0	VH241585
d.	Living and working in an American Indian or Alaska Native community	(A)	(8)	0	0	VH241588

VH241590

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

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	®	®	0	0	VH241592
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	0	(8)	0	0	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	(A)	®	0	0	VH241594
b. Articles in professional journals	(A)	®	0	0	VH241595
c. Local libraries or cultural centers	(A)	®	0	0	VH241596
d. Other teachers in your school	(A)	®	0	0	VH241597
e. Elders or other experts	(A)	®	©	0	VH241598

VH240164

- **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

V	H2	40	16	6

			VH24016
7.		what extent have you implemented lessons learned from these professional or mmunity-based development programs in your classroom?	
	\bigcirc	Not at all	
	®	Small extent	
	0	Moderate extent	
	0	Large extent	
			VH24016
8.		no sponsored the professional or community-based development programs you ended in the last two years? Select all squares that apply.	
	\bigcirc	State	
	$^{\otimes}$	District	
	0	Tribal education department	
	(Indian education professional associations	
	(E)	College or university	
	Ð	Other (please specify):	
			VH24016
9.	Inc	what extent do you speak any of the native languages spoken by American lian or Alaska Native students who attend this school? If you know more than e of these languages, answer for the one you know best.	
	\bigcirc	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	
	0	Fluent nonnative speaker	
	(E)	Fluent native speaker	

VH241599

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)	(4)	®	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	A	®	0	0	VH241604
b.	District assessments	(A)	®	0	0	VH241605
c.	Assessments developed by American Indian or Alaska Native organizations	(A)	(8)	0	0	VH241606
d.	Tests supplied by textbook publishers (for example, end of unit or chapter tests)	®	®	0	0	VH241607
e.	Teacher-made tests or quizzes	A	®	0	0	VH241611
f.	Performance-based assessments	A	®	0	0	VH241612
g.	Group projects	(A)	®	0	0	VH241609
h.	Oral responses of students during class discussions	A	®	0	0	VH241610
i.	Assessments to evaluate English language proficiency	®	®	0	0	VH241608

VH240172

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

A Yes

® 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.

VH240174

- **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).

VH241613

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	®	®	0	0	©	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	(4)	(B)	0	Φ	©	VH241614

VH241616

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	®	®	0	0	©	VH241617
b.	Read literature by American Indian or Alaska Native authors	(8)	®	0	0	©	VH241618
c.	Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	®	®	0	Φ	©.	VH241621
d.	Write about experiences or issues affecting American Indian or Alaska Native people	(4)	®	0	0	©	VH241620
e.	Write about their own experiences as an American Indian or Alaska Native person	(8)	®	0	0	Œ	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	(4)	®	0	•	©.	VH241623
b.	State content standards	(A)	B	0	0	Œ	VH241626
c.	District content standards	(A)	B	0	0	Œ	VH241625
d.	American Indian or Alaska Native content or cultural standards	(4)	®	0	0	Œ	VH241624

V.	H24	FO I	1

18.	Do you	teach	mathematic	s to	grade	8	stude	ents?	
-----	--------	-------	------------	------	-------	---	-------	-------	--

- A 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	(A)	®	©	0	Œ	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	②	(B)	0	©	©	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	(A)	®	0	0	©.	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)	(4)	®	0	Θ	©	VH241634
c.	Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	(4)	©	0	Θ	(VH241633
d.	Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	®	®	0	©	©.	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	®	®	0	•	©.	VH241636
b.	State content standards	A	B	0	0	Œ	VH241639
c.	District content standards	(A)	B	0	0	Œ	VH241638
d.	American Indian or Alaska Native content or cultural standards	(A)	®	0	0	Œ	VH241637

VH241657

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.	(A)	®	0	0	VH241658
b.	The quality of the books and materials available for 8th grade students is satisfactory.	0	®	0	0	VH241661
c.	The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	(9)	(9)	0	0	VH241660
d.	The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade students is satisfactory.	®	®	0	0	VH241659

			VH24017
25.	Ab	out how many of your grade 8 students will complete the 8th grade?	
	(A)	None	
	®	A few	
	0	Some	
	(Most	
	Œ	All	
	Ð	I don't know.	
			VH24017
26.	۸Ъ	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	ΛD	out how many of your grade 8 students will be prepared for high school?	
		None	
	(A)		
	(A)	None	
	(A) (B) (C)	None A few	
	(A) (B) (C) (D)	None A few Some	
	(A) (B) (C) (D) (E)	None A few Some Most	
	(A) (B) (C) (D) (E)	None A few Some Most All	
	(A) (B) (C) (D) (E)	None A few Some Most All	
	(A) (B) (C) (D) (E)	None A few Some Most All	

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	(A)	®	0	0	VH241646
b. Student tardiness	(A)	®	0	0	VH241647
c. Student health problems	(A)	®	0	0	VH241648
d. Teen pregnancies	(A)	®	0	0	VH241649
e. Drug or alcohol use by students	(A)	®	0	0	VH241650
f. Student misbehavior in class	(A)	®	0	0	VH241656
g. Physical conflicts among students	(A)	®	0	0	VH241652
h. Bullying	(A)	®	0	0	VH241653
i. Low student aspirations	(A)	®	0	0	VH241654
j. Low teacher expectations	(A)	®	0	0	VH241655
k. Low family involvement	(A)	®	0	0	VH241651

- 28. Are you Hispanic or Latino? Select all squares that apply.
 - No, I am not Hispanic or Latino.
 - (B) Yes, I am Mexican, Mexican American, or Chicano.
 - © Yes, I am Puerto Rican or Puerto Rican American.
 - Tes, I am Cuban or Cuban American.
 - © Yes, I am from some other Hispanic or Latino background.

29.	Wł	hich of the following best describes you? Select all squares that apply.	
	\bigcirc	White	
	®	Black or African American	
	0	Asian	
	•	American Indian or Alaska Native (Print the name of your American Indian trib Native group below. You may indicate more than one tribe or group.)	e or Alaska
	Ē	Native Hawaiian or other Pacific Islander	
			VH24288:
30.		hat have you found to be the most effective teaching and learning strategies for creasing 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

	tional Grade 4 and 8 Computer	r and	Famil	liarity	/ Study	(CAI	FS) Tea	ache		
Previous item	2019 item	2019 item							D/A/ R/NC+	Rationale
N/A	There are various ware Please indicate how of digital technology where the place in each row.	often you u	se/assign a	ctivities th	at require you	r students	to use	VI887(760	A	The CAFS teacher items were added
		Never	Ran	rely So	metimes	Often	Very Often			to provide
	a. In-class work in which the whole class participates	h 🐵	d	Ð	0	0	θ	VH871772		contextual
	b. In-class work done in small groups	0	d	D	0	Ф	0	VH871773		information
	c. In-class work done individually	0	- 0	D	0	0	0	VH87(774		on the
	d. Homework (individual or small group)	0	0	D	0	Θ	Ф	VH871775		computer and familiarity
N/A	2. Digital technology ca Please indicate how o one circle in each rov	often you us w.	to support s e digital tec	students w chnology fe	ith differing le	g purposes	. Select	M8871776	A	study. This will also supplement the information that is already being collected through the student items. The CAFS teacher items were added
	A	Not applicable	Never	Rarely	Sometimes	Often	Very Often			to provide
	To provide additional practice for low-performing students	G)	0	0	0	6	Ф	VH871777		contextual information
	b. To extend learning opportunities for high-performing students	69	Ф	0	0	θ	Ф	VH871 776		on the computer and
	c. To provide a modification or accommodation to comply with an IEP	Э	0	0	- 6	6	Θ	V81871779		familiarity study. This
	d. To provide support for students who are English-language learners (e.g., digital dictionaries)	Ø	•	0	•	Φ	•	VHI871780		will also supplement the information

2019 Ope	rational Grade 4 and 8 Compute	er and	Fami	liarity	Study	(CAF	S) Te	achei	•	
Previous item	2019 item								D/A/ R/NC+	Rationale
										that is already being collected through the student items.
N/A	3. Do you teach any lo Yes No	ow-performin	g students?					VIRM2IS	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
N/A	When you assign a low-performing st tools? Select one co	additional pra udents comp rircle in each	actice for lo lete these as row.	w-performir ssignments	ng students, housing the follo	ow often do owing	your	V1071791	A	items. The CAFS teacher items
	a. Paper and pencil b. Desktop or laptop computer c. Tablet d. Smartphone	Not Available	Never © © © ©	Rarely © © ©	Sometimes	Often	Very Often	VHR71792 VHR71794 VHR71794 VHR71796		were added to provide contextual information on the
										computer and

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	5. When you assign additional practice for low-performing students, which of the above are your low-performing students most likely to use? ② Paper ahd pencil ① Desktop computer ② Laptop computer ③ Tablet ③ Smartphone ③ 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

VH871769

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	®	®	0	0	Œ	VH871772
b. In-class work done in small groups	(A)	B	0	0	Œ	VH871773
c. In-class work done individually	A	B	0	0	Œ	VH871774
d. Homework (individual or small group)	A	®	0	0	Œ	VH871775

VH871776

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

		Not Applicable	Never	Rarely	Sometimes	Often	Very Often	
a.	To provide additional practice for low-performing students	(A)	®	0	0	©	Œ	VH871777
b.	To extend learning opportunities for high-performing students	(A)	ß	0	Θ	Ē	Œ	VH871778
c.	To provide a modification or accommodation to comply with an IEP	(9)	®	0	0	©	(VH871779
d.	To provide support for students who are English-language learners (e.g., digital dictionaries)	(4)	®	0	Φ	©	©	VH871780

- 3. Do you teach any low-performing students?
 - A Yes
 - ® No

VH871791

4. When you assign additional practice for **low-performing** students, how often do your **low-performing** students complete these assignments using the following tools? Select **one** circle in each row.

	Not Available	Never	Rarely	Sometimes	Often	Very Often	
a. Paper and pencil	(A)	®	©	0	Œ	(Ē)	VH871792
b. Desktop or laptop computer	A	®	©	0	Ē	Ē	VH871793
c. Tablet	(A)	®	©	0	Œ	Ð	VH871794
d. Smartphone	(A)	®	0	0	Œ	Ð	VH871796

VH871799

- **5.** When you assign additional practice for **low-performing** students, which of the above are your **low-performing** students **most likely** to use?
 - Paper and pencil
 - ® Desktop computer
 - © Laptop computer
 - Tablet
 - © Smartphone
 - ① I do not have any low-performing students.

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

Previous item	2019 item	D/A/ R/NC+	Rationale	
1. Would you like to receive information about how other teachers in the nation responded to this questionnaire? Yes No	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.	R	The item was revised to accommodat e system changes.	
2. If yes, please provide your email address so that we may send access to the website when it is available in May.	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):	R	The item was revised to accommodate system changes.	

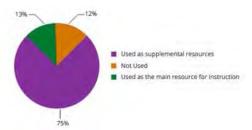
⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

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): _____