

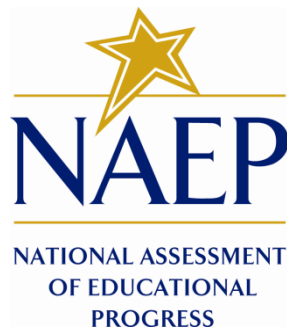
*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress
(NAEP) 2021*

Appendix F

Item Library for NAEP 2021 Survey Questionnaires

OMB# 1850-0928 v.21



October 2020

This Appendix F provides the library of possible items to be used in the NAEP 2021 questionnaires. Non-substantive wording changes to the questionnaire items (based on ongoing and future cognitive and pilot testing results), if any will be made, along with the final selection of which items will be used in the final versions of the NAEP 2021 questionnaires, will be provided as outlined below. The number of items selected for each type of respondent will be appropriate to the allocated time (as indicated in the Supporting Statement Part A section A.12).

This current Amendment's Appendix F includes the final versions of the COVID-19 outbreak survey questionnaires for students, teachers, and school administrators which is expected to be approved by OMB no later than December 2020. The final survey questionnaires for 2021, Appendices J1, J2, J3, and J-S, are also submitted as part of this package. Any necessary changes or updates will be included in Amendment #3, by December 2020.

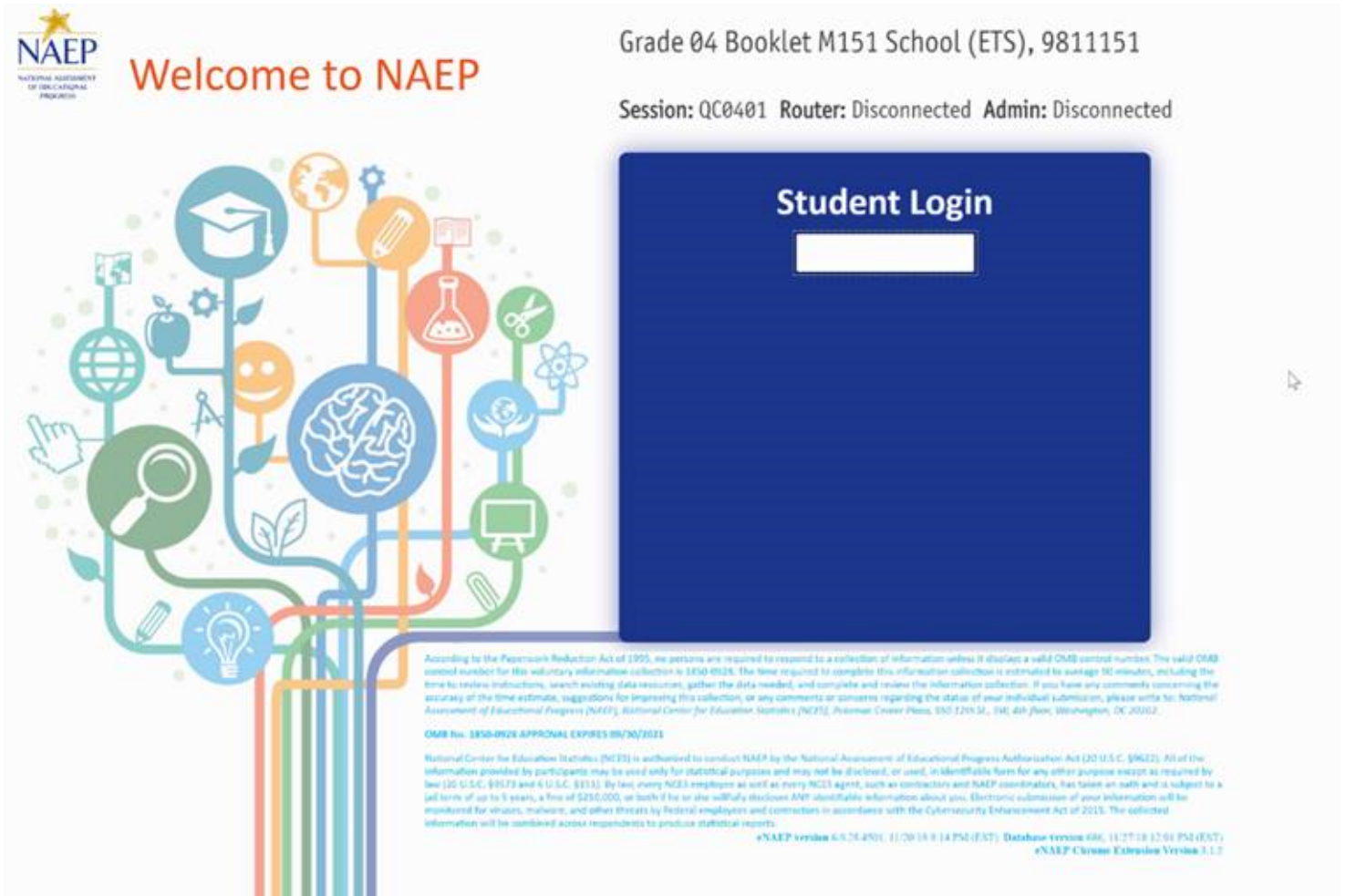
The Appendix is structured by respondent type: student, teacher, and then school. For each respondent, a table is included to help define what components are included in the library, when each component will be administered, which parts of this Appendix comprise each component, and the source of the content of each Appendix part (e.g., whether it was approved as part of Appendices K1, K2, K3 in OMB# 1850-0928 v.15, Appendix I in OMB# 1850-0928 v.7, or another source).

Note, given that some of the previous administrations were from paper-and-pencil assessments and others were from digitally-based assessments, the item-level directions are not consistent (i.e., some items indicate to “fill in one oval” while others indicate to “select one answer choice” or “select one circle”). The final item-level directions that will be used in NAEP 2021 will be appropriate to the mode of the testing, as indicated in Part A.12.

Abbreviation Key
BET: Background, Education, and Training
COI: Classroom Organization and Instruction
SCP: School Characteristics and Policies

Login Screens for Survey Questionnaires

Student Login Screen:



The image shows a student login screen for the National Assessment of Educational Progress (NAEP). On the left, there is a colorful graphic of a tree where the branches are made of various educational icons like a graduation cap, a globe, a pencil, a brain, a microscope, and a lightbulb. The NAEP logo is in the top left corner. The main heading reads "Welcome to NAEP". To the right, the text displays "Grade 04 Booklet M151 School (ETS), 9811151" and "Session: QC0401 Router: Disconnected Admin: Disconnected". A large blue box labeled "Student Login" contains a white input field. Below the graphic, there is a disclaimer about the Privacy Reduction Act of 1995, OMB control number 1830-0024, and a copyright notice for the National Center for Education Statistics (NCEES) regarding the use of information for statistical purposes.

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

Welcome to NAEP

Grade 04 Booklet M151 School (ETS), 9811151

Session: QC0401 Router: Disconnected Admin: Disconnected

Student Login

According to the Privacy Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1830-0024. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCEES), P.O. Box 1700, Washington, DC 20012.

OMB No. 1830-0024 APPROVAL EXPIRES 09/30/2021

National Center for Education Statistics (NCEES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622). All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. 9817a and 4 U.S.C. 3113). By law, every NCEES employee as well as every NCEES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about you. Electronic submission of your information will be monitored for viruses, malware, and other threats by federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

©NAEP Version 6.0.26.4501 (11/09/18) 14 PM (EST) Database Version 606, 11/27/18 12:01 PM (EST)
©NAEP Chrome Extension Version 3.1.2

Teacher/School Administrator Login Screens:

A login screen with a white background. At the top left is a user icon. To its right, the text "User ID:" is followed by "Test A" in a bold, blue font. Below this is a "Password:" label followed by a white input field with a light gray border. To the left of the input field is a lock icon. Below the input field is a blue link that says "Forgot Your Password?". At the bottom center is a dark blue button with the text "SIGN IN" in white, uppercase letters.

When you have finished or if you need to stop before finishing, please **LOG OUT** of the survey system by clicking "Exit" and **CLOSE ALL** browser windows or screens to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows or screens are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

Q984 Gr 8 Social Studies Teacher Q | Directions

TEACHER QUESTIONNAIRE

GRADE 8

During the 2020–2021 school year, a sample of students across the country, including some of your eighth-grade students, will participate in the National Assessment of Educational Progress (NAEP). To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

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

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. While your participation is voluntary, your responses to these questions are critical to ensuring that this survey is accurate and complete.

All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 20 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: *National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.*

OMB No. 1850-0928 APPROVAL EXPIRES 4/30/2023

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

< Previous

Save & Continue >



Contents

Survey Questionnaire Library

Appendix F-1: Student Questionnaires	8
Appendix F-1a: 2019 Operational Grade 4 Core	10
Appendix F-1b: 2019 Pilot Grade 4 Core	16
Appendix F-1c: 2019 Operational Grade 8 Core	26
Appendix F-1d: 2019 Pilot Grade 8 Core	35
Appendix F-1e: 2019 Operational Grade 4 Reading	44
Appendix F-1f: 2019 Pilot Grade 4 Reading	51
Appendix F-1g: 2019 Operational Grade 8 Reading	59
Appendix F-1h: 2019 Pilot Grade 8 Reading	69
Appendix F-1i: 2019 Operational Grade 4 Mathematics	81
Appendix F-1j: 2019 Pilot Grade 4 Mathematics	88
Appendix F-1k: 2019 Operational Grade 8 Mathematics	96
Appendix F-1l: 2019 Pilot Grade 8 Mathematics	106
Appendix F-1m: 2018 Operational Grade 8 Civics	116
Appendix F-1n: 2018 Operational Grade 8 U.S History	130
Appendix F-2: Teacher Questionnaires	143
Appendix F-2a: 2019 Operational Grade 4 Core (BET)	145
Appendix F-2b: 2019 Pilot Grade 4 Core (BET)	155
Appendix F-2c: 2019 Operational Grade 8 Core (BET-Mathematics)	166
Appendix F-2d: 2019 Pilot Grade 8 Core (BET-Mathematics)	176
Appendix F-2e: 2019 Operational Grade 8 Core (BET-Reading)	187
Appendix F-2f: 2019 Operational Grade 8 Core (BETReading/ Mathematics)	197
Appendix F-2g: 2019 Pilot Grade 8 Core (BETReading/ Mathematics)	206
Appendix F-2h: 2018 Operational Grade 8 Core (BET-Social Studies)	220
Appendix F-2i: 2019 Operational Grade 4 Reading (COI)	232
Appendix F-2j: 2019 Pilot Grade 4 Reading (COI)	241
Appendix F-2k: 2019 Operational Grade 8 Reading (COI)	252
Appendix F-2l: 2019 Pilot Grade 8 Reading (COI)	261
Appendix F-2m: 2019 Operational Grade 4 Mathematics (COI)	272
Appendix F-2n: 2019 Pilot Grade 4 Mathematics (COI)	282
Appendix F-2o: 2019 Operational Grade 8 Mathematics (COI)	291

Appendix F-2p: 2019 Pilot Grade 8 Mathematics (COI)	302
Appendix F-2q: 2018 Operational Grade 8 Social Studies (COI)	313
Appendix F-2r: 2019 Operational Grade 4 & 8 Giving Back Items	327
Appendix F-3: School Questionnaires	329
Appendix F-3a: 2019 Operational Grade 4 Core (SCP)	331
Appendix F-3b: 2019 Pilot Grade 4 Core	343
Appendix F-3c: 2019 Operational Grade 8 Core (SCP)	356
Appendix F-3d: 2019 Pilot Grade 8 Core (SCP)	368
Appendix F-3e: 2019 Operational Grade 4 Charter School	381
Appendix F-3f: 2019 Pilot Grade 4 Charter School	385
Appendix F-3g: 2019 Operational Grade 8 Charter School	390
Appendix F-3h: 2019 Pilot Grade 8 Charter School	394
Appendix F-3i: 2019 Operational Grade 4 Reading	399
Appendix F-3j: 2019 Pilot Grade 4 Reading	404
Appendix F-3k: 2019 Operational Grade 8 Reading	410
Appendix F-3l: 2019 Pilot Grade 8 Reading	415
Appendix F-3m: 2019 Operational Grade 4 Mathematics	421
Appendix F-3n: 2019 Pilot Grade 4 Mathematics	426
Appendix F-3o: 2019 Operational Grade 8 Mathematics	432
Appendix F-3p: 2019 Pilot Grade 8 Mathematics	437
Appendix F-3q: 2018 Operational Grade 8 Social Studies	443
Appendix F-3r: 2019 Operational Grade 4 & 8 Giving Back Items	449
Appendix F-4: 2021 COVID-19 Outbreak Student Survey Questionnaires	451
Appendix F-4a: 2021 COVID-19 Outbreak Operational Grade 4 ELA	452
Appendix F-4b: 2021 COVID-19 Outbreak Operational Grade 8 ELA	456
Appendix F-4c: 2021 COVID-19 Outbreak Operational Grade 4 Math	461
Appendix F-4d: 2021 COVID-19 Outbreak Operational Grade 8 Math	465
Appendix F-5: 2021 COVID-19 Outbreak Teacher Survey Questionnaires	469
Appendix F-5a: 2021 COVID-19 Outbreak Operational Teacher Grade 4	470
Appendix F-5b: 2021 COVID-19 Outbreak Operational Teacher Grade 8	475

Appendix F-6: 2021 COVID-19 Outbreak School Survey Questionnaires	480
Appendix F-6a: 2021 COVID-19 Outbreak Operational School Grade 4	481
Appendix F-6b: 2021 COVID-19 Outbreak Operational School Grade 8	486
Appendix F-7: 2021 COVID-19 Outbreak Student Survey Questionnaires - Bilingual	491
Appendix F-7a: 2021 COVID-19 Outbreak Operational Grade 4 - Bilingual	492
Appendix F-7b: 2021 COVID-19 Outbreak Operational Grade 8 - Bilingual	496
Appendix F-7c: 2021 COVID-19 Outbreak Operational Grade 4 Math - Bilingual	500
Appendix F-7d: 2021 COVID-19 Outbreak Operational Grade 4 Math - Puerto Rico	503
Appendix F-7e: 2021 COVID-19 Outbreak Operational Grade 8 Math - Bilingual	507
Appendix F-7f: 2021 COVID-19 Outbreak Operational Grade 8 Math - Puerto Rico	511
Appendix F-8: 2021 COVID-19 Outbreak Teacher Survey Questionnaires - Puerto Rico	515
Appendix F-8a: 2021 COVID-19 Outbreak Operational Grade 4 Teacher - Puerto Rico	516
Appendix F-8b: 2021 COVID-19 Outbreak Operational Grade 8 Teacher - Puerto Rico	523
Appendix F-9: 2021 COVID-19 Outbreak School Survey Questionnaires - Puerto Rico	529
Appendix F-9a: 2021 COVID-19 Outbreak Operational Grade 4 School - Puerto Rico	530
Appendix F-9b: 2021 COVID-19 Outbreak Operational Grade 8 School - Puerto Rico	537

Appendix F-1: Student Questionnaires

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

	2021	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.15 or other source
Grade 4 Core	X	F-1a	2019 Operational Grade 4 Core	Appendix K-1d
		F-1b	2019 Pilot Grade 4 Core	Appendix K-1b
Grade 8 Core	X	F-1c	2019 Operational Grade 8 Core	Appendix K-1i
		F-1d	2019 Pilot Grade 8 Core	Appendix K-1b
Grade 4 Reading	X	F-1e	2019 Operational Grade 4 Reading	Appendix K-1p
		F-1f	2019 Pilot Grade 4 Reading	Appendix K-1r
Grade 8 Reading	X	F-1g	2019 Operational Grade 8 Reading	Appendix K-1u
		F-1h	2019 Pilot Grade 8 Reading	Appendix K-1w
Grade 4 Mathematics	X	F-1i	2019 Operational Grade 4 Mathematics	Appendix K-1ab
		F-1j	2019 Pilot Grade 4 Mathematics	Appendix K-1ad
Grade 8 Mathematics	X	F-1k	2019 Operational Grade 8 Mathematics	Appendix K-1ag
	X	F-1l	2019 Pilot Grade 8 Mathematics	Appendix K-1ai
Grade 8 Civics	X	F-1m	2018 Operational Grade 8 Civics	NAEP 2018 Survey Questionnaires OMB # 1850-0928 v.7 Appendix I-1m
Grade 8 U.S. History	X	F-1n	2018 Operational Grade 8 U.S. History	NAEP 2018 Survey Questionnaires OMB # 1850-0928 v.7 Appendix I-1q

Appendix F-1a: 2019 Operational Grade 4 Core

1. How easy or difficult was this test?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F-1b: 2019 Pilot Grade 4 Core

1. How easy or difficult was this test?

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

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

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

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

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

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

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

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

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

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

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
c. Your own desktop or laptop computer (including Chromebooks)	<input type="radio"/> A	<input type="radio"/> B	VH853088
d. Your own tablet (for example, Surface Pro, iPad, or Kindle Fire)	<input type="radio"/> A	<input type="radio"/> B	VH853090
e. Your own smartphone (for example, iPhone, Samsung Galaxy, or HTC One)	<input type="radio"/> A	<input type="radio"/> B	VH853089

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903
d. I worried about crime and violence at my school.	(A)	(B)	(C)	(D)	(E)	VH271940
e. I felt my teachers treated me fairly.	(A)	(B)	(C)	(D)	(E)	VH853117
f. I felt safe on my way to or from school.	(A)	(B)	(C)	(D)	(E)	VH853118

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

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

Appendix F-1c: 2019 Operational Grade 8 Core

1. How easy or difficult was this test?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

13. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21. Are you taking an art course this school year (for example, drawing, painting, or studio art)?

- Ⓐ Yes
Ⓑ No

Appendix F-1d: 2019 Pilot Grade 8 Core

1. How easy or difficult was this test?

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

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

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

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

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

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

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

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

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

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

	Yes	No	
a. Access to the Internet	<input type="radio"/> A	<input type="radio"/> B	VH271105
b. Your own bedroom	<input type="radio"/> A	<input type="radio"/> B	VH336762
c. Your own desktop or laptop computer (including Chromebooks)	<input type="radio"/> A	<input type="radio"/> B	VH853088
d. Your own tablet (for example, Surface Pro, iPad, or Kindle Fire)	<input type="radio"/> A	<input type="radio"/> B	VH853090
e. Your own smartphone (for example, iPhone, Samsung Galaxy, or HTC One)	<input type="radio"/> A	<input type="radio"/> B	VH853089

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

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

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

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

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

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

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

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

11. Are you taking a language course other than English this school year (for example, Spanish, French, or Chinese)?

- Ⓐ Yes
- Ⓑ No

12. In this school year, how often did you use a **laptop or desktop computer** (including Chromebooks) during your classes at school?
- Ⓐ Never
 - Ⓑ In some classes
 - Ⓒ In about half of the classes
 - Ⓓ In more than half of the classes
 - Ⓔ In all or almost all classes

13. In this school year, how often did you use a **tablet** (for example, Surface Pro, iPad, Kindle Fire) during your classes at school?
- Ⓐ Never
 - Ⓑ In some classes
 - Ⓒ In about half of the classes
 - Ⓓ In more than half of the classes
 - Ⓔ In all or almost all classes

14. Are you taking an art course this school year (for example, drawing, painting, or studio art)?
- Ⓐ Yes
 - Ⓑ No

15. Are you taking a music course this school year (for example, choir, band, or orchestra)?
- Ⓐ Yes
 - Ⓑ No

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

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

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

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

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I felt awkward and out of place at school.	(A)	(B)	(C)	(D)	(E)	VH271942
b. I felt happy at school.	(A)	(B)	(C)	(D)	(E)	VH271944
c. I felt that I learned something that I can use in my daily life.	(A)	(B)	(C)	(D)	(E)	VH336903
d. I worried about crime and violence at my school.	(A)	(B)	(C)	(D)	(E)	VH271940
e. I felt my teachers treated me fairly.	(A)	(B)	(C)	(D)	(E)	VH853117
f. I felt safe on my way to or from school.	(A)	(B)	(C)	(D)	(E)	VH853118

Appendix F-1e: 2019 Operational Grade 4 Reading

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

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

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

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

3. For school this year, how often do you have a class discussion about something that the class has read?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	(A)	(B)	(C)	(D)	(E)	VH844065
b. I want to show others that my English/language arts schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH844066
c. I want to look smart in comparison to the other students in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH844068
d. I want to get better English/language arts grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH844070

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH844096
b. I want to become a better reader this year.	(A)	(B)	(C)	(D)	(E)	VH844097
c. I want to understand as much as I can in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH844098
d. I want to master a lot of new English/language arts skills in my class.	(A)	(B)	(C)	(D)	(E)	VH844100

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	(A)	(B)	(C)	(D)	(E)	VH844169
b. I like talking about books with other people.	(A)	(B)	(C)	(D)	(E)	VH844170
c. I think reading is important.	(A)	(B)	(C)	(D)	(E)	VH844172
d. I enjoy going to a bookstore or a library.	(A)	(B)	(C)	(D)	(E)	VH844171

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

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

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

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

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

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

Appendix F-1f: 2019 Pilot Grade 4 Reading

1. In this school year, how often do you borrow reading materials (such as books or magazines) from your school (for example, a **classroom library**, **school library**, or **media center**)?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

2. How often does your teacher ask you to discuss new or difficult vocabulary?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read online about topics I am interested in	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853656
b. Talk about things I read with other people	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853657
c. Borrow or download books from a local library	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853655
d. Use social media (for example, Facebook, Twitter, Instagram)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853654
e. Help friends with reading homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853658

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

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

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

6. For school this year, how often do you have a class discussion about something that the class has read?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844169
b. I like talking about books with other people.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844170
c. I think reading is important.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844172
d. I enjoy going to a bookstore or a library.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844171
e. I enjoy finding things to read online.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853415

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

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

9. How often do you receive the following types of help with English/language arts schoolwork **outside of school or after school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Help from a teacher	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH811190
b. Help from a tutor	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH811192
c. Help from a family member or friend	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH811196
d. Help from online resources (for example, websites or apps)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH811200

10. How useful do you find each of the following types of help to understand your English/language arts schoolwork? Select **one** answer choice on each row.

	Not useful at all	Somewhat useful	Very useful	I don't receive that type of help.	
a. Help from a teacher	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811287
b. Help from a tutor	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811291
c. Help from a family member or friend	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811302
d. Help from online resources (for example, websites or apps)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811304

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

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260848
b. Explain the meaning of something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260849
c. Figure out the main idea of a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260851
d. Find text in a reading passage to help you answer a question on a test	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260859
e. Recognize when you don't understand something you are reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260861
f. Recognize the difference between fact and opinion in a text	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH260863
g. Use evidence from a text to support your answer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH811215

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	(A)	(B)	(C)	(D)	(E)	VH853764
b. I want to show others that my English/language arts schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH853765
c. I want to look smart in comparison to the other students in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH853766
d. I want to get better English/language arts grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH853776

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH853767
b. I want to become a better reader this year.	(A)	(B)	(C)	(D)	(E)	VH853777
c. I want to understand as much as I can in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH853774
d. I want to master a lot of new English/language arts skills in my class.	(A)	(B)	(C)	(D)	(E)	VH853770

Appendix F-1g: 2019 Operational Grade 8 Reading

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

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

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

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

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

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

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

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

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

6. In this school year, how often do you borrow reading materials (such as books or magazines) from your classroom library, school library, or media center?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844065
b. I want to show others that my English/language arts schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844066
c. I want to look smart in comparison to the other students in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844068
d. I want to get better English/language arts grades than most other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844070

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844096
b. I want to become a better reader this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844097
c. I want to understand as much as I can in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844098
d. I want to master a lot of new English/language arts skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844100

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844169
b. I like talking about books with other people.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844170
c. I think reading is important.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844172
d. I enjoy going to a bookstore or a library.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844171

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Stories or novels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261066
b. E-mails	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261074
c. Text messages	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261075
d. Biographies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH617043

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

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

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

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

Appendix F-1h: 2019 Pilot Grade 8 Reading

1. In this school year, how often do you borrow reading materials (such as books or magazines) from your school (for example, a **classroom library**, **school library**, or **media center**)?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read online about topics I am interested in	(A)	(B)	(C)	(D)	(E)	VH853656
b. Talk about things I read with other people	(A)	(B)	(C)	(D)	(E)	VH853657
c. Borrow or download books from a local library	(A)	(B)	(C)	(D)	(E)	VH853655
d. Use social media (for example, Facebook, Twitter, Instagram)	(A)	(B)	(C)	(D)	(E)	VH853654
e. Help friends with reading homework	(A)	(B)	(C)	(D)	(E)	VH853658

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

4. On a typical school day, how much time do you use a computer or other digital device to do your **English/language arts** schoolwork?

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844169
b. I like talking about books with other people.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844170
c. I think reading is important.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844172
d. I enjoy going to a bookstore or a library.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH844171
e. I enjoy finding things to read online.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853415

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize the author's use of figurative language (for example, symbolism, similes, metaphors, or personification)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH811229
b. Evaluate the author's use of features in a text (for example, figurative language, voice, or transition words)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH811227
c. Recognize tools the author is using (for example, rhyme, imagery, examples, or repetition)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH811231
d. Evaluate the strength and quality of evidence used by the author to support his or her position	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH811233
e. Evaluate the author's use of multimedia or non-print text (for example, texts including images, infographics, or animations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH811237

7. How often do you receive the following types of help with English/language arts schoolwork **outside of school or after school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Help from a teacher	(A)	(B)	(C)	(D)	(E)	VH811190
b. Help from a tutor	(A)	(B)	(C)	(D)	(E)	VH811192
c. Help from a family member or friend	(A)	(B)	(C)	(D)	(E)	VH811196
d. Help from online resources (for example, websites or apps)	(A)	(B)	(C)	(D)	(E)	VH811200

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

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

9. How useful do you find each of the following types of help to understand your English/language arts schoolwork? Select **one** answer choice on each row.

	Not useful at all	Somewhat useful	Very useful	I don't receive that type of help.	
a. Help from a teacher	(A)	(B)	(C)	(D)	VH811287
b. Help from a tutor	(A)	(B)	(C)	(D)	VH811291
c. Help from a family member or friend	(A)	(B)	(C)	(D)	VH811302
d. Help from online resources (for example, websites or apps)	(A)	(B)	(C)	(D)	VH811304

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

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Stories or novels	(A)	(B)	(C)	(D)	(E)	VH261066
b. Biographies	(A)	(B)	(C)	(D)	(E)	VH617043
c. E-mails	(A)	(B)	(C)	(D)	(E)	VH261074
d. Text messages	(A)	(B)	(C)	(D)	(E)	VH261075

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

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize the difference between fact and opinion in a text	(A)	(B)	(C)	(D)	(E)	VH260863
b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	(A)	(B)	(C)	(D)	(E)	VH260857
c. Critique an author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH260866
d. Use evidence from a text to support your answer	(A)	(B)	(C)	(D)	(E)	VH811215
e. Identify the author's perspective in a persuasive text	(A)	(B)	(C)	(D)	(E)	VH260868

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at reading.	(A)	(B)	(C)	(D)	(E)	VH853764
b. I want to show others that my English/language arts schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH853765
c. I want to look smart in comparison to the other students in my English/language arts class.	(A)	(B)	(C)	(D)	(E)	VH853766
d. I want to get better English/language arts grades than most other students in my class.	(A)	(B)	(C)	(D)	(E)	VH853776

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853767
b. I want to become a better reader this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853777
c. I want to understand as much as I can in my English/language arts class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853774
d. I want to master a lot of new English/language arts skills in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853770

Appendix F-1i: 2019 Operational Grade 4 Mathematics

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

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

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

3. How often do you use a calculator?

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

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

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

5. How often do you participate in each of the following activities outside of school? Select one answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about math problems with your friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268946
b. Play an instrument and read music	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268961
c. Go to websites for help with your math homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268962

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

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

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

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

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

- Ⓐ Yes
- Ⓑ No

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	(A)	(B)	(C)	(D)	(E)	VH844871
b. I want to show others that my math schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH844872
c. I want to look smart in comparison to the other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH844873
d. I want to get better grades than most other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH844882

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845117
b. I want to master a lot of new skills in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845114
c. I want to become better in math this year.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845115
d. I want to understand as much as I can in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845118

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844770
b. I look forward to my math class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844771
c. I am interested in the things I learn in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844775
d. I think making an effort in math is worthwhile.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844772
e. I think math will help me even when I am not in school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844777
f. I think it is important to do well in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844774

Appendix F-1j: 2019 Pilot Grade 4 Mathematics

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

2. How often do you use math in everyday life **outside of school**?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

3. How often do you **use a calculator**?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Estimate the weight of 5 apples using pounds (lb)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH858273
b. Share 42 stickers equally among 6 students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH810864
c. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267682
d. Calculate what time the movie ends if it starts at 11:00 AM and lasts for 2 hours and 45 minutes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH810865

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

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

6. How often do you participate in each of the following activities **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about math problems with your friends	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268946
b. Play an instrument and read music	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268961
c. Go to websites for help with your math homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH268962

7. How often do you receive the following types of help with math schoolwork **outside of school or after school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Help from a teacher	(A)	(B)	(C)	(D)	(E)	VH853725
b. Help from a tutor	(A)	(B)	(C)	(D)	(E)	VH853726
c. Help from a family member or friend	(A)	(B)	(C)	(D)	(E)	VH853728
d. Help from online resources (for example, websites or apps)	(A)	(B)	(C)	(D)	(E)	VH853729

8. How useful do you find each of the following types of help to understand your math schoolwork? Select **one** answer choice on each row.

	Not useful at all	Somewhat useful	Very useful	I don't receive that type of help.	
a. Help from a teacher	(A)	(B)	(C)	(D)	VH853733
b. Help from a tutor	(A)	(B)	(C)	(D)	VH853734
c. Help from a family member or friend	(A)	(B)	(C)	(D)	VH853736
d. Help from online resources (for example, websites or apps)	(A)	(B)	(C)	(D)	VH853737

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

- (A) Yes
(B) No

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good math student.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854117
b. I want to show others that my math schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854118
c. I want to look smart in comparison to the other students in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854119
d. I want to get better math grades than most other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854134

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about math in my class.	(A)	(B)	(C)	(D)	(E)	VH853957
b. I want to master a lot of new math skills in my class.	(A)	(B)	(C)	(D)	(E)	VH853961
c. I want to become a better math student this year.	(A)	(B)	(C)	(D)	(E)	VH853949
d. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH853952

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	(A)	(B)	(C)	(D)	(E)	VH854029
b. I look forward to my math class.	(A)	(B)	(C)	(D)	(E)	VH854030
c. I am interested in the things I learn in math.	(A)	(B)	(C)	(D)	(E)	VH854034
d. I think making an effort in math is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH854031
e. I think math will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH854036
f. I think it is important to do well in math.	(A)	(B)	(C)	(D)	(E)	VH854033

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. My teacher used computers or other digital devices to go on websites or use apps when teaching math to my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH810476
b. My teacher required us to use computers or other digital devices to go on websites or use apps to complete math assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH810477

Appendix F-1k: 2019 Operational Grade 8 Mathematics

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

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

VH240046

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

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

VH350115

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

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

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

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

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

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

6. In this school year, how often have you used a computer or other digital device (excluding handheld calculators) to look online for resources for help with your math assignments?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

7. How often do you use math in everyday life **outside of school**?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

8. How often do you participate in each of the following activities **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about math problems with your friends	(A)	(B)	(C)	(D)	(E)	VH268946
b. Program computers	(A)	(B)	(C)	(D)	(E)	VH268949
c. Play an instrument and read music	(A)	(B)	(C)	(D)	(E)	VH268961
d. Go to websites for help with your math homework	(A)	(B)	(C)	(D)	(E)	VH268962

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

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

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

- (A) Yes
- (B) No

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

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

- Ⓐ Yes
- Ⓑ No

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

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

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. List all of the different possible outcomes when a coin is flipped three times	(A)	(B)	(C)	(D)	(E)	VH460382
b. Create an expression that represents the average number of miles you run in a week if you run 100 miles in w weeks	(A)	(B)	(C)	(D)	(E)	VH460383
c. Determine a 20 percent tip of a 67-dollar restaurant dinner bill	(A)	(B)	(C)	(D)	(E)	VH267679
d. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	(A)	(B)	(C)	(D)	(E)	VH267682
e. Give an example to show that a math statement is false	(A)	(B)	(C)	(D)	(E)	VH460399
f. Explain to your classmate how you solved a math problem	(A)	(B)	(C)	(D)	(E)	VH460910
g. Use correct mathematical words and symbols when showing your work	(A)	(B)	(C)	(D)	(E)	VH460902

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am good at math.	(A)	(B)	(C)	(D)	(E)	VH844871
b. I want to show others that my math schoolwork is easy for me.	(A)	(B)	(C)	(D)	(E)	VH844872
c. I want to look smart in comparison to the other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH844873
d. I want to get better grades than most other students in my math class.	(A)	(B)	(C)	(D)	(E)	VH844882

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my math class.	(A)	(B)	(C)	(D)	(E)	VH845117
b. I want to master a lot of new skills in my math class.	(A)	(B)	(C)	(D)	(E)	VH845114
c. I want to become better in math this year.	(A)	(B)	(C)	(D)	(E)	VH845115
d. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH845118

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844770
b. I look forward to my math class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844771
c. I am interested in the things I learn in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844775
d. I think making an effort in math is worthwhile.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844772
e. I think math will help me even when I am not in school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844777
f. I think it is important to do well in math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH844774

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

	Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot	
a. Addition, subtraction, multiplication, and division	(A)	(B)	(C)	(D)	(E)	VH844744
b. Finding areas of shapes and figures	(A)	(B)	(C)	(D)	(E)	VH844745
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	(A)	(B)	(C)	(D)	(E)	VH844746
d. Solving equations or simplifying expressions	(A)	(B)	(C)	(D)	(E)	VH844750
e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	(A)	(B)	(C)	(D)	(E)	VH844748
f. Working with geometric figures like rectangles and squares	(A)	(B)	(C)	(D)	(E)	VH844749

Appendix F-11: 2019 Pilot Grade 8 Mathematics

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

- Ⓐ Eighth-grade math
- Ⓑ Introduction to algebra or pre-algebra
- Ⓒ Algebra I
- Ⓓ Geometry
- Ⓔ Algebra II
- Ⓕ Other math class. Please specify: _____

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

- Ⓐ Basic or general math
- Ⓑ Introduction to algebra or pre-algebra
- Ⓒ Algebra I
- Ⓓ Geometry
- Ⓔ Algebra II
- Ⓕ Other math class. Please specify: _____
- Ⓖ I don't know.

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

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Find the amount of carpet needed to cover a rectangular floor if you know its length and width	(A)	(B)	(C)	(D)	(E)	VH267682
b. Determine a 20% tip of a \$55 restaurant dinner bill	(A)	(B)	(C)	(D)	(E)	VH853690
c. List all of the different possible outcomes when a coin is flipped three times	(A)	(B)	(C)	(D)	(E)	VH853692
d. Determine the likely number of red faces a cube has if the red face lands up 130 out of 400 times the cube is rolled. The 6 faces of the cube are painted red, yellow, or blue.	(A)	(B)	(C)	(D)	(E)	VH853683
e. Create an expression that represents the average number of miles you run in a week if you run 100 miles in w weeks	(A)	(B)	(C)	(D)	(E)	VH853693
f. Calculate how many cats a pet store has if the ratio of cats to dogs is 5 to 4, and the total number of cats and dogs the store has is 27	(A)	(B)	(C)	(D)	(E)	VH853685
g. Find the total sum of the interior angles of a pentagon with 5 equal sides	(A)	(B)	(C)	(D)	(E)	VH853714
h. Write an equation with a variable to solve a problem (for example, if pizza costs \$2 per slice, then x number of slices can be bought for \$16)	(A)	(B)	(C)	(D)	(E)	VH853713

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Give an example to show that a math statement is false	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460399
b. Explain to your classmate how you solved a math problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460910
c. Use correct mathematical words and symbols when showing your work	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460902

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Basic calculator (for example, four function or scientific)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853523
b. Graphing calculator	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH266810

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

	Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot	
a. Adding, subtracting, multiplying, and dividing fractions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH810635
b. Finding areas of shapes and figures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853661
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853662
d. Solving problems about ratios and rates (for example, if 4 inches of rain fell in 16 hours, how many inches fell in 1 hour?)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853665
e. Constructing and building different types of graphs (for example, a bar graph or line graph)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853674
f. Moving geometric figures from one set of points to another (for example, rotating a rectangle 90 degrees)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH853671

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. My teacher used computers or other digital devices to show us how to work through math problems.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267416
b. I used the Internet for my math work.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH267417
c. My teacher used computers or other digital devices to go on websites or use apps when teaching math to my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH810476
d. My teacher required us to use computers or other digital devices to go on websites or use apps to complete math assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH810477

9. In this school year, how often have you looked online for resources for help with your math assignments?

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want other students to think I am a good math student.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854117
b. I want to show others that my math schoolwork is easy for me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854118
c. I want to look smart in comparison to the other students in my math class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854119
d. I want to get better math grades than most other students in my class.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH854134

13. How often do you receive the following types of help with math schoolwork **outside of school or after school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Help from a teacher	(A)	(B)	(C)	(D)	(E)	VH853725
b. Help from a tutor	(A)	(B)	(C)	(D)	(E)	VH853726
c. Help from a family member or friend	(A)	(B)	(C)	(D)	(E)	VH853728
d. Help from online resources (for example, websites or apps)	(A)	(B)	(C)	(D)	(E)	VH853729

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible about math in my class.	(A)	(B)	(C)	(D)	(E)	VH853957
b. I want to master a lot of new math skills in my class.	(A)	(B)	(C)	(D)	(E)	VH853961
c. I want to become a better math student this year.	(A)	(B)	(C)	(D)	(E)	VH853949
d. I want to understand as much as I can in my math class.	(A)	(B)	(C)	(D)	(E)	VH853952

15. How useful do you find each of the following types of help to understand your math schoolwork? Select **one** answer choice on each row.

	Not useful at all	Somewhat useful	Very useful	I don't receive that type of help.	
a. Help from a teacher	(A)	(B)	(C)	(D)	VH853733
b. Help from a tutor	(A)	(B)	(C)	(D)	VH853734
c. Help from a family member or friend	(A)	(B)	(C)	(D)	VH853736
d. Help from online resources (for example, websites or apps)	(A)	(B)	(C)	(D)	VH853737

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I enjoy doing math.	(A)	(B)	(C)	(D)	(E)	VH854029
b. I look forward to my math class.	(A)	(B)	(C)	(D)	(E)	VH854030
c. I am interested in the things I learn in math.	(A)	(B)	(C)	(D)	(E)	VH854034
d. I think making an effort in math is worthwhile.	(A)	(B)	(C)	(D)	(E)	VH854031
e. I think math will help me even when I am not in school.	(A)	(B)	(C)	(D)	(E)	VH854036
f. I think it is important to do well in math.	(A)	(B)	(C)	(D)	(E)	VH854033

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

- (A) Yes
- (B) No

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

19. How often do you participate in each of the following activities **outside of school**? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about math problems with your friends	(A)	(B)	(C)	(D)	(E)	VH268946
b. Write a computer program	(A)	(B)	(C)	(D)	(E)	VH858371
c. Play an instrument and read music	(A)	(B)	(C)	(D)	(E)	VH268961
d. Go to websites for help with your math homework	(A)	(B)	(C)	(D)	(E)	VH268962

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

- (A) Yes
- (B) No

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

Appendix F-1m: 2018 Operational Grade 8 Civics

1. In which of the following grades have you learned about civics and/or United States government? Select **one** answer choice on each row.

	Yes, I took a class or course mainly focused on civics and/or United States government.	Yes, I took a class or course that included some civics and/or United States government topics.	No, I did not take a class or course that taught civics and/or United States government topics.	I don't remember.	
a. 6th grade	(A)	(B)	(C)	(D)	VH457394
b. 7th grade	(A)	(B)	(C)	(D)	VH457396
c. 8th grade	(A)	(B)	(C)	(D)	VH457397

2. In your social studies class this year, how much have you studied the following topics? Select **one** answer choice on each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. The United States Constitution	(A)	(B)	(C)	(D)	(E)	VH457358
b. The three branches of the United States government (executive, judicial, and legislative branches)	(A)	(B)	(C)	(D)	(E)	VH457359
c. How laws are made	(A)	(B)	(C)	(D)	(E)	VH457363
d. Political parties, elections, and voting	(A)	(B)	(C)	(D)	(E)	VH457366
e. Other countries' governments (for example, their structure, how they are run, or interactions with the United States)	(A)	(B)	(C)	(D)	(E)	VH457368
f. International organizations (for example, the United Nations, World Bank, or World Health Organization)	(A)	(B)	(C)	(D)	(E)	VH457369
g. Current political and social issues	(A)	(B)	(C)	(D)	(E)	VH457372

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

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

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

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

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Study the rights and responsibilities of United States citizens	(A)	(B)	(C)	(D)	(E)	VH716865
b. Examine how the United States influences and is influenced by events in other countries	(A)	(B)	(C)	(D)	(E)	VH716866
c. Compare the roles and responsibilities of local, state, and national governments in the United States	(A)	(B)	(C)	(D)	(E)	VH716871
d. Study why it is important to pay attention to the political process and government	(A)	(B)	(C)	(D)	(E)	VH716868
e. Study why it is important for individuals to participate in the political process and government	(A)	(B)	(C)	(D)	(E)	VH727879

6. In your social studies class this year, how often do you get the following assignments? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons	
a. Assignments that you have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457532
b. Short written responses (for example, a paragraph or less)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457533
c. Assignments that use different forms of media (for example, photos, videos, or music)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457534
d. Long written responses (for example, several paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457540
e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457542

7. When you study social studies, how often do you use computers or other digital devices to do the following? For this question, include both schoolwork and homework assignments. Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Organize information about civics and/or United States government topics by creating tables, charts, or graphs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457548
b. Create reports or projects about civics and/or United States government using different forms of media (for example, a slide presentation that combines text and video clips)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457549
c. Participate in online discussions about civics and/or United States government on a website (for example, in forums or social media)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457550
d. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH457551

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

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain the roles and functions of the three branches of the United States government	(A)	(B)	(C)	(D)	(E)	VH457878
b. Explain the rights and responsibilities of United States citizens	(A)	(B)	(C)	(D)	(E)	VH457879
c. Explain how the United States influences and is influenced by events in other countries	(A)	(B)	(C)	(D)	(E)	VH457880
d. Compare the roles and responsibilities of local, state, and national governments in the United States	(A)	(B)	(C)	(D)	(E)	VH457882
e. Explain why it is important to pay attention to the political process and government	(A)	(B)	(C)	(D)	(E)	VH457884
f. Explain why it is important for individuals to participate in the political process and government	(A)	(B)	(C)	(D)	(E)	VH457885

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

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

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

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

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

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

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

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

14. How often do you receive help from a tutor, family member, or friend with social studies **outside of school or after school**?

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

15. Approximately how many hours a day do you spend on your **social studies** homework?
- Ⓐ Less than 30 minutes a day
 - Ⓑ 30 minutes up to 1 hour a day
 - Ⓒ 1 up to 2 hours a day
 - Ⓓ 2 up to 3 hours a day
 - Ⓔ 3 up to 4 hours a day
 - Ⓕ More than 4 hours a day

Appendix F-1n: 2018 Operational Grade 8 U.S History

1. In which of the following grades have you learned about United States history? Select **one** answer choice on each row.

	Yes, I took a class or course mainly focused on United States history.	Yes, I took a class or course that included some United States history topics.	No, I did not take a class or course that taught United States history topics.	I don't remember.	
a. 6th grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH459700
b. 7th grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH459701
c. 8th grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH459702

2. In your social studies class this year, how much have you studied the following periods of United States history? Select **one** answer choice on each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. The period before 1815 (for example, age of exploration, colonization, settlement, or American Revolution)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459720
b. 1815 to 1865 (for example, expansion, reform, sectionalism, or the Civil War)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459721
c. 1865 to 1945 (for example, Reconstruction, industrial growth, United States role in world events, immigration, the Great Depression, or the First and Second World Wars)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459722
d. 1945 to the present (for example, the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH459723

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read material from a United States history textbook (print or digital)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718237
b. Read extra material about United States history not in the regular textbook (for example, newspapers, magazines, or online sources)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718238
c. Use primary sources (for example, letters, diaries, photographs, films, or essays written by people from the past)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718242
d. Conduct research about United States history topics (for example, online, in a library, or through interviews)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718241
e. Listen to or watch movies, videos, or online content about United States history topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH718239

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

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

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Examine the causes and effects of important events in United States history	(A)	(B)	(C)	(D)	(E)	VH718592
b. Examine how time periods in United States history are similar or different	(A)	(B)	(C)	(D)	(E)	VH718593
c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	(A)	(B)	(C)	(D)	(E)	VH718594
d. Analyze the relationship between two historical events	(A)	(B)	(C)	(D)	(E)	VH718598
e. Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)	(A)	(B)	(C)	(D)	(E)	VH718596
f. Come up with research questions about why or how something happened in the past (for example, what were the causes of the Great Depression)	(A)	(B)	(C)	(D)	(E)	VH718597
g. Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)	(A)	(B)	(C)	(D)	(E)	VH718595

6. In your social studies class this year, how often do you get the following assignments? Select **one** answer choice on each row.

	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons	
a. Assignments that you have to complete together with other students	(A)	(B)	(C)	(D)	(E)	VH457532
b. Short written responses (for example, a paragraph or less)	(A)	(B)	(C)	(D)	(E)	VH457533
c. Assignments that use different forms of media (for example, photos, videos, or music)	(A)	(B)	(C)	(D)	(E)	VH457534
d. Long written responses (for example, several paragraphs)	(A)	(B)	(C)	(D)	(E)	VH457540
e. Responses to questions based on information from several sources (for example, letters, cartoons, or maps)	(A)	(B)	(C)	(D)	(E)	VH457542

7. When you study social studies, how often do you use computers or other digital devices to do the following? For this question, include both schoolwork and homework assignments. Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Play games or use apps in which you play a role (for example, an explorer, geographer, or historian)	(A)	(B)	(C)	(D)	(E)	VH727925
b. Organize information about United States history topics by creating tables, charts, or graphs	(A)	(B)	(C)	(D)	(E)	VH459892
c. Create reports or projects about United States history using different forms of media (for example, a slide presentation that combines text and video clips)	(A)	(B)	(C)	(D)	(E)	VH459893
d. Participate in online discussions about United States history on a website (for example, in forums or social media)	(A)	(B)	(C)	(D)	(E)	VH459894
e. Use the Internet to look for evidence or sources (for example, text documents, photographic images, or films)	(A)	(B)	(C)	(D)	(E)	VH459895

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

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Explain the causes and effects of important events in United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460011
b. Explain how time periods in United States history are similar or different	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460016
c. Judge whether information from a source (for example, text, visual graphics, video, or audio) is accurate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460017
d. Understand the relationship between two historical events	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460041
e. Compare and evaluate different points of view about the past (for example, different ideas about what caused the Civil War)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460042
f. Come up with research questions about why or how something happened in the past (for example, what were the causes of the Great Depression)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460043
g. Take and defend a position about a historical issue (for example, how changes in transportation have affected the United States economy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH460044

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

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

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

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

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

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

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

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

14. How often do you receive help from a tutor, family member, or friend with social studies **outside of school or after school**?

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

15. Approximately how many hours a day do you spend on your **social studies** homework?
- Ⓐ Less than 30 minutes a day
 - Ⓑ 30 minutes up to 1 hour a day
 - Ⓒ 1 up to 2 hours a day
 - Ⓓ 2 up to 3 hours a day
 - Ⓔ 3 up to 4 hours a day
 - Ⓕ More than 4 hours a day

Appendix F-2: Teacher Questionnaires

Table F.b. Assessment years for the teacher survey questionnaires and appendix parts.

	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.15 or other source
Grade 4 Core (BET)	X	F-2a	2019 Operational Grade 4 Core (BET)	Appendix K-2b
		F-2b	2019 Pilot Grade 4 Core (BET)	Appendix K-2d
Grade 8 Core (BET-Mathematics)	X	F-2c	2019 Operational Grade 8 Core (BET-Mathematics)	Appendix K-2f
	X	F-2d	2019 Pilot Grade 8 Core (BET-Mathematics)	Appendix K-2h
Grade 8 Core (BET-Reading)	X	F-2e	2019 Operational Grade 8 Core (BET-Reading)	Appendix K-2f
Grade 8 Core (BET-Reading/Mathematics)	X	F-2f	2019 Operational Grade 8 Core (BET-Reading/Mathematics)	Appendix K-2f
		F-2g	2019 Pilot Grade 8 Core, (BET-Reading/Mathematics)	Appendix K-2h
Grade 8 Core (BET-Social Studies)	X	F-2h	2018 Operational Grade 8 Core (BET-Social Studies)	NAEP 2018 Survey Questionnaires OMB # 1850- 0928 v. 8, Appendix I-2b
Grade 4 Reading	X	F-2i	2019 Operational Grade 4 Reading (COI)	Appendix K-2j
		F-2j	2019 Pilot Grade 4 Reading (COI)	Appendix K-2l
Grade 8 Reading	X	F-2k	2019 Operational Grade 8 Reading (COI)	Appendix K-2n
		F-2l	2019 Pilot Grade 8 Reading (COI)	Appendix K-2p
Grade 4 Mathematics	X	F-2m	2019 Operational Grade 4 Mathematics (COI)	Appendix K-2r
		F-2n	2019 Pilot Grade 4 Mathematics (COI)	Appendix K-2t
Grade 8 Mathematics	X	F-2o	2019 Operational Grade 8 Mathematics (COI)	Appendix K-2v
	X	F-2p	2019 Pilot Grade 8 Mathematics (COI)	Appendix K-2x
Grade 8 Social Studies	X	F-2q	2018 Operational Grade 8 Social Studies (COI)	NAEP 2018 Survey Questionnaires OMB # 1850- 0928 v. 8, Appendix I-2i
Grade 4 & 8 Giving Back	X	F-2r	2019 Operational Grade 4 & 8 Giving Back Items	Appendix K-2aj

Appendix F-2a: 2019 Operational Grade 4 Core (BET)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

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

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

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

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

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

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

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

- A Yes
- B No

8. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241762
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241795
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

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

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

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

- A No
 B Once
 C Twice
 D Several times

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
b. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
d. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Appendix F-2b: 2019 Pilot Grade 4 Core (BET)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

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

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

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

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

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

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

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

- A Yes
- B No

8. What is the highest academic degree you hold?

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

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

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

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

A Yes

B No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

Appendix F-2c: 2019 Operational Grade 8 Core (BET-Mathematics)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

5. Excluding student teaching, how many years have you taught 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

6. Have you been awarded tenure by the school, district, or diocese where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school, district, or diocese does not award tenure.

7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

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

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

- Ⓐ Yes
- Ⓑ No

9. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

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

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

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

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

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

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

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

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

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

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

18. 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.

19. 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.

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740

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

VH262652

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
b. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
d. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Appendix F-2d: 2019 Pilot Grade 8 Core (BET-Mathematics)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

5. Excluding student teaching, how many years have you taught 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

6. Have you been awarded tenure by the school, district, or diocese where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school, district, or diocese does not award tenure.

7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

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

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

- Ⓐ Yes
- Ⓑ No

9. 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): _____

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

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

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

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

- A No
 B Once
 C Twice
 D Several times

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

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

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

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

17. 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.

18. 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.

19. 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.

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

Appendix F-2e: 2019 Operational Grade 8 Core (BET-Reading)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

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

6. Have you been awarded tenure by the school, district, or diocese where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school, district, or diocese does not award tenure.

7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

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

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

- Ⓐ Yes
- Ⓑ No

9. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

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

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

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

- A No
 B Once
 C Twice
 D Several times

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

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

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

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

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

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

18. 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.

19. 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.

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740

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

VH262652

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329967
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329968
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329970

**Appendix F-2f: 2019 Operational Grade 8 Core (BET-
Reading/Mathematics)**

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

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

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

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

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

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

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

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

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

- Ⓐ Yes
- Ⓑ No

10. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist'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.)

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

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

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

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

- A No
 B Once
 C Twice
 D Several times

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

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

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

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

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

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

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

- Ⓐ 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)	(B)	(C)	(D)	(E)	VH304693
b. Observe other teachers' classes and provide feedback	(A)	(B)	(C)	(D)	(E)	VH304698
c. Engage in discussions about the learning development of specific students	(A)	(B)	(C)	(D)	(E)	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(A)	(B)	(C)	(D)	(E)	VH304740

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

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

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

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

**Appendix F-2g: 2019 Pilot Grade 8 Core (BET-
Reading/Mathematics)**

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

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

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

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

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

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

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

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

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

- Ⓐ Yes
- Ⓑ No

10. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

A Yes

B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

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

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

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

- A No
 B Once
 C Twice
 D Several times

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

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

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

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

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

Appendix F-2h: 2018 Operational Grade 8 Core (BET-Social Studies)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

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

6. Have you been awarded tenure by the school, district, or diocese where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school, district, or diocese does not award tenure.

7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

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

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

- Ⓐ Yes
- Ⓑ No

9. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- Ⓐ Yes, I am fully certified by the National Board for Professional Teaching Standards.
- Ⓑ I am working towards my National Board certification.
- Ⓒ No

10. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. History or history education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614158
b. Geography or geography education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614159
c. Political science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614160
d. General social science or social studies education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614162
e. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614164
f. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
g. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
h. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. History or history education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614171
b. Geography or geography education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614172
c. Political science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614173
d. General social science or social studies education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614174
e. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH614175
f. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
g. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
h. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of civics, geography, history, or social studies**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH614381
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH614382
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH614383
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH614385

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

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

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

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

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

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

18. In this school year, did your school provide you with a **laptop computer** (including Chromebooks) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

19. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ No

20. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.
- Ⓐ Desktop computers
 - Ⓑ Laptop computers (including Chromebooks)
 - Ⓒ Tablets (for example, Surface Pro, iPad, Kindle Fire)
 - Ⓓ Other digital devices (Please specify): _____

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

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

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

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
b. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
d. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

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

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Appendix F-2i: 2019 Operational Grade 4 Reading (COI)

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

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

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

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

_____ hours and _____ minutes per week

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
c. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240527

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334295
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334299
d. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335901
e. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334297

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

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

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

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

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	Ⓐ	Ⓑ	Ⓒ	VH334485
b. Electronic textbooks	Ⓐ	Ⓑ	Ⓒ	VH334486
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	Ⓐ	Ⓑ	Ⓒ	VH262701
d. Materials from different curricular areas	Ⓐ	Ⓑ	Ⓒ	VH334498
e. Children's newspapers and/or magazines	Ⓐ	Ⓑ	Ⓒ	VH262704
f. Reading-related websites or apps	Ⓐ	Ⓑ	Ⓒ	VH334495
g. Reading-related educational games	Ⓐ	Ⓑ	Ⓒ	VH334491

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

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

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

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

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

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

Appendix F-2j: 2019 Pilot Grade 4 Reading (COI)

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

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

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

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

_____ hours and _____ minutes per week

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855058
c. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855055

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

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

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812047

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH812077
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH812078
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH812083
d. Practice spelling, grammar, capitalization, punctuation, and other mechanics	(A)	(B)	(C)	(D)	(E)	VH812084
e. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH812086
f. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH812088
g. Read something they have chosen themselves	(A)	(B)	(C)	(D)	(E)	VH812089
h. Work in pairs or small groups to talk about something they have read	(A)	(B)	(C)	(D)	(E)	VH812091

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

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

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

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

Appendix F-2k: 2019 Operational Grade 8 Reading (COI)

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

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

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

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

_____ hours and _____ minutes per week

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
c. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240527

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334295
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334299
d. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335901
e. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334297
f. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334302
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334305

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

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

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

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

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

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

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

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

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

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262948
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262949
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262950
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262951
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH337286
f. My students did well because they are just good at reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH337287

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

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

Appendix F-2l: 2019 Pilot Grade 8 Reading (COI)

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

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

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

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

_____ hours and _____ minutes per week

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855058
c. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH855055

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

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

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812047

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

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

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

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

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

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

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

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

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

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

Appendix F-2m: 2019 Operational Grade 4 Mathematics (COI)

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

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

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

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

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

_____ hours and _____ minutes per week

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

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

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

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

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

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

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

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

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845833
b. Other materials provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845834
c. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845842
d. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845837
f. Digital games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845841
g. Interactive whiteboard	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845844

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use alternate methods to solve problems when the first method does not work	(A)	(B)	(C)	(D)	(E)	VH270274
b. Explain one's thinking and make connections between models and equations	(A)	(B)	(C)	(D)	(E)	VH270275
c. Make assumptions	(A)	(B)	(C)	(D)	(E)	VH617226
d. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617227
e. Represent a problem situation with numbers, words, pictures, or charts	(A)	(B)	(C)	(D)	(E)	VH270277
f. Understand tools for problem solving and limitations of use	(A)	(B)	(C)	(D)	(E)	VH270278
g. Use clear and precise language to discuss problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	VH847655

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240874
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240877
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240876

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

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

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

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

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

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

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

Appendix F-2n: 2019 Pilot Grade 4 Mathematics (COI)

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

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

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

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

_____ hours and _____ minutes per week

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Discuss each student's current level of performance with them	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH845878
b. Set goals for specific progress the student would like to make	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269928
c. Discuss progress the student has made toward goals previously set	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269931

6. How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?

- Ⓐ Never or hardly ever
- Ⓑ Once or twice a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F-2o: 2019 Operational Grade 8 Mathematics (COI)

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

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

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

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

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

_____ hours and _____ minutes per week

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

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

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

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

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

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

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

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

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845833
b. Other materials provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845834
c. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845842
d. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845837
f. Digital games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845841
g. Interactive whiteboard	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH845844

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

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

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

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

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902

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

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

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

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

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

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

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

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

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

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

Appendix F-2p: 2019 Pilot Grade 8 Mathematics (COI)

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

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

2. Which best describes how mathematics instruction is organized for eighth-grade students at this school? Select **one** circle.

- Ⓐ Mathematics is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- Ⓑ Some mathematics instruction is integrated with other subjects, and some mathematics instruction is presented as a discrete subject.
- Ⓒ Mathematics lessons are primarily integrated with instruction in other subjects.

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

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

_____ hours and _____ minutes per week

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

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

6. How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?

- Ⓐ Never or hardly ever
- Ⓑ Once or twice a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week

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

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

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

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

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

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

10. Approximately how much mathematics homework do you assign to students in this class each day?
- Ⓐ None
 - Ⓑ 15 minutes
 - Ⓒ 30 minutes
 - Ⓓ 45 minutes
 - Ⓔ One hour
 - Ⓕ More than one hour

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

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

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

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902
f. Provide multiple representation of concepts and guide students to express what they know using various formats	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811659

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F-2q: 2018 Operational Grade 8 Social Studies (COI)

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

2. How many students are in this class? Enter the number of students. If you teach more than one eighth-grade social studies class, please enter the number of students in the class you are using as the basis for answering this survey.

3. In a typical week, about how much time in total do you spend with this class on social studies instruction?

_____ hours and _____ minutes per week

4. Which best describes how social studies instruction in your school is organized?
- Ⓐ Social studies is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some social studies instruction is integrated with other subjects, and some social studies instruction is presented as a discrete subject.
 - Ⓒ Social studies lessons are primarily integrated with instruction in other subjects.

5. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Select **one** circle in each row.

	None	1-10%	11-40%	41-60%	61-90%	More than 90%	
a. Civics and/or United States government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH493389
b. Geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH493390
c. United States history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH493391
d. Other social studies subject (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH493392

6. During this school year, how often do you do the following as part of social studies instruction with this class? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Have students read material from a social studies textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493504
b. Have students read extra material about social studies not in the regular textbook (e.g., newspapers, magazines, or online sources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493506
c. Have students conduct research about social studies topics (e.g., online, in a library, or through interviews)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493509
d. Have students use primary sources (e.g., letters, diaries, photographs, films, or essays written by people from the past)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493512

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

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

8. When students in this class work on social studies, to what extent do they use computers or other digital devices to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use the Internet to look for evidence or sources (e.g., text documents, photographic images, or films)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493491
b. Play games or use apps in which students play a role (e.g., an explorer, geographer, or historian)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH728046
c. Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text and video clips)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493494
d. Organize information about social studies topics by creating tables, charts, or graphs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493496
e. Participate in online discussions about social studies on a website (e.g., in forums or social media)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493498

9. In your social studies class this year, how often do you use each of the following to assess student progress in social studies? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Tests with multiple-choice, true/false, or matching type questions	(A)	(B)	(C)	(D)	(E)	VH493530
b. Short written responses (e.g., a paragraph or less)	(A)	(B)	(C)	(D)	(E)	VH739504
c. Long written responses (e.g., several paragraphs)	(A)	(B)	(C)	(D)	(E)	VH493540
d. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)	(A)	(B)	(C)	(D)	(E)	VH493541
e. Computer-based or online assessments	(A)	(B)	(C)	(D)	(E)	VH493544

10. When giving assessments in your social studies class this year, how often do you use the assessment results to do each of the following? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Regularly discuss each student's current level of performance with them	(A)	(B)	(C)	(D)	(E)	VH493774
b. Set goals for specific progress the student would like to make	(A)	(B)	(C)	(D)	(E)	VH493775
c. Discuss progress the student has made toward goals previously set	(A)	(B)	(C)	(D)	(E)	VH493777
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	(A)	(B)	(C)	(D)	(E)	VH493778

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

Yes

No

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

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

13. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Examining the roles and functions of the three branches of the United States government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493645
b. Examining the rights and responsibilities of United States citizens	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493646
c. Examining how the United States influences and is influenced by events in other countries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493647
d. Comparing the roles and responsibilities of local, state, and national governments in the United States	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493648
e. Examining why it is important to pay attention to the political process and government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493650
f. Examining why it is important for individuals to participate in the political process and government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493651
g. Discussing the political process and government with others	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493658

14. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach civics and/or United States government? Select **all** that apply.

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

15. Do you give instruction in geography to your students?

- A Yes
- B No

16. In your social studies class this year, how much have you emphasized the following topics in geography? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Countries and cultures	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493708
b. Environmental issues (e.g., pollution, recycling, climate change, or genetically modified food)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493709
c. Basic concepts of physical and human geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493710
d. Variation among regions and how people interact across space via communication, transportation, or trade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493711

17. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Using a map (e.g., a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493726
b. Examining how natural features of Earth (e.g., rivers or mountains) are formed	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH728062
c. Measuring distances and the sizes of areas on maps	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493729
d. Examining what makes different regions in the United States unique	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493730
e. Examining why groups of people migrate to different parts of the world	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493736
f. Examining how humans affect the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493737
g. Examining how humans adjust to the natural environment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH603016
h. Examining why different food and energy resources are traded globally	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493740
i. Using geographic information (e.g., maps, satellite images, or population data) to answer a question or solve a problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493743

18. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach geography? Select **all** that apply.

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

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

- A Yes
- B No

20. In your social studies class this year, how much have you emphasized the following periods of United States history? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. The period before 1815 (e.g., age of exploration, colonization, settlement, or American Revolution)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493552
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493553
c. 1865 to 1945 (e.g., Reconstruction, industrial growth, United States role in world events, immigration, the Great Depression, or the First and Second World Wars)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493554
d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women’s rights movement, Vietnam War, or environmental movement)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493556

21. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Examining the causes and effects of important events in United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493580
b. Examining how time periods in United States history are similar or different	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493582
c. Judging whether information from a source (e.g., text, visual graphics, video, or audio) is accurate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493583
d. Analyzing the relationship between two historical events	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493587
e. Comparing and evaluating different points of view about the past (e.g., different ideas about what caused the Civil War)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493589
f. Coming up with research questions about why or how something happened in the past (e.g., what were the causes of the Great Depression)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493590
g. Taking and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH493591

22. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach history? Select **all** that apply.

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

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

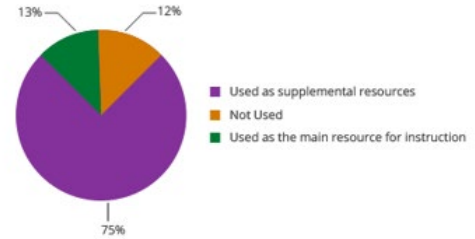
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493814
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493815
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493816
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493817
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493818
f. My students did well because they are just good at social studies.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH493819

Appendix F-2r: 2019 Operational Grade 4 & 8 Giving Back Items

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? Select **all** that apply.
 - 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): _____

Appendix F-3: School Questionnaires

Table F.c. Assessment years for the school administrator survey questionnaires and appendix parts.

	2019	Appendix Parts	Survey Questionnaire	Source location within OMB# 1850-0928 v.15 or other source
Grade 4 Core (SCP)	X	F-3a	2019 Operational Grade 4 Core (SCP)	Appendix K-3b
		F-3b	2019 Pilot Grade 4 Core (SCP)	Appendix K-3d
Grade 8 Core (SCP)	X	F-3c	2019 Operational Grade 8 Core (SCP)	Appendix K-3f
		F-3d	2019 Pilot Grade 8 Core (SCP)	Appendix K-3h
Grade 4 Charter School	X	F-3e	2019 Operational Grade 4 Charter School	Appendix K-3l
		F-3f	2019 Pilot Grade 4 Charter School	Appendix K-3n
Grade 8 Charter School	X	F-3g	2019 Operational Grade 8 Charter School	Appendix K-3l
		F-3h	2019 Pilot Grade 8 Charter School	Appendix K-3n
Grade 4 Reading	X	F-3i	2019 Operational Grade 4 Reading	Appendix K-3p
		F-3j	2019 Pilot Grade 4 Reading	Appendix K-3r
Grade 8 Reading	X	F-3k	2019 Operational Grade 8 Reading	Appendix K-3t
	X	F-3l	2019 Pilot Grade 8 Reading	Appendix K-3v
Grade 4 Mathematics	X	F-3m	2019 Operational Grade 4 Mathematics	Appendix K-3z
	X	F-3n	2019 Pilot Grade 4 Mathematics	Appendix K-3ab
Grade 8 Mathematics	X	F-3o	2019 Operational Grade 8 Mathematics	Appendix K-3ad
	X	F-3p	2019 Pilot Grade 8 Mathematics	Appendix K-3af
Grade 8 Social Studies	X	F-3q	2018 Operational Grade 8 Social Studies	NAEP 2018 Survey Questionnaires, OMB #1850-0928 v. 7, Appendix I-3p
Grade 4 & 8 Giving Back	X	F-3r	2019 Operational Grade 4 & 8 Giving Back Items	Appendix K-3at

Appendix F-3a: 2019 Operational Grade 4 Core (SCP)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

3. Can your school be described by any of the following? Select **all** squares that apply.
- Ⓐ Elementary school
 - Ⓑ Middle or junior high school
 - Ⓒ Secondary school
 - Ⓓ Regular school with a magnet program
 - Ⓔ A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
 - Ⓕ Special education school: primarily serves students with disabilities
 - Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
 - Ⓗ Private independent school
 - Ⓘ Private religiously affiliated school
 - Ⓣ Independent charter school
 - Ⓚ Charter school administered by local school district

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

5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

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

 %

8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

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

- Ⓐ Yes
- Ⓑ No

13. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓘ 100%

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. VH241920

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

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
- Ⓐ 0
 - Ⓑ 1-5
 - Ⓒ 6-10
 - Ⓓ 11-15
 - Ⓔ 16-25
 - Ⓕ More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

For all teacher counts entered in this item:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach *ONLY* pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

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

- A Yes
- B No

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

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

22. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

23. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library

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

25. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- Ⓐ Up to 2 years old
- Ⓑ More than 2 years but less than 4 years old
- Ⓒ More than 4 years but less than 6 years old
- Ⓓ 6 years old or more
- Ⓔ I don't know.

26. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts

27. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

28. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?

- Ⓐ Up to 2 years old
- Ⓑ More than 2 years but less than 4 years old
- Ⓒ More than 4 years but less than 6 years old
- Ⓓ 6 years old or more
- Ⓔ I don't know.

29. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts

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

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

Appendix F-3b: 2019 Pilot Grade 4 Core (SCP)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

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

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

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

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

5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- (A) 0%
- (B) 1–5%
- (C) 6–10%
- (D) 11–25%
- (E) 26–50%
- (F) 51–75%
- (G) 76–90%
- (H) Over 90%

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

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

10. Are the following factors considered when students are admitted to your school? Select **one** circle in each row.

	Yes	No	
a. Student's record of academic performance	<input type="radio"/> A	<input type="radio"/> B	VH812915
b. Student's scores on an admission test	<input type="radio"/> A	<input type="radio"/> B	VH812917
c. Recommendation of the students' prior schools	<input type="radio"/> A	<input type="radio"/> B	VH812918
d. Parents' agreement with the instructional or religious philosophy of the school	<input type="radio"/> A	<input type="radio"/> B	VH812919
e. Whether the student requires a special program	<input type="radio"/> A	<input type="radio"/> B	VH812920
f. Whether the student is interested in a special program	<input type="radio"/> A	<input type="radio"/> B	VH858971
g. Preference given to family members of current or former students	<input type="radio"/> A	<input type="radio"/> B	VH812921
h. Residence in a particular area	<input type="radio"/> A	<input type="radio"/> B	VH812922
i. Qualitative information obtained from the student (e.g., student essays or interviews)	<input type="radio"/> A	<input type="radio"/> B	VH812923
j. Other (please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH812924

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

- A Yes
- B No

12. How does the school operate the program?

- A Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- B All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

13. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

14. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

15. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

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

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

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

17. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

For all teacher counts entered in this item:

INCLUDE these types of teachers:

- *Regular*
- *Special area or resource teachers (e.g., special education, Title I, art, music, physical education)*
- *Long-term substitute teachers*

INCLUDE these types of teachers:

- *Itinerant teachers who teach part-time at this school*
- *Employees reported in other items of this section if they also have a part-time teaching assignment at this school*

DO NOT INCLUDE:

- *Student teachers*
- *Short-term substitute teachers*
- *Teachers who teach ONLY pre-kindergarten or adult education*

18. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

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

- A Yes
- B No

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.

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

21. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

22. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F Other (Please specify): _____

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

24. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

25. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G Other (Please specify): _____

26. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

27. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

28. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G Other (Please specify): _____

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

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

Appendix F-3c: 2019 Operational Grade 8 Core (SCP)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

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

- Ⓐ Elementary school
- Ⓑ Middle or junior high school
- Ⓒ Secondary school
- Ⓓ Regular school with a magnet program
- Ⓔ A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Ⓕ Special education school: primarily serves students with disabilities
- Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Ⓗ Private independent school
- Ⓘ Private religiously affiliated school
- Ⓣ Independent charter school
- Ⓚ Charter school administered by local school district

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

- Ⓐ American Association of Christian Schools
- Ⓑ Association of Christian Schools International
- Ⓒ Christian Schools International
- Ⓓ National Association of Episcopal Schools
- Ⓔ National Association of Independent Schools
- Ⓕ National Catholic Educational Association
- Ⓖ National Society of Hebrew Day Schools
- Ⓗ The Association of Boarding Schools
- Ⓘ Not affiliated with any organization

5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

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

 %

8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

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

- Ⓐ Yes
- Ⓑ No

13. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓘ 100%

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. VH241920

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

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
- Ⓐ 0
 - Ⓑ 1-5
 - Ⓒ 6-10
 - Ⓓ 11-15
 - Ⓔ 16-25
 - Ⓕ More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

For all teacher counts entered in this item:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

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

- A Yes
- B No

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

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

22. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

23. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library

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

25. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- Ⓐ Up to 2 years old
- Ⓑ More than 2 years but less than 4 years old
- Ⓒ More than 4 years but less than 6 years old
- Ⓓ 6 years old or more
- Ⓔ I don't know.

26. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts

27. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

28. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?

- Ⓐ Up to 2 years old
- Ⓑ More than 2 years but less than 4 years old
- Ⓒ More than 4 years but less than 6 years old
- Ⓓ 6 years old or more
- Ⓔ I don't know.

29. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts

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

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

Appendix F-3d: 2019 Pilot Grade 8 Core (SCP)

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

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

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

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

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

5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- (A) 0%
- (B) 1–5%
- (C) 6–10%
- (D) 11–25%
- (E) 26–50%
- (F) 51–75%
- (G) 76–90%
- (H) Over 90%

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

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

10. Are the following factors considered when students are admitted to your school? Select **one** circle in each row.

	Yes	No	
a. Student's record of academic performance	<input type="radio"/> A	<input type="radio"/> B	VH812915
b. Student's scores on an admission test	<input type="radio"/> A	<input type="radio"/> B	VH812917
c. Recommendation of the students' prior schools	<input type="radio"/> A	<input type="radio"/> B	VH812918
d. Parents' agreement with the instructional or religious philosophy of the school	<input type="radio"/> A	<input type="radio"/> B	VH812919
e. Whether the student requires a special program	<input type="radio"/> A	<input type="radio"/> B	VH812920
f. Whether the student is interested in a special program	<input type="radio"/> A	<input type="radio"/> B	VH858971
g. Preference given to family members of current or former students	<input type="radio"/> A	<input type="radio"/> B	VH812921
h. Residence in a particular area	<input type="radio"/> A	<input type="radio"/> B	VH812922
i. Qualitative information obtained from the student (e.g., student essays or interviews)	<input type="radio"/> A	<input type="radio"/> B	VH812923
j. Other (please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH812924

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

- A Yes
- B No

12. How does the school operate the program?

- A Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- B All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

13. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

14. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

15. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

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

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

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

17. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0-10%	11-25%	26-50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

For all teacher counts entered in this item:

INCLUDE these types of teachers:

- *Regular*
- *Special area or resource teachers (e.g., special education, Title I, art, music, physical education)*
- *Long-term substitute teachers*

INCLUDE these types of teachers:

- *Itinerant teachers who teach part-time at this school*
- *Employees reported in other items of this section if they also have a part-time teaching assignment at this school*

DO NOT INCLUDE:

- *Student teachers*
- *Short-term substitute teachers*
- *Teachers who teach ONLY pre-kindergarten or adult education*

18. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

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

- A Yes
- B No

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.

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

21. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

22. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F Other (Please specify): _____

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

24. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

25. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G Other (Please specify): _____

26. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

27. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

28. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts
- Ⓖ Other (Please specify): _____

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

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

Appendix F-3e: 2019 Operational Grade 4 Charter School

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No

2. In which year did your school start providing instruction as a charter school?

3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board

4. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

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

- Ⓐ Yes
- Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
- Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
- Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
- Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it.
- Ⓑ Yes, but signing it is voluntary.
- Ⓒ No

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VH241947
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VH241951
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VH241946
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VH241953
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VH241952
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VH241948
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VH241945
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VH241950

Appendix F-3f: 2019 Pilot Grade 4 Charter School

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- A Yes
- B No

2. Is your school a for-profit or nonprofit charter school?

- A For-profit
- B Nonprofit

3. In which year did your school start providing instruction as a charter school?

4. Who granted your school's current charter?

- A School district
- B State board of education (includes state board of regents and District of Columbia State Board of Education)
- C Postsecondary institution
- D State charter-granting agency
- E City or state public charter school board
- F Other (Please specify): _____

5. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

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

- Ⓐ Yes
- Ⓑ No

7. How many charter schools are operated by this company or organization?

- Ⓐ Two to four schools
- Ⓑ Five to nine schools
- Ⓒ Ten or more schools

8. How many days per school year is your school open for instruction? **Do not** count summer school. Enter the number of days.

days

9. What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes.

_____ hours and _____ minutes per day

10. Which one of the following best describes your charter school's **primary** focus in terms of program content?
- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
 - Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

11. Does your school provide a written contract for parents?
- Ⓐ Yes, and parents are required to abide by it.
 - Ⓑ Yes, but signing it is voluntary.
 - Ⓒ No

12. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VH241947
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VH241951
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VH241946
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VH241953
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VH241952
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VH241948
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VH241945
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VH241950
i. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH587571

Appendix F-3g: 2019 Operational Grade 8 Charter School

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No

2. In which year did your school start providing instruction as a charter school?

3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board

4. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

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

- Ⓐ Yes
- Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
- Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
- Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
- Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it.
- Ⓑ Yes, but signing it is voluntary.
- Ⓒ No

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VH241947
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VH241951
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VH241946
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VH241953
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VH241952
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VH241948
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VH241945
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VH241950

Appendix F-3h: 2019 Pilot Grade 8 Charter School

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- A Yes
- B No

2. Is your school a for-profit or nonprofit charter school?

- A For-profit
- B Nonprofit

3. In which year did your school start providing instruction as a charter school?

4. Who granted your school's current charter?

- A School district
- B State board of education (includes state board of regents and District of Columbia State Board of Education)
- C Postsecondary institution
- D State charter-granting agency
- E City or state public charter school board
- F Other (Please specify): _____

5. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

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

- Ⓐ Yes
- Ⓑ No

7. How many charter schools are operated by this company or organization?

- Ⓐ Two to four schools
- Ⓑ Five to nine schools
- Ⓒ Ten or more schools

8. How many days per school year is your school open for instruction? **Do not** count summer school. Enter the number of days.

days

9. What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes.

_____ hours and _____ minutes per day

10. Which one of the following best describes your charter school's **primary** focus in terms of program content?
- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
 - Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

11. Does your school provide a written contract for parents?
- Ⓐ Yes, and parents are required to abide by it.
 - Ⓑ Yes, but signing it is voluntary.
 - Ⓒ No

12. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VH241947
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VH241951
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VH241946
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VH241953
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VH241952
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VH241948
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VH241945
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VH241950
i. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VH587571

Appendix F-3i: 2019 Operational Grade 4 Reading

Questions 1–4 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 1–4 based on the roles as defined in this paragraph.

VH240020

1. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?
 - Ⓐ Yes, available full-time to fourth-grade students
 - Ⓑ Yes, available part-time to fourth-grade students
 - Ⓒ No

VH240562

2. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH845246
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259935

3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No

4. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240567
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240566

5. To what extent is your school's English/language arts program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240607
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240606
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240609

6. To what extent does your school's fourth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH335509
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH335508
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH586820

7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	VH335489
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH335490
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH335494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH335492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH335491
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH335493

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade English-language learners (ELLs)? Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH846130
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH846127
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH846128
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/> A	<input type="radio"/> B	VH846132
e. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH846131

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142

Appendix F-3j: 2019 Pilot Grade 4 Reading

1. In addition to their regular classroom teacher, are there any **additional** full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) **available to fourth-grade students** at your school?

- Ⓐ Yes, available full-time to fourth-grade students
- Ⓑ Yes, available part-time to fourth-grade students
- Ⓒ No

2. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to fourth-grade students** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide English/language arts course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813032
b. Provide English/language arts course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813033
c. Provide English/language arts enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813034
d. Provide English/language arts enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813035
e. Provide instruction for gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813037
f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813038
g. Provide instruction for English-language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813039

3. Are there any **additional** full- or part-time English/language arts staff (e.g., Reading coach or supervisor, English/language arts lead teacher or department head) **available to fourth-grade teachers** at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No

4. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to fourth-grade teachers** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813098
b. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813099
c. Provide assistance/support to individual or groups of teachers with testing and collecting data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813100
d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813101

5. To what extent is your school's English/language arts program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240607
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240606
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240609

6. To what extent does your school's fourth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH335509
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH335508
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH586820

7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VH335489
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH335490
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH335494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH335492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH858459
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH335493

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade English-language learners (ELLs)? Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH846130
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH846127
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH846128
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/> A	<input type="radio"/> B	VH846132
e. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH846131

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142
d. Class sets of books (e.g., literature books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855315

Appendix F-3k: 2019 Operational Grade 8 Reading

Questions 1–4 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 1–4 based on the roles as defined in this paragraph.

VH240022

1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?
 - Ⓐ Yes, available full-time to eighth-grade students
 - Ⓑ Yes, available part-time to eighth-grade students
 - Ⓒ No

VH240599

2. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH562871
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH259963

3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers
- Ⓑ Yes, available part-time to eighth-grade teachers
- Ⓒ No

4. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240604
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240603

5. To what extent is your school's English/language arts program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240607
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240606
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240609

6. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240618
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240619
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240617

7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	VH240621
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH240622
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH240623
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH240624
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VH240627
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH240626

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English-language learners (ELLs)? Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VH562377
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH562374
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH562375
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input type="radio"/>	VH858637
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH562378

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260140
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260142

Appendix F-3l: 2019 Pilot Grade 8 Reading

1. In addition to their regular English/language arts teacher, are there any **additional** full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) **available to eighth-grade students** at your school?
- Ⓐ Yes, available full-time to eighth-grade students
 - Ⓑ Yes, available part-time to eighth-grade students
 - Ⓒ No

2. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to eighth-grade students** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide English/language arts course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813106
b. Provide English/language arts course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813107
c. Provide English/language arts enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813108
d. Provide English/language arts enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813109
e. Provide instruction for gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813110
f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813111
g. Provide instruction for English-language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813112

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

- Ⓐ Yes, available full-time to eighth-grade teachers
- Ⓑ Yes, available part-time to eighth-grade teachers
- Ⓒ No

4. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to eighth-grade teachers** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813168
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813169
c. Provide assistance/support to individual or groups of teachers with testing and collecting data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813171
d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813172

5. To what extent is your school's English/language arts program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240607
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240606
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240609

6. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240618
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240619
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240617

7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	Ⓐ	Ⓑ	VH240621
b. Reading specialists or literacy coaches	Ⓐ	Ⓑ	VH240622
c. Speech pathologists	Ⓐ	Ⓑ	VH240623
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	Ⓐ	Ⓑ	VH240624
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	Ⓐ	Ⓑ	VH858471
f. Parent volunteers	Ⓐ	Ⓑ	VH240626

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English-language learners (ELLs)? Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	VH562377
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VH562374
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VH562375
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/> A	<input type="radio"/> B	VH858637
e. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VH562378

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142
d. Class sets of books (e.g., literature books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855315

Appendix F-3m: 2019 Operational Grade 4 Mathematics

1. In your school, are fourth-grade students from different classes typically **grouped** for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?

- A Yes
- B No

2. In your school, how often are fourth-grade students' mathematics placements evaluated?

- A Once a year
- B Once a marking period (semester, trimester)
- C More than once a marking period (semester, trimester)
- D Students are not grouped by achievement level.

3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.

Questions 4 and 5 ask about mathematics coaches.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students' ability to use mathematics in their classes.

Please answer questions 4 and 5 based on the role as defined in this paragraph.

4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
 Ⓑ Yes, available part-time to fourth-grade teachers
 Ⓒ No

5. To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240916
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240917
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240918

6. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as patterns and writing number sentences? Select **one** circle in each row.

	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school	
a. Third grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240906
b. Fourth grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240909
c. Fifth grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240908
d. Sixth grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH240907

7. To what extent is your school’s mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240921
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240920
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240923

8. To what extent does your school’s fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240934
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240935
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240933

9. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	VH270637
b. Chess clubs	<input type="radio"/>	<input type="radio"/>	VH270638
c. Programming classes	<input type="radio"/>	<input type="radio"/>	VH270640
d. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	VH270641
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VH270643
f. Family mathematics night	<input type="radio"/>	<input type="radio"/>	VH270645

Appendix F-3n: 2019 Pilot Grade 4 Mathematics

1. In your school, are fourth-grade students from different classes typically **grouped** for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?

- A Yes
- B No

2. In your school, how often are fourth-grade students' mathematics placements evaluated?

- A Once a year
- B Once a marking period (semester, trimester)
- C More than once a marking period (semester, trimester)
- D Students are not grouped by achievement level.

3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.

4. In addition to their regular classroom teacher, are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to fourth-grade students** at your school?

- A Yes, available full-time to fourth-grade students
- B Yes, available part-time to fourth-grade students
- C No

5. To what extent is each of the following a responsibility of the **additional** math staff **available to fourth-grade students** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide math course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854255
b. Provide math course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854258
c. Provide math enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854259
d. Provide math enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854260

6. Are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to fourth-grade teachers** at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No

7. To what extent is each of the following a responsibility of the **additional** math staff available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance with math content or the teaching of math to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854364
b. Provide support/assistance in using math manipulatives and hands-on activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854365
c. Conduct professional development about math or the teaching of math for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854367
d. Provide support/assistance with differentiated or group instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854368

8. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as variables, repeating patterns, and proportional reasoning? Select **one** circle in each row.

	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school	
a. Third grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH811917
b. Fourth grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH811918
c. Fifth grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH811919
d. Sixth grade	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH811921

9. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240921
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240920
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240923

10. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240934
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240935
c. School assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240933

11. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Peer tutoring in mathematics	<input type="radio"/>	<input type="radio"/>	VH270636
b. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	VH270637
c. Chess clubs	<input type="radio"/>	<input type="radio"/>	VH270638
d. Computer coding classes	<input type="radio"/>	<input type="radio"/>	VH854091
e. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	VH270641
f. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VH270643
g. Family mathematics night	<input type="radio"/>	<input type="radio"/>	VH270645

Appendix F-3o: 2019 Operational Grade 8 Mathematics

1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) **for remediation or to catch up a grade level**? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

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

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

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

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–20%
- Ⓔ 21–30%
- Ⓕ 31–40%
- Ⓖ 41–50%
- Ⓗ More than 50%

4. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select **one** circle in each row.

	Yes	No	
a. There are students in my school who take high school mathematics classes.	<input type="radio"/> A	<input type="radio"/> B	VH270660
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/> A	<input type="radio"/> B	VH270661
c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/> A	<input type="radio"/> B	VH270663
d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/> A	<input type="radio"/> B	VH270664

Questions 5 and 6 ask about mathematics coaches.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students' ability to use mathematics in their classes.

Please answer questions 5 and 6 based on the role as defined in this paragraph.

5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?
- A Yes, available full-time to eighth-grade teachers
 - B Yes, available part-time to eighth-grade teachers
 - C No

6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240964
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240966
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240965

7. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240921
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240920
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240923

8. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240970
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240969

9. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Mathematics competitions	<input type="radio"/> A	<input type="radio"/> B	VH270637
b. Chess clubs	<input type="radio"/> A	<input type="radio"/> B	VH270638
c. Programming classes	<input type="radio"/> A	<input type="radio"/> B	VH270640
d. Mathematics clubs	<input type="radio"/> A	<input type="radio"/> B	VH270641
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/> A	<input type="radio"/> B	VH270643
f. Family mathematics night	<input type="radio"/> A	<input type="radio"/> B	VH270645

Appendix F-3p: 2019 Pilot Grade 8 Mathematics

1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) **for remediation or to catch up a grade level**? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

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

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

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–20%
- Ⓔ 21–30%
- Ⓕ 31–40%
- Ⓖ 41–50%
- Ⓗ More than 50%

3. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select **one** circle in each row.

	Yes	No	
a. There are students in my school who take high school mathematics classes.	Ⓐ	Ⓑ	VH270660
b. My school provides credit for students who take high school or college mathematics classes.	Ⓐ	Ⓑ	VH270661
c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	Ⓐ	Ⓑ	VH270663
d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	Ⓐ	Ⓑ	VH270664

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

5. In addition to their regular classroom teacher, are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to eighth-grade students** at your school?

- Ⓐ Yes, available full-time to eighth-grade students
- Ⓑ Yes, available part-time to eighth-grade students
- Ⓒ No

6. To what extent is each of the following a responsibility of the **additional** math staff **available to eighth-grade students** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide math course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854265
b. Provide math course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854266
c. Provide math enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854267
d. Provide math enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854268

7. Are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to eighth-grade teachers** at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers
- Ⓑ Yes, available part-time to eighth-grade teachers
- Ⓒ No

8. To what extent is each of the following a responsibility of the **additional** math staff available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance with math content or the teaching of math to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854372
b. Provide support/assistance in using math manipulatives and hands-on activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854373
c. Conduct professional development about math or the teaching of math for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854374
d. Analyze assessment data to inform strategies and next steps for instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH854375

9. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240921
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240920
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240923

10. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240970
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240969

11. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Peer tutoring in mathematics	<input type="radio"/> A	<input type="radio"/> B	VH270636
b. Mathematics competitions	<input type="radio"/> A	<input type="radio"/> B	VH270637
c. Chess clubs	<input type="radio"/> A	<input type="radio"/> B	VH270638
d. Computer coding classes	<input type="radio"/> A	<input type="radio"/> B	VH854091
e. Mathematics clubs	<input type="radio"/> A	<input type="radio"/> B	VH270641
f. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/> A	<input type="radio"/> B	VH270643
g. Family mathematics night	<input type="radio"/> A	<input type="radio"/> B	VH270645

Appendix F-3q: 2018 Operational Grade 8 Social Studies

1. At what grade do students in your school typically take the following classes? Select **one or more** squares in each row.

	5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.	
a. A class primarily focused on civics and/or United States government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494278
b. A class primarily focused on geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494279
c. A class primarily focused on United States history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494280
d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH494281

2. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school for social studies teachers? Select one or more squares in each row.

	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No	
a. Programs aimed at developing and improving practices for social studies instruction	Ⓐ	Ⓑ	Ⓒ	VH495690
b. Programs aimed at developing and improving general teaching practices	Ⓐ	Ⓑ	Ⓒ	VH495691
c. Programs aimed at developing and improving general teaching of critical reading and writing skills	Ⓐ	Ⓑ	Ⓒ	VH717354
d. Programs aimed at using technology in the classroom	Ⓐ	Ⓑ	Ⓒ	VH717355

3. How much is your school’s social studies program for eighth-graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494356
b. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494357
c. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494359
d. Results from district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494360
e. Results from state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494361
f. Recommendations from school social studies department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH727954
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494364
h. Results from school assessments (e.g., quizzes or tests created by teachers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494365
i. Resources found on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH494366

4. How much does your school's eighth-grade social studies curriculum (e.g., civics and/or United States government, geography, or United States history) focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494370
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494371
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH494373

5. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select **one** circle in each row.

	Yes	No	
a. Tutoring	<input type="radio"/> A	<input type="radio"/> B	VH494347
b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/> A	<input type="radio"/> B	VH494348
c. Use of instructional aides for pull-out instruction	<input type="radio"/> A	<input type="radio"/> B	VH494349
d. Extra work or homework	<input type="radio"/> A	<input type="radio"/> B	VH494350
e. Before- or after-school programs	<input type="radio"/> A	<input type="radio"/> B	VH494351
f. Summer school programs	<input type="radio"/> A	<input type="radio"/> B	VH494353
g. Extra help for English-language learners	<input type="radio"/> A	<input type="radio"/> B	VH494354

6. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select **one** circle in each row.

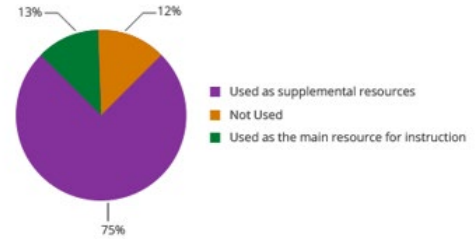
	Yes	No	
a. Student government	Ⓐ	Ⓑ	VH495722
b. Classes with a community service component	Ⓐ	Ⓑ	VH495723
c. Clubs with a community service component	Ⓐ	Ⓑ	VH495724
d. Special courses or workshops to improve skills with computers or other digital devices	Ⓐ	Ⓑ	VH495725

Appendix F-3r: 2019 Operational Grade 4 & 8 Giving Back Items

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? Select **all** that apply.
 - 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): _____

Appendix F-4: 2021 COVID-19 Outbreak Student Survey Questionnaires

Appendix F-4a: 2021 COVID-19 Outbreak Operational Grade 4 ELA

VR233341

1. Was your school building closed last school year because of the COVID-19 outbreak?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I do not remember.

VR233349

2. During the last school year, did you attend this school or did you attend a different school?

- Ⓐ This school
- Ⓑ Different school

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	(A)	(B)	(C)	(D)	VR233416
b. A desktop computer, a laptop computer, or tablet	(A)	(B)	(C)	(D)	VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	(A)	(B)	(C)	(D)	VR233418
d. A printer	(A)	(B)	(C)	(D)	VR233419
e. School supplies (for example, paper and pencil)	(A)	(B)	(C)	(D)	VR233420
f. A quiet place to work	(A)	(B)	(C)	(D)	VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with English/language arts schoolwork (for example, through virtual office hours, phone, e-mail, chat).	(A)	(B)	(C)	(D)	(E)	VR233428
b. My teacher asked me to work online with my classmates in small groups to complete English/language arts assignments.	(A)	(B)	(C)	(D)	(E)	VR233429
c. My teacher asked me to take English/language arts quizzes and tests online.	(A)	(B)	(C)	(D)	(E)	VR233430

5. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?
- Ⓐ A lot more difficult than learning at school
 - Ⓑ Somewhat more difficult than learning at school
 - Ⓒ Somewhat easier than learning at school
 - Ⓓ A lot easier than learning at school

6. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?
- Ⓐ Never or hardly ever
 - Ⓑ About once or twice a month
 - Ⓒ About once or twice a week
 - Ⓓ Every day or almost every day
 - Ⓔ I do not remember.

7. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	Ⓐ	Ⓑ	VR233460
b. Father, stepfather, foster father or other male legal guardian	Ⓐ	Ⓑ	VR233463
c. Brother or sister	Ⓐ	Ⓑ	VR233466
d. Other person	Ⓐ	Ⓑ	VR233467

8. Thinking about distance learning for your English/language arts class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233442
b. Ask for help when you need it	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233443
c. Find learning resources online to learn more about something you don't understand	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233444

Appendix F-4b: 2021 COVID-19 Outbreak Operational Grade 8 ELA

VR233341

1. Was your school building closed last school year because of the COVID-19 outbreak?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I do not remember.

VR233349

2. During the last school year, did you attend this school or did you attend a different school?

- Ⓐ This school
- Ⓑ Different school

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	<input type="radio"/> A	<input type="radio"/> B			VR233416
b. A desktop computer, a laptop computer, or tablet	<input type="radio"/> A	<input type="radio"/> B			VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B			VR233418
d. A printer	<input type="radio"/> A	<input type="radio"/> B			VR233419
e. School supplies (for example, paper and pencil)	<input type="radio"/> A	<input type="radio"/> B			VR233420
f. A quiet place to work	<input type="radio"/> A	<input type="radio"/> B			VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did you do the following things for school? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. Use paper textbooks, workbooks, or worksheets	<input type="radio"/> A	<input type="radio"/> B				VR233422
b. Use online textbooks, workbooks, or worksheets	<input type="radio"/> A	<input type="radio"/> B				VR233423
c. Participate in real-time video lessons with your teacher (for example, on Google Meet or Zoom)	<input type="radio"/> A	<input type="radio"/> B				VR233425
d. Watch recorded lessons prepared by your teacher	<input type="radio"/> A	<input type="radio"/> B				VR233426
e. Watch instructional videos from other sources	<input type="radio"/> A	<input type="radio"/> B				VR233427

5. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with English/language arts schoolwork (for example, through virtual office hours, phone, e-mail, chat).	Ⓐ	Ⓑ				VR233428
b. My teacher asked me to work online with my classmates in small groups to complete English/language arts assignments.	Ⓐ	Ⓑ				VR233429
c. My teacher asked me to take English/language arts quizzes and tests online.	Ⓐ	Ⓑ				VR233430

6. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?
- Ⓐ A lot more difficult than learning at school
 - Ⓑ Somewhat more difficult than learning at school
 - Ⓒ Somewhat easier than learning at school
 - Ⓓ A lot easier than learning at school

7. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?
- Ⓐ Never or hardly ever
 - Ⓑ About once or twice a month
 - Ⓒ About once or twice a week
 - Ⓓ Every day or almost every day
 - Ⓔ I do not remember.

8. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	<input type="radio"/> A	<input type="radio"/> B	VR233460
b. Father, stepfather, foster father or other male legal guardian	<input type="radio"/> A	<input type="radio"/> B	VR233463
c. Brother or sister	<input type="radio"/> A	<input type="radio"/> B	VR233466
d. Other person	<input type="radio"/> A	<input type="radio"/> B	VR233467

9. Thinking about distance learning for your English/language arts class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	<input type="radio"/> A	<input type="radio"/> B				VR233442
b. Ask for help when you need it	<input type="radio"/> A	<input type="radio"/> B				VR233443
c. Find learning resources online to learn more about something you don't understand	<input type="radio"/> A	<input type="radio"/> B				VR233444

Appendix F-4c: 2021 COVID-19 Outbreak Operational Grade 4 Math

VR233341

1. Was your school building closed last school year because of the COVID-19 outbreak?

- A Yes
- B No
- C I do not remember.

VR233349

2. During the last school year, did you attend this school or did you attend a different school?

- A This school
- B Different school

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	<input type="radio"/> A	<input type="radio"/> B			VR233416
b. A desktop computer, a laptop computer, or tablet	<input type="radio"/> A	<input type="radio"/> B			VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B			VR233418
d. A printer	<input type="radio"/> A	<input type="radio"/> B			VR233419
e. School supplies (for example, paper and pencil)	<input type="radio"/> A	<input type="radio"/> B			VR233420
f. A quiet place to work	<input type="radio"/> A	<input type="radio"/> B			VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with math schoolwork (for example, through virtual office hours, phone, e-mail, chat).	<input type="radio"/> A	<input type="radio"/> B				VR233431
b. My teacher asked me to work online with my classmates in small groups to complete math assignments.	<input type="radio"/> A	<input type="radio"/> B				VR233432
c. My teacher asked me to take math quizzes and tests online.	<input type="radio"/> A	<input type="radio"/> B				VR233433

5. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?
- Ⓐ A lot more difficult than learning at school
 - Ⓑ Somewhat more difficult than learning at school
 - Ⓒ Somewhat easier than learning at school
 - Ⓓ A lot easier than learning at school

6. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?
- Ⓐ Never or hardly ever
 - Ⓑ About once or twice a month
 - Ⓒ About once or twice a week
 - Ⓓ Every day or almost every day
 - Ⓔ I do not remember.

7. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	Ⓐ	Ⓑ	VR233460
b. Father, stepfather, foster father or other male legal guardian	Ⓐ	Ⓑ	VR233463
c. Brother or sister	Ⓐ	Ⓑ	VR233466
d. Other person	Ⓐ	Ⓑ	VR233467

8. Thinking about distance learning for your math class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	Ⓐ	Ⓑ				VR233447
b. Ask for help when you need it	Ⓐ	Ⓑ				VR233448
c. Find learning resources online to learn more about something you don't understand	Ⓐ	Ⓑ				VR233449

Appendix F-4c: 2021 COVID-19 Outbreak Operational Grade 8 Math

VR233341

1. Was your school building closed last school year because of the COVID-19 outbreak?

- A Yes
- B No
- C I do not remember.

VR233349

2. During the last school year, did you attend this school or did you attend a different school?

- A This school
- B Different school

VR233352

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	<input type="radio"/> A	<input type="radio"/> B			VR233416
b. A desktop computer, a laptop computer, or tablet	<input type="radio"/> A	<input type="radio"/> B			VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B			VR233418
d. A printer	<input type="radio"/> A	<input type="radio"/> B			VR233419
e. School supplies (for example, paper and pencil)	<input type="radio"/> A	<input type="radio"/> B			VR233420
f. A quiet place to work	<input type="radio"/> A	<input type="radio"/> B			VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did you do the following things for school? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. Use paper textbooks, workbooks, or worksheets	(A)	(B)	(C)	(D)	(E)	VR233422
b. Use online textbooks, workbooks, or worksheets	(A)	(B)	(C)	(D)	(E)	VR233423
c. Participate in real-time video lessons with your teacher (for example, on Google Meet or Zoom)	(A)	(B)	(C)	(D)	(E)	VR233425
d. Watch recorded lessons prepared by your teacher	(A)	(B)	(C)	(D)	(E)	VR233426
e. Watch instructional videos from other sources	(A)	(B)	(C)	(D)	(E)	VR233427

5. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with math schoolwork (for example, through virtual office hours, phone, e-mail, chat).	(A)	(B)	(C)	(D)	(E)	VR233431
b. My teacher asked me to work online with my classmates in small groups to complete math assignments.	(A)	(B)	(C)	(D)	(E)	VR233432
c. My teacher asked me to take math quizzes and tests online.	(A)	(B)	(C)	(D)	(E)	VR233433

6. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?
- Ⓐ A lot more difficult than learning at school
 - Ⓑ Somewhat more difficult than learning at school
 - Ⓒ Somewhat easier than learning at school
 - Ⓓ A lot easier than learning at school

7. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?
- Ⓐ Never or hardly ever
 - Ⓑ About once or twice a month
 - Ⓒ About once or twice a week
 - Ⓓ Every day or almost every day
 - Ⓔ I do not remember.

8. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	Ⓐ	Ⓑ	VR233460
b. Father, stepfather, foster father or other male legal guardian	Ⓐ	Ⓑ	VR233463
c. Brother or sister	Ⓐ	Ⓑ	VR233466
d. Other person	Ⓐ	Ⓑ	VR233467

9. Thinking about distance learning for your math class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	Ⓐ	Ⓑ				VR233447
b. Ask for help when you need it	Ⓐ	Ⓑ				VR233448
c. Find learning resources online to learn more about something you don't understand	Ⓐ	Ⓑ				VR233449

Appendix F-5: 2021 COVID-19 Outbreak Teacher Survey Questionnaires

Appendix F-5a: 2021 COVID-19 Outbreak Operational Teacher Grade 4

VR239622

1. Were you working as a teacher at this school during the 2019-2020 school year?

- A Yes
- B No

VR248907

2. During the 2019-2020 school year, did you provide distance learning to fourth-grade students because of the COVID-19 outbreak?

- A Yes
- B No

VR239638

3. So far this school year, have the following things happened? Select **one** circle in each row.

	Yes	No	
a. Fourth-grade students in my class have participated in distance learning.	<input type="radio"/> A	<input type="radio"/> B	VR239666
b. Fourth-grade students in my class have participated in classroom-based instruction.	<input type="radio"/> A	<input type="radio"/> B	VR239667
c. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR239668
d. Teachers received training from the school or district for instruction in a distance learning format before the school year started.	<input type="radio"/> A	<input type="radio"/> B	VR239669

4. So far this school year, how often have you taken the following measures to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Not applicable	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239641
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239642
c. Remedial measures with a special focus on students with disabilities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239644
d. Remedial measures with a special focus on English language learners	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239645

5. So far this school year, how often have you done the following things to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Reviewed content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239646
b. Provided individualized support to students based on their specific learning gaps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239647
c. Offered additional learning time or sessions to students outside of their regular instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239648
d. Collaborated with other teachers and staff to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239649
e. Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239650

6. This school year, what are the grading policies and practices in your fourth-grade class? Select **all** squares that apply.

- A Students receive letter grades.
- B Students receive pass/fail grades.
- C Students receive credit.
- D Students choose how they will be graded.
- E Other (Please specify): _____

7. So far this school year, how often have you done the following things to prepare you for teaching in a distance learning format? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	This is not available to me.	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239651
b. Used tools that help teachers share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239652
c. Used tools or resources that help teachers develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239653
d. Participated in professional development or professional learning center activities to acquire additional training in distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR248997

8. So far this school year, how confident do you feel in doing the following things? Select **one** circle in each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Teaching your fourth-grade students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239663
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239665

9. Teaching in a distance learning format, do you think that you would be able to do each of the following things? Select **one** circle in each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create materials to engage students in distance learning (e.g., prepare daily or weekly instructional packets, record videos or screencasts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239656
b. Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239657
c. Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239659
d. Develop strategies to help students who are having difficulties mastering content in their distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239661

Appendix F-5b: 2021 COVID-19 Outbreak Operational Teacher Grade 8

VR239622

1. Were you working as a teacher at this school during the 2019-2020 school year?

- A Yes
- B No

VR248908

2. During the 2019-2020 school year, did you provide distance learning to eighth-grade students because of the COVID-19 outbreak?

- A Yes
- B No

VR239638

3. So far this school year, have the following things happened? Select **one** circle in each row.

	Yes	No	
a. Eighth-grade students in my class have participated in distance learning.	<input type="radio"/> A	<input type="radio"/> B	VR254921
b. Eighth-grade students in my class have participated in classroom-based instruction.	<input type="radio"/> A	<input type="radio"/> B	VR254922
c. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR239668
d. Teachers received training from the school or district for instruction in a distance learning format before the school year started.	<input type="radio"/> A	<input type="radio"/> B	VR239669

4. So far this school year, how often have you taken the following measures to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Not applicable	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239641
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239642
c. Remedial measures with a special focus on students with disabilities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239644
d. Remedial measures with a special focus on English language learners	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239645

5. So far this school year, how often have you done the following things to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Reviewed content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239646
b. Provided individualized support to students based on their specific learning gaps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239647
c. Offered additional learning time or sessions to students outside of their regular instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239648
d. Collaborated with other teachers and staff to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239649
e. Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239650

6. This school year, what are the grading policies and practices in your eighth-grade class? Select **all** squares that apply.

- A Students receive letter grades.
- B Students receive pass/fail grades.
- C Students receive credit.
- D Students choose how they will be graded.
- E Other (Please specify): _____

7. So far this school year, how often have you done the following things to prepare you for teaching in a distance learning format? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	This is not available to me.	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239651
b. Used tools that help teachers share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239652
c. Used tools or resources that help teachers develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239653
d. Participated in professional development or professional learning center activities to acquire additional training in distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR248997

8. So far this school year, how confident do you feel in doing the following things? Select **one** circle in each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Teaching your eighth-grade students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239664
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239665

9. Teaching in a distance learning format, do you think that you would be able to do each of the following things? Select **one** circle in each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create materials to engage students in distance learning (e.g., prepare daily or weekly instructional packets, record videos or screencasts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239656
b. Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239657
c. Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239659
d. Develop strategies to help students who are having difficulties mastering content in their distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239661

Appendix F-6: 2021 COVID-19 Outbreak School Survey Questionnaires

Appendix F-6a: 2021 COVID-19 Outbreak Operational School Grade 4

VR239677

1. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2019-2020 school year?

- A Yes
- B No

VR239682

2. When your school was closed last school year because of the COVID-19 outbreak, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before the initial school closure	Yes, during the school closure	Yes, both before and during the school closure	No	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239688
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239689
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239690
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239691
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239692
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239693
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239694

3. When your school was closed last school year because of the COVID-19 outbreak, did teachers do the following things to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes	No	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	Ⓐ	Ⓑ	VR239703
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	Ⓐ	Ⓑ	VR239704
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	Ⓐ	Ⓑ	VR239705

4. When your school was closed last school year because of the COVID-19 outbreak, did your school or district distribute laptop computers or tablets to students to take home?

- Ⓐ The school or district already distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- Ⓑ The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak.
- Ⓒ The school or district distributed laptop computers or tablets only to students who did not have access to one at home during the COVID-19 outbreak.
- Ⓓ The school or district did not distribute laptop computers or tablets to any students.
- Ⓔ Other (Please specify): _____

5. When your school was closed last school year because of the COVID-19 outbreak, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.
- (A) All of the students at this school already had Internet access at home.
 - (B) The school or district worked with Internet providers to assist students with getting Internet access at home.
 - (C) The school or district provided hotspots or other devices to assist students with getting Internet access at home.
 - (D) The school or district made spaces available where students could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hot spots, etc.)
 - (E) The school or district did not assist students with getting Internet access at home.
 - (F) Other (Please specify): _____

6. When your school was closed last school year because of the COVID-19 outbreak, how was class instruction organized? Select **one** circle in each row.

	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VR239713
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VR239714
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VR239717
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VR239718

7. When your school was closed last school year because of the COVID-19 outbreak, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239698
b. Conduct virtual office hours or online meetings with students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239699
c. Initiate phone calls to students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239701
d. Initiate communications with parents or guardians about their child's progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239702

8. When your school was closed last school year because of the COVID-19 outbreak, approximately what percentage of students attended distance learning activities in a typical week?

- Ⓐ 0–25%
- Ⓑ 26–50%
- Ⓒ 51–60%
- Ⓓ 61–70%
- Ⓔ 71–80%
- Ⓕ 81–90%
- Ⓖ Over 90%
- Ⓗ The school did not track student attendance during this time.

9. Has the structure of this school year been modified in the following ways? Select **one** circle in each row.

	Yes	No	
a. The school year started earlier.	Ⓐ	Ⓑ	VR239706
b. The school year will end later.	Ⓐ	Ⓑ	VR239707
c. The length of the school day has been extended to make up for learning time that was missed last school year.	Ⓐ	Ⓑ	VR239708
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	Ⓐ	Ⓑ	VR249734
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	Ⓐ	Ⓑ	VR239710
f. Students had the option to repeat their previous grade level.	Ⓐ	Ⓑ	VR239711

Appendix F-6b: 2021 COVID-19 Outbreak Operational School Grade 8

VR239677

1. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2019-2020 school year?

- A Yes
- B No

VR239682

2. When your school was closed last school year because of the COVID-19 outbreak, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before the initial school closure	Yes, during the school closure	Yes, both before and during the school closure	No	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239688
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239689
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239690
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239691
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239692
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239693
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239694

3. When your school was closed last school year because of the COVID-19 outbreak, did teachers do the following things to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes	No	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	Ⓐ	Ⓑ	VR239703
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	Ⓐ	Ⓑ	VR239704
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	Ⓐ	Ⓑ	VR239705

4. When your school was closed last school year because of the COVID-19 outbreak, did your school or district distribute laptop computers or tablets to students to take home?

- Ⓐ The school or district already distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- Ⓑ The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak.
- Ⓒ The school or district distributed laptop computers or tablets only to students who did not have access to one at home during the COVID-19 outbreak.
- Ⓓ The school or district did not distribute laptop computers or tablets to any students.
- Ⓔ Other (Please specify): _____

5. When your school was closed last school year because of the COVID-19 outbreak, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.
- A All of the students at this school already had Internet access at home.
 - B The school or district worked with Internet providers to assist students with getting Internet access at home.
 - C The school or district provided hotspots or other devices to assist students with getting Internet access at home.
 - D The school or district made spaces available where students could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hot spots, etc.)
 - E The school or district did not assist students with getting Internet access at home.
 - F Other (Please specify): _____

6. When your school was closed last school year because of the COVID-19 outbreak, how was class instruction organized? Select **one** circle in each row.

	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239713
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239714
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239717
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239718

7. When your school was closed last school year because of the COVID-19 outbreak, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239698
b. Conduct virtual office hours or online meetings with students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239699
c. Initiate phone calls to students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239701
d. Initiate communications with parents or guardians about their child's progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239702

8. When your school was closed last school year because of the COVID-19 outbreak, approximately what percentage of students attended distance learning activities in a typical week?

- Ⓐ 0–25%
- Ⓑ 26–50%
- Ⓒ 51–60%
- Ⓓ 61–70%
- Ⓔ 71–80%
- Ⓕ 81–90%
- Ⓖ Over 90%
- Ⓗ The school did not track student attendance during this time.

9. Has the structure of this school year been modified in the following ways? Select **one** circle in each row.

	Yes	No	
a. The school year started earlier.	<input type="radio"/> A	<input type="radio"/> B	VR239706
b. The school year will end later.	<input type="radio"/> A	<input type="radio"/> B	VR239707
c. The length of the school day has been extended to make up for learning time that was missed last school year.	<input type="radio"/> A	<input type="radio"/> B	VR239708
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR249734
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/> A	<input type="radio"/> B	VR239710
f. Students had the option to repeat their previous grade level.	<input type="radio"/> A	<input type="radio"/> B	VR239711
g. Students had the option to repeat a specific class or subject.	<input type="radio"/> A	<input type="radio"/> B	VR239712

**Appendix F-7: 2021 COVID-19 Outbreak Student Survey
Questionnaires - Bilingual**

Appendix F-7a: 2021 COVID-19 Outbreak Operational Grade 4 - Bilingual

VR242085

1. ¿El edificio de tu escuela cerró el pasado año escolar debido al brote de COVID-19?

- A Sí
- B No
- C No recuerdo.

VR242133

2. Durante el pasado año escolar, ¿asististe a esta escuela o asististe a una escuela diferente?

- A A esta escuela
- B A una escuela diferente

VR242137

3. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿tuviste las siguientes cosas disponibles para completar tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí, disponible todo el tiempo	Sí, disponible parte del tiempo	No	No recuerdo.	
a. Acceso a Internet de alta velocidad	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242138
b. Una computadora de escritorio, una computadora portátil o una tableta	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242139
c. Un smartphone (por ejemplo, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242143
d. Una impresora	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242141
e. Útiles escolares (por ejemplo, papel y lápiz)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242142
f. Un lugar tranquilo para trabajar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242140

4. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia ocurrieron las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Mi maestro estuvo disponible para ayudarme con el trabajo escolar de inglés/lengua y literatura (por ejemplo, a través de horas de consulta virtuales, por teléfono, correo electrónico, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242161
b. Mi maestro me pidió que trabajara en línea con mis compañeros de clase en grupos pequeños para completar tareas de inglés/lengua y literatura.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242163
c. Mi maestro me pidió que tomara pruebas y exámenes de inglés/lengua y literatura en línea.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242162

5. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿qué tan fácil o difícil te pareció el aprender a distancia comparado con el aprender en la escuela?
- Ⓐ Mucho más difícil que aprender en la escuela
 - Ⓑ Algo más difícil que aprender en la escuela
 - Ⓒ Algo más fácil que aprender en la escuela
 - Ⓓ Mucho más fácil que aprender en la escuela

6. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia alguien te ayudó con tu trabajo escolar?
- Ⓐ Nunca o casi nunca
 - Ⓑ Más o menos una o dos veces por mes
 - Ⓒ Más o menos una o dos veces por semana
 - Ⓓ Todos los días o casi todos los días
 - Ⓔ No recuerdo.

7. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿alguna de las siguientes personas te ayudó con tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí	No	
a. Madre, madrastra, madre de crianza u otra tutora legal	<input type="radio"/> A	<input type="radio"/> B	VR242207
b. Padre, padrastro, padre de crianza u otro tutor legal	<input type="radio"/> A	<input type="radio"/> B	VR242214
c. Hermano o hermana	<input type="radio"/> A	<input type="radio"/> B	VR242213
d. Otra persona	<input type="radio"/> A	<input type="radio"/> B	VR242210

8. Pensando en el aprendizaje a distancia para tu clase de inglés/lengua y literatura, ¿crees que podrías hacer cada una de las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Reconocer cuando no entiendes algo que estás aprendiendo	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242181
b. Pedir ayuda cuando la necesitas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242180
c. Encontrar recursos en línea para aprender más acerca de algo que no entiendes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242179

Appendix F-7b: 2021 COVID-19 Outbreak Operational Grade 8 - Bilingual

VR242085

1. ¿El edificio de tu escuela cerró el pasado año escolar debido al brote de COVID-19?
- Ⓐ Sí
 - Ⓑ No
 - Ⓒ No recuerdo.

VR242133

2. Durante el pasado año escolar, ¿asististe a esta escuela o asististe a una escuela diferente?
- Ⓐ A esta escuela
 - Ⓑ A una escuela diferente

3. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿tuviste las siguientes cosas disponibles para completar tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí, disponible todo el tiempo	Sí, disponible parte del tiempo	No	No recuerdo.	
a. Acceso a Internet de alta velocidad	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242138
b. Una computadora de escritorio, una computadora portátil o una tableta	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242139
c. Un smartphone (por ejemplo, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242143
d. Una impresora	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242141
e. Útiles escolares (por ejemplo, papel y lápiz)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242142
f. Un lugar tranquilo para trabajar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242140

4. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia hiciste las siguientes cosas para la escuela? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Usar libros de texto, libros de ejercicios u hojas de ejercicios impresos	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242154
b. Usar libros de texto, libros de ejercicios u hojas de ejercicios en línea	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242155
c. Participar en lecciones de video en tiempo real con tu maestro (por ejemplo, a través de Google Meet o Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242157
d. Ver lecciones grabadas preparadas por tu maestro	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242158
e. Ver videos educativos de otras fuentes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242156

5. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia ocurrieron las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Mi maestro estuvo disponible para ayudarme con el trabajo escolar de inglés/lengua y literatura (por ejemplo, a través de horas de consulta virtuales, por teléfono, correo electrónico, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242161
b. Mi maestro me pidió que trabajara en línea con mis compañeros de clase en grupos pequeños para completar tareas de inglés/lengua y literatura.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242163
c. Mi maestro me pidió que tomara pruebas y exámenes de inglés/lengua y literatura en línea.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242162

6. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿qué tan fácil o difícil te pareció el aprender a distancia comparado con el aprender en la escuela?

- Ⓐ Mucho más difícil que aprender en la escuela
- Ⓑ Algo más difícil que aprender en la escuela
- Ⓒ Algo más fácil que aprender en la escuela
- Ⓓ Mucho más fácil que aprender en la escuela

7. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia alguien te ayudó con tu trabajo escolar?

- Ⓐ Nunca o casi nunca
- Ⓑ Más o menos una o dos veces por mes
- Ⓒ Más o menos una o dos veces por semana
- Ⓓ Todos los días o casi todos los días
- Ⓔ No recuerdo.

8. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿alguna de las siguientes personas te ayudó con tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí	No	
a. Madre, madrastra, madre de crianza u otra tutora legal	Ⓐ	Ⓑ	VR242207
b. Padre, padrastro, padre de crianza u otro tutor legal	Ⓐ	Ⓑ	VR242214
c. Hermano o hermana	Ⓐ	Ⓑ	VR242213
d. Otra persona	Ⓐ	Ⓑ	VR242210

9. Pensando en el aprendizaje a distancia para tu clase de inglés/lengua y literatura, ¿crees que podrías hacer cada una de las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Reconocer cuando no entiendes algo que estás aprendiendo	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242181
b. Pedir ayuda cuando la necesitas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242180
c. Encontrar recursos en línea para aprender más acerca de algo que no entiendes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242179

Appendix F-7c: 2021 COVID-19 Outbreak Operational Grade 4 Math - Bilingual

VR242085

1. ¿El edificio de tu escuela cerró el pasado año escolar debido al brote de COVID-19?

- A Sí
- B No
- C No recuerdo.

VR242133

2. Durante el pasado año escolar, ¿asististe a esta escuela o asististe a una escuela diferente?

- A A esta escuela
- B A una escuela diferente

VR242137

3. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿tuviste las siguientes cosas disponibles para completar tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí, disponible todo el tiempo	Sí, disponible parte del tiempo	No	No recuerdo.	
a. Acceso a Internet de alta velocidad	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242138
b. Una computadora de escritorio, una computadora portátil o una tableta	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242139
c. Un smartphone (por ejemplo, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242143
d. Una impresora	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242141
e. Útiles escolares (por ejemplo, papel y lápiz)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242142
f. Un lugar tranquilo para trabajar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242140

4. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia ocurrieron las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Mi maestro estuvo disponible para ayudarme con el trabajo escolar de matemáticas (por ejemplo, a través de horas de consulta virtuales, por teléfono, correo electrónico, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242165
b. Mi maestro me pidió que trabajara en línea con mis compañeros de clase en grupos pequeños para completar tareas de matemáticas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242167
c. Mi maestro me pidió que tomara pruebas y exámenes de matemáticas en línea.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242166

5. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿qué tan fácil o difícil te pareció el aprender a distancia comparado con el aprender en la escuela?

- Ⓐ Mucho más difícil que aprender en la escuela
- Ⓑ Algo más difícil que aprender en la escuela
- Ⓒ Algo más fácil que aprender en la escuela
- Ⓓ Mucho más fácil que aprender en la escuela

6. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia alguien te ayudó con tu trabajo escolar?

- Ⓐ Nunca o casi nunca
- Ⓑ Más o menos una o dos veces por mes
- Ⓒ Más o menos una o dos veces por semana
- Ⓓ Todos los días o casi todos los días
- Ⓔ No recuerdo.

7. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿alguna de las siguientes personas te ayudó con tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí	No	
a. Madre, madrastra, madre de crianza u otra tutora legal	<input type="radio"/> A	<input type="radio"/> B	VR242207
b. Padre, padrastro, padre de crianza u otro tutor legal	<input type="radio"/> A	<input type="radio"/> B	VR242214
c. Hermano o hermana	<input type="radio"/> A	<input type="radio"/> B	VR242213
d. Otra persona	<input type="radio"/> A	<input type="radio"/> B	VR242210

8. Pensando en el aprendizaje a distancia para tu clase de matemáticas, ¿crees que podrías hacer cada una de las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Reconocer cuando no entiendes algo que estás aprendiendo	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242188
b. Pedir ayuda cuando la necesitas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242187
c. Encontrar recursos en línea para aprender más acerca de algo que no entiendes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242186

Appendix F-7d: 2021 COVID-19 Outbreak Operational Grade 4 Math - Puerto Rico

VR242242

1. ¿El edificio de tu escuela cerró el pasado año escolar debido al brote de COVID-19?

- A Sí
- B No
- C No recuerdo.

VR242247

2. Durante el pasado año escolar, ¿asististe a esta escuela o asististe a una escuela diferente?

- A A esta escuela
- B A una escuela diferente

VR242251

3. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿tuviste las siguientes cosas disponibles para completar tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí, disponible todo el tiempo	Sí, disponible parte del tiempo	No	No recuerdo.	
a. Acceso a Internet de alta velocidad	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242252
b. Una computadora de escritorio, una computadora portátil o una tableta	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242253
c. Un smartphone (por ejemplo, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242257
d. Una impresora	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242255
e. Materiales escolares (por ejemplo, papel y lápiz)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242256
f. Un lugar tranquilo para trabajar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242254

4. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia ocurrieron las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Mi maestro estuvo disponible para ayudarme con el trabajo escolar de matemáticas (por ejemplo, a través de horas de consulta virtuales, por teléfono, correo electrónico, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242285
b. Mi maestro me pidió que trabajara en línea con mis compañeros de clase en grupos pequeños para completar tareas de matemáticas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242287
c. Mi maestro me pidió que tomara pruebas y exámenes de matemáticas en línea.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242286

5. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿qué tan fácil o difícil te pareció el aprender a distancia comparado con el aprender en la escuela?
- Ⓐ Mucho más difícil que aprender en la escuela
 - Ⓑ Algo más difícil que aprender en la escuela
 - Ⓒ Algo más fácil que aprender en la escuela
 - Ⓓ Mucho más fácil que aprender en la escuela

6. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia alguien te ayudó con tu trabajo escolar?
- Ⓐ Nunca o casi nunca
 - Ⓑ Más o menos una o dos veces por mes
 - Ⓒ Más o menos una o dos veces por semana
 - Ⓓ Todos los días o casi todos los días
 - Ⓔ No recuerdo.

7. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿alguna de las siguientes personas te ayudó con tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí	No	
a. Madre, madrastra, madre de crianza u otra tutora legal	<input type="radio"/>	<input type="radio"/>	VR242302
b. Padre, padrastro, padre de crianza u otro tutor legal	<input type="radio"/>	<input type="radio"/>	VR242309
c. Hermano o hermana	<input type="radio"/>	<input type="radio"/>	VR242308
d. Otra persona	<input type="radio"/>	<input type="radio"/>	VR242305

8. Pensando en el aprendizaje a distancia para tu clase de matemáticas, ¿crees que podrías hacer cada una de las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Reconocer cuando no entiendes algo que estás aprendiendo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR242299
b. Pedir ayuda cuando la necesitas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR242298
c. Encontrar recursos en línea para aprender más acerca de algo que no entiendes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR242297

Appendix F-7e: 2021 COVID-19 Outbreak Operational Grade 8 Math - Bilingual

VR242085

1. ¿El edificio de tu escuela cerró el pasado año escolar debido al brote de COVID-19?

- A Sí
- B No
- C No recuerdo.

VR242133

2. Durante el pasado año escolar, ¿asististe a esta escuela o asististe a una escuela diferente?

- A A esta escuela
- B A una escuela diferente

VR242137

3. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿tuviste las siguientes cosas disponibles para completar tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí, disponible todo el tiempo	Sí, disponible parte del tiempo	No	No recuerdo.	
a. Acceso a Internet de alta velocidad	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242138
b. Una computadora de escritorio, una computadora portátil o una tableta	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242139
c. Un smartphone (por ejemplo, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242143
d. Una impresora	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242141
e. Útiles escolares (por ejemplo, papel y lápiz)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242142
f. Un lugar tranquilo para trabajar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242140

4. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia hiciste las siguientes cosas para la escuela? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Usar libros de texto, libros de ejercicios u hojas de ejercicios impresos	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242154
b. Usar libros de texto, libros de ejercicios u hojas de ejercicios en línea	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242155
c. Participar en lecciones de video en tiempo real con tu maestro (por ejemplo, a través de Google Meet o Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242157
d. Ver lecciones grabadas preparadas por tu maestro	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242158
e. Ver videos educativos de otras fuentes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242156

5. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia ocurrieron las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Mi maestro estuvo disponible para ayudarme con el trabajo escolar de matemáticas (por ejemplo, a través de horas de consulta virtuales, por teléfono, correo electrónico, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242165
b. Mi maestro me pidió que trabajara en línea con mis compañeros de clase en grupos pequeños para completar tareas de matemáticas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242167
c. Mi maestro me pidió que tomara pruebas y exámenes de matemáticas en línea.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242166

6. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿qué tan fácil o difícil te pareció el aprender a distancia comparado con el aprender en la escuela?

- Ⓐ Mucho más difícil que aprender en la escuela
- Ⓑ Algo más difícil que aprender en la escuela
- Ⓒ Algo más fácil que aprender en la escuela
- Ⓓ Mucho más fácil que aprender en la escuela

7. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia alguien te ayudó con tu trabajo escolar?

- Ⓐ Nunca o casi nunca
- Ⓑ Más o menos una o dos veces por mes
- Ⓒ Más o menos una o dos veces por semana
- Ⓓ Todos los días o casi todos los días
- Ⓔ No recuerdo.

8. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿alguna de las siguientes personas te ayudó con tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí	No	
a. Madre, madrastra, madre de crianza u otra tutora legal	Ⓐ	Ⓑ	VR242207
b. Padre, padrastro, padre de crianza u otro tutor legal	Ⓐ	Ⓑ	VR242214
c. Hermano o hermana	Ⓐ	Ⓑ	VR242213
d. Otra persona	Ⓐ	Ⓑ	VR242210

9. Pensando en el aprendizaje a distancia para tu clase de matemáticas, ¿crees que podrías hacer cada una de las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Reconocer cuando no entiendes algo que estás aprendiendo	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242188
b. Pedir ayuda cuando la necesitas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242187
c. Encontrar recursos en línea para aprender más acerca de algo que no entiendes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242186

Appendix F-7f: 2021 COVID-19 Outbreak Operational Grade 8 Math - Puerto Rico

VR242242

1. ¿El edificio de tu escuela cerró el pasado año escolar debido al brote de COVID-19?

- A Sí
- B No
- C No recuerdo.

VR242247

2. Durante el pasado año escolar, ¿asististe a esta escuela o asististe a una escuela diferente?

- A A esta escuela
- B A una escuela diferente

VR242251

3. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿tuviste las siguientes cosas disponibles para completar tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí, disponible todo el tiempo	Sí, disponible parte del tiempo	No	No recuerdo.	
a. Acceso a Internet de alta velocidad	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242252
b. Una computadora de escritorio, una computadora portátil o una tableta	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242253
c. Un smartphone (por ejemplo, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242257
d. Una impresora	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242255
e. Materiales escolares (por ejemplo, papel y lápiz)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242256
f. Un lugar tranquilo para trabajar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242254

4. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia hiciste las siguientes cosas para la escuela? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Usar libros de texto, libros de ejercicios u hojas de ejercicios impresos	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242259
b. Usar libros de texto, libros de ejercicios u hojas de ejercicios en línea	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242260
c. Participar en lecciones de video en tiempo real con tu maestro (por ejemplo, a través de Google Meet o Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242262
d. Ver lecciones grabadas preparadas por tu maestro	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242263
e. Ver videos educativos de otras fuentes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR242261

5. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia ocurrieron las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	No recuerdo.	
a. Mi maestro estuvo disponible para ayudarme con el trabajo escolar de matemáticas (por ejemplo, a través de horas de consulta virtuales, por teléfono, correo electrónico, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242285
b. Mi maestro me pidió que trabajara en línea con mis compañeros de clase en grupos pequeños para completar tareas de matemáticas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242287
c. Mi maestro me pidió que tomara pruebas y exámenes de matemáticas en línea.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242286

6. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿qué tan fácil o difícil te pareció el aprender a distancia comparado con el aprender en la escuela?

- Ⓐ Mucho más difícil que aprender en la escuela
- Ⓑ Algo más difícil que aprender en la escuela
- Ⓒ Algo más fácil que aprender en la escuela
- Ⓓ Mucho más fácil que aprender en la escuela

7. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia alguien te ayudó con tu trabajo escolar?

- Ⓐ Nunca o casi nunca
- Ⓑ Más o menos una o dos veces por mes
- Ⓒ Más o menos una o dos veces por semana
- Ⓓ Todos los días o casi todos los días
- Ⓔ No recuerdo.

8. Cuando tu escuela cerró el pasado año escolar debido al brote de COVID-19, ¿alguna de las siguientes personas te ayudó con tu trabajo escolar o tus clases en línea? Selecciona **una** opción de respuesta en cada fila.

	Sí	No	
a. Madre, madrastra, madre de crianza u otra tutora legal	Ⓐ	Ⓑ	VR242302
b. Padre, padrastro, padre de crianza u otro tutor legal	Ⓐ	Ⓑ	VR242309
c. Hermano o hermana	Ⓐ	Ⓑ	VR242308
d. Otra persona	Ⓐ	Ⓑ	VR242305

9. Pensando en el aprendizaje a distancia para tu clase de matemáticas, ¿crees que podrías hacer cada una de las siguientes cosas? Selecciona **una** opción de respuesta en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Reconocer cuando no entiendes algo que estás aprendiendo	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242299
b. Pedir ayuda cuando la necesitas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242298
c. Encontrar recursos en línea para aprender más acerca de algo que no entiendes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242297

**Appendix F-8: 2021 COVID-19 Outbreak
Teacher Survey Questionnaires - Bilingual**

Appendix F-8a: 2021 COVID-19 Outbreak Operational Grade 4 Teacher - Puerto Rico

VR241812

1. ¿Estaba usted trabajando como maestro en esta escuela durante el año escolar 2019-2020?

- A Sí
- B No

VR248919

2. Durante el año escolar 2019-2020, ¿impartió enseñanza a distancia a los estudiantes de cuarto grado debido al brote de COVID-19?

- A Sí
- B No

VR241799

3. En lo que va de este año escolar, ¿han ocurrido las siguientes cosas? Seleccione **un** círculo en cada fila.

	Sí	No	
a. Los estudiantes en mi clase de cuarto grado han participado en el aprendizaje a distancia.	<input type="radio"/> A	<input type="radio"/> B	VR241800
b. Los estudiantes en mi clase de cuarto grado han participado en la enseñanza en el salón de clases.	<input type="radio"/> A	<input type="radio"/> B	VR241801
c. La asistencia a la escuela se ha programado por turnos (p. ej., asistencia medio día o día de por medio).	<input type="radio"/> A	<input type="radio"/> B	VR241804
d. Los maestros recibieron capacitación por parte de la escuela o el distrito para la enseñanza mediante un modelo de aprendizaje a distancia antes de que comenzara el año escolar.	<input type="radio"/> A	<input type="radio"/> B	VR241803

4. En lo que va de este año escolar, ¿con qué frecuencia ha tomado las siguientes medidas para responder a las brechas en el aprendizaje que pueden haber ocurrido debido al cierre de las escuelas a causa del brote de COVID-19? Seleccione **un** círculo en cada fila.

	No corresponde	Nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	
a. Evaluaciones diagnósticas para medir las brechas entre el conocimiento/ las destrezas de los estudiantes y los estándares de logros	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR241764
b. Acciones remediales para reducir las brechas entre el conocimiento/las destrezas de los estudiantes y los estándares de logros	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR241765
c. Acciones remediales enfocadas particularmente en los estudiantes con impedimentos	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR241767
d. Acciones remediales enfocadas particularmente en los estudiantes con limitaciones lingüísticas en español	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR241766

5. En lo que va de este año escolar, ¿con qué frecuencia ha hecho lo siguiente para responder a las brechas en el aprendizaje que pueden haber ocurrido debido al cierre de las escuelas a causa del brote de COVID-19? Seleccione **un** círculo en cada fila.

	Nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	
a. Repasar contenido que los estudiantes debieron haber aprendido el año pasado	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241774
b. Proporcionar apoyo individualizado a los estudiantes según sus brechas de aprendizaje específicas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241775
c. Ofrecer tiempo o sesiones de aprendizaje adicionales para los estudiantes fuera de su horario regular de enseñanza	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241778
d. Colaborar con otros maestros y miembros del personal para repasar contenido que los estudiantes debieron haber aprendido el año pasado	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241777
e. Proporcionar a los padres o tutores legales materiales o actividades de aprendizaje en casa para repasar contenido que los estudiantes debieron haber aprendido el año pasado	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241776

6. Este año escolar, ¿cuáles son las políticas y prácticas de calificación en su clase de cuarto grado? Seleccione **todos** los cuadros que correspondan.

- Ⓐ Los estudiantes reciben calificaciones con letras.
- Ⓑ Los estudiantes aprueban o reprueban.
- Ⓒ Los estudiantes reciben un crédito.
- Ⓓ Los estudiantes eligen cómo se les calificará.
- Ⓔ Otro (Por favor especifique): _____

7. En lo que va de este año escolar, ¿con qué frecuencia ha hecho lo siguiente para prepararse para enseñar mediante un modelo de aprendizaje a distancia? Seleccione un círculo en cada fila.

	Nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	Esto no está disponible para mí.	
a. Participar en reuniones programadas regularmente para colaborar con otros maestros (p. ej., maestros que enseñan el mismo grado o la misma área de contenido)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241782
b. Usar herramientas que ayudan a los maestros a compartir conocimientos con sus colegas (p. ej., foros en línea, tableros de discusión, comunidades profesionales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241784
c. Usar herramientas o recursos que ayudan a los maestros a desarrollar planes de aprendizaje a distancia (p. ej., planificadores digitales de lecciones, recursos y guías compilados y ofrecidos por organizaciones)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241783
d. Participar en actividades de desarrollo profesional o de un centro de aprendizaje profesional para adquirir capacitación adicional sobre el aprendizaje a distancia	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR249201

8. En lo que va de este año escolar, ¿qué tan seguro se siente haciendo cada una de las siguientes actividades? Seleccione **un** círculo en cada fila.

	Absolutamente inseguro	Inseguro	Algo seguro	Muy seguro	Extremadamente seguro	
a. Enseñando a sus estudiantes de cuarto grado	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241796
b. Respondiendo a las brechas entre el conocimiento/las destrezas de los estudiantes y los estándares de logros que pueden haber ocurrido debido al cierre de las escuelas a causa del brote de COVID-19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241797

9. Al enseñar mediante un formato de aprendizaje a distancia, ¿cree que podría hacer cada una de las siguientes actividades? Seleccione **un** círculo en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Crear materiales para mantener interesados a los estudiantes en el aprendizaje a distancia (p. ej., preparar paquetes de enseñanza diarios o semanales, grabar videos o hacer una captura en video con narración de la pantalla de su computadora (<i>screencasts</i>))	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241788
b. Llevar a cabo una lección de aprendizaje a distancia con los estudiantes en tiempo real (p. ej., a través del teléfono, videoconferencia, chat en línea, plataformas de aprendizaje en línea)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241789
c. Proporcionar comentarios y respuestas a los estudiantes mediante un modelo de aprendizaje a distancia (p. ej., a través del teléfono, correo electrónico, horas de consulta virtual)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241791
d. Desarrollar estrategias para ayudar a los estudiantes que están teniendo dificultades para dominar el contenido mediante el aprendizaje a distancia	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241793

Appendix F-8b: 2021 COVID-19 Outbreak Operational Grade 8 Teacher - Puerto Rico

VR241812

1. ¿Estaba usted trabajando como maestro en esta escuela durante el año escolar 2019-2020?

- A Sí
- B No

VR248921

2. Durante el año escolar 2019-2020, ¿impartió enseñanza a distancia a los estudiantes de octavo grado debido al brote de COVID-19?

- A Sí
- B No

VR241799

3. En lo que va de este año escolar, ¿han ocurrido las siguientes cosas? Seleccione **un** círculo en cada fila.

	Sí	No	
a. Los estudiantes en mi clase de octavo grado han participado en el aprendizaje a distancia.	<input type="radio"/> A	<input type="radio"/> B	VR255003
b. Los estudiantes en mi clase de octavo grado han participado en la enseñanza en el salón de clases.	<input type="radio"/> A	<input type="radio"/> B	VR255004
c. La asistencia a la escuela se ha programado por turnos (p. ej., asistencia medio día o día de por medio).	<input type="radio"/> A	<input type="radio"/> B	VR241804
d. Los maestros recibieron capacitación por parte de la escuela o el distrito para la enseñanza mediante un modelo de aprendizaje a distancia antes de que comenzara el año escolar.	<input type="radio"/> A	<input type="radio"/> B	VR241803

4. En lo que va de este año escolar, ¿con qué frecuencia ha tomado las siguientes medidas para responder a las brechas en el aprendizaje que pueden haber ocurrido debido al cierre de las escuelas a causa del brote de COVID-19? Seleccione **un** círculo en cada fila.

	No corresponde	Nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	
a. Evaluaciones diagnósticas para medir las brechas entre el conocimiento/ las destrezas de los estudiantes y los estándares de logros	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241764
b. Acciones remediales para reducir las brechas entre el conocimiento/las destrezas de los estudiantes y los estándares de logros	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241765
c. Acciones remediales enfocadas particularmente en los estudiantes con impedimentos	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241767
d. Acciones remediales enfocadas particularmente en los estudiantes con limitaciones lingüísticas en español	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241766

5. En lo que va de este año escolar, ¿con qué frecuencia ha hecho lo siguiente para responder a las brechas en el aprendizaje que pueden haber ocurrido debido al cierre de las escuelas a causa del brote de COVID-19? Seleccione **un** círculo en cada fila.

	Nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	
a. Repasar contenido que los estudiantes debieron haber aprendido el año pasado	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241774
b. Proporcionar apoyo individualizado a los estudiantes según sus brechas de aprendizaje específicas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241775
c. Ofrecer tiempo o sesiones de aprendizaje adicionales para los estudiantes fuera de su horario regular de enseñanza	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241778
d. Colaborar con otros maestros y miembros del personal para repasar contenido que los estudiantes debieron haber aprendido el año pasado	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241777
e. Proporcionar a los padres o tutores legales materiales o actividades de aprendizaje en casa para repasar contenido que los estudiantes debieron haber aprendido el año pasado	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR241776

6. Este año escolar, ¿cuáles son las políticas y prácticas de calificación en su clase de octavo grado? Seleccione **todos** los cuadrillos que correspondan.

- A Los estudiantes reciben calificaciones con letras.
- B Los estudiantes aprueban o reprueban.
- C Los estudiantes reciben un crédito.
- D Los estudiantes eligen cómo se les calificará.
- E Otro (Por favor especifique): _____

7. En lo que va de este año escolar, ¿con qué frecuencia ha hecho lo siguiente para prepararse para enseñar mediante un modelo de aprendizaje a distancia? Seleccione un círculo en cada fila.

	Nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	Esto no está disponible para mí.	
a. Participar en reuniones programadas regularmente para colaborar con otros maestros (p. ej., maestros que enseñan el mismo grado o la misma área de contenido)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241782
b. Usar herramientas que ayudan a los maestros a compartir conocimientos con sus colegas (p. ej., foros en línea, tableros de discusión, comunidades profesionales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241784
c. Usar herramientas o recursos que ayudan a los maestros a desarrollar planes de aprendizaje a distancia (p. ej., planificadores digitales de lecciones, recursos y guías compilados y ofrecidos por organizaciones)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241783
d. Participar en actividades de desarrollo profesional o de un centro de aprendizaje profesional para adquirir capacitación adicional sobre el aprendizaje a distancia	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR249201

8. En lo que va de este año escolar, ¿qué tan seguro se siente haciendo cada una de las siguientes actividades? Seleccione **un** círculo en cada fila.

	Absolutamente inseguro	Inseguro	Algo seguro	Muy seguro	Extremadamente seguro	
a. Enseñando a sus estudiantes de octavo grado	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241798
b. Respondiendo a las brechas entre el conocimiento/las destrezas de los estudiantes y los estándares de logros que pueden haber ocurrido debido al cierre de las escuelas a causa del brote de COVID-19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241797

9. Al enseñar mediante un formato de aprendizaje a distancia, ¿cree que podría hacer cada una de las siguientes actividades? Seleccione **un** círculo en cada fila.

	Definitivamente no puedo	Probablemente no puedo	Quizás puedo	Probablemente sí puedo	Definitivamente sí puedo	
a. Crear materiales para mantener interesados a los estudiantes en el aprendizaje a distancia (p. ej., preparar paquetes de enseñanza diarios o semanales, grabar videos o hacer una captura en video con narración de la pantalla de su computadora (<i>screencasts</i>))	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241788
b. Llevar a cabo una lección de aprendizaje a distancia con los estudiantes en tiempo real (p. ej., a través del teléfono, videoconferencia, chat en línea, plataformas de aprendizaje en línea)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241789
c. Proporcionar comentarios y respuestas a los estudiantes mediante un modelo de aprendizaje a distancia (p. ej., a través del teléfono, correo electrónico, horas de consulta virtual)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241791
d. Desarrollar estrategias para ayudar a los estudiantes que están teniendo dificultades para dominar el contenido mediante el aprendizaje a distancia	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR241793

**Appendix F-9: 2021 COVID-19 Outbreak
School Survey Questionnaires - Puerto Rico**

Appendix F-9a: 2021 COVID-19 Outbreak Operational Grade 4 School - Puerto Rico

VR242051

1. ¿Estaba usted trabajando como administrador (p. ej., director de escuela, encargado de la escuela, subdirector) en esta escuela durante el año escolar 2019-2020?
 - Ⓐ Sí
 - Ⓑ No

2. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿se tomaron las siguientes medidas para prepararse para la enseñanza mediante un modelo de aprendizaje a distancia? Seleccione **un** círculo en cada fila.

	Sí, antes del cierre inicial de la escuela	Sí, durante el cierre de la escuela	Sí, tanto antes como durante el cierre de la escuela	No	
a. Capacitar a los maestros y al personal sobre el uso de aplicaciones digitales para llevar a cabo el aprendizaje a distancia (p. ej., Google Classroom, Zoom)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR242091
b. Capacitar a los estudiantes o a sus padres/tutores legales sobre el uso de dispositivos digitales y aplicaciones para la enseñanza a distancia (p. ej., Google Classroom, Zoom)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR242092
c. Preparar recursos digitales para el aprendizaje de los estudiantes a distancia (p. ej., revisar recursos existentes, diseñar nuevos recursos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR242093
d. Preparar recursos impresos para el aprendizaje de los estudiantes a distancia (p. ej., revisar recursos existentes, diseñar nuevos recursos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR242097
e. Adaptar los planes y recursos del currículo existentes para el aprendizaje a distancia	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR242095
f. Planificar el apoyo adicional para la enseñanza a estudiantes con impedimentos (EI)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR242096
g. Planificar el apoyo adicional para la enseñanza a estudiantes con limitaciones lingüísticas en español (ELLE)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR242094

3. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿los maestros hicieron lo siguiente para prepararse para la enseñanza mediante un modelo de aprendizaje a distancia? Seleccione **un** círculo en cada fila.

	Sí	No	
a. Participar en reuniones programadas regularmente para colaborar con otros maestros (p. ej., maestros que enseñan el mismo grado o la misma área de contenido)	<input type="radio"/>	<input type="radio"/>	VR242113
b. Usar herramientas que les ayudan a compartir conocimientos con sus colegas (p. ej., foros en línea, tableros de discusión, comunidades profesionales)	<input type="radio"/>	<input type="radio"/>	VR242115
c. Usar herramientas o recursos que les ayudan a desarrollar planes de aprendizaje a distancia (p. ej., planificadores digitales de lecciones, recursos y guías compilados y ofrecidos por organizaciones)	<input type="radio"/>	<input type="radio"/>	VR242114

4. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿su escuela o distrito distribuyó computadoras portátiles o tabletas para que los estudiantes se las llevaran a sus casas?
- Ⓐ La escuela o el distrito distribuyó computadoras portátiles o tabletas a todos los estudiantes al comienzo del año escolar (es decir, somos una escuela en la que cada estudiante dispone de una computadora, tableta u otro dispositivo electrónico [*one-to-one school*]).
 - Ⓑ La escuela o el distrito distribuyó computadoras portátiles o tabletas a todos los estudiantes para que se las llevaran a sus casas durante el brote de COVID-19.
 - Ⓒ La escuela o el distrito distribuyó computadoras portátiles o tabletas solamente a los estudiantes que no tenían acceso a ellas en sus casas durante el brote de COVID-19.
 - Ⓓ La escuela o el distrito no distribuyó computadoras portátiles o tabletas a ningún estudiante.
 - Ⓔ Otro (Por favor especifique): _____

5. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿su escuela o distrito ayudó a los estudiantes a obtener acceso a Internet en sus casas? Seleccione **todos** los cuadros que correspondan.
- Ⓐ Todos los estudiantes en esta escuela ya tenían acceso a Internet en sus casas.
 - Ⓑ La escuela o el distrito trabajó con proveedores de Internet para ayudar a los estudiantes a obtener acceso a Internet en sus casas.
 - Ⓒ La escuela o el distrito proporcionó puntos de conexión (*hotspots*) u otros dispositivos para ayudar a los estudiantes a obtener acceso a Internet en sus casas.
 - Ⓓ La escuela o el distrito puso a disposición espacios donde los estudiantes podían tener acceso de manera segura a Internet wifi gratuito (p. ej., en el estacionamiento de la escuela, autobuses escolares estacionados con puntos de conexión [*hotspots*]).
 - Ⓔ La escuela o el distrito no tomó ninguna medida para ayudar a los estudiantes a obtener acceso a Internet en sus casas.
 - Ⓕ Otro (Por favor especifique): _____

6. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿cómo se organizó la enseñanza de las clases? Seleccione **un** círculo en cada fila.

	Ninguna de las clases	Algunas de las clases	Más o menos la mitad de las clases	Más de la mitad de las clases	Todas o casi todas las clases	
a. Las clases que normalmente se enseñan en persona fueron canceladas y no fueron reemplazadas con aprendizaje a distancia.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242127
b. Las clases que normalmente se enseñan en persona pasaron a un modelo de aprendizaje a distancia.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242128
c. Los estudiantes completaron lecciones por su cuenta (p. ej., viendo videos pregrabados, trabajando con paquetes impresos).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242131
d. Las lecciones se realizaron en tiempo real (p. ej., a través del teléfono, videoconferencia, chat en línea, plataformas de aprendizaje en línea).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR242129

7. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia se les requirió a los maestros y otros miembros del personal hacer las siguientes cosas? Seleccione **un** círculo en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	
a. Comunicarse con los estudiantes en línea (p. ej., a través de correo electrónico, Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242106
b. Tener horas de consulta virtuales o reuniones en línea con los estudiantes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242107
c. Realizar llamadas telefónicas a los estudiantes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242109
d. Comunicarse con padres o tutores legales sobre el progreso de sus hijos	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242108

8. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿aproximadamente qué porcentaje de los estudiantes participó en actividades de aprendizaje a distancia durante una semana típica?

- A 0–25%
- B 26–50%
- C 51–60%
- D 61–70%
- E 71–80%
- F 81–90%
- G Más de 90%
- H La escuela no registró la participación de los estudiantes durante este tiempo.

9. ¿Se ha modificado la estructura de este año escolar de las siguientes maneras? Seleccione **un** círculo en cada fila.

	Sí	No	
a. El año escolar comenzó más temprano.	<input type="radio"/>	<input type="radio"/>	VR242118
b. El año escolar terminará más tarde.	<input type="radio"/>	<input type="radio"/>	VR242119
c. Se ha extendido la duración del día escolar para compensar por el tiempo de aprendizaje perdido el pasado año escolar.	<input type="radio"/>	<input type="radio"/>	VR242120
d. La asistencia a clase se ha programado en turnos (p. ej., asistencia medio día o día de por medio).	<input type="radio"/>	<input type="radio"/>	VR250786
e. Se han ofrecido programas escolares o clases adicionales a los estudiantes para compensar por las brechas en el aprendizaje.	<input type="radio"/>	<input type="radio"/>	VR242122
f. Los estudiantes tuvieron la opción de repetir el grado anterior.	<input type="radio"/>	<input type="radio"/>	VR242123

Appendix F-9b: 2021 COVID-19 Outbreak Operational Grade 8 School - Puerto Rico

VR242051

1. ¿Estaba usted trabajando como administrador (p. ej., director de escuela, encargado de la escuela, subdirector) en esta escuela durante el año escolar 2019-2020?

- A Sí
- B No

2. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿se tomaron las siguientes medidas para prepararse para la enseñanza mediante un modelo de aprendizaje a distancia? Seleccione **un** círculo en cada fila.

	Sí, antes del cierre inicial de la escuela	Sí, durante el cierre de la escuela	Sí, tanto antes como durante el cierre de la escuela	No	
a. Capacitar a los maestros y al personal sobre el uso de aplicaciones digitales para llevar a cabo el aprendizaje a distancia (p. ej., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242091
b. Capacitar a los estudiantes o a sus padres/tutores legales sobre el uso de dispositivos digitales y aplicaciones para la enseñanza a distancia (p. ej., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242092
c. Preparar recursos digitales para el aprendizaje de los estudiantes a distancia (p. ej., revisar recursos existentes, diseñar nuevos recursos)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242093
d. Preparar recursos impresos para el aprendizaje de los estudiantes a distancia (p. ej., revisar recursos existentes, diseñar nuevos recursos)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242097
e. Adaptar los planes y recursos del currículo existentes para el aprendizaje a distancia	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242095
f. Planificar el apoyo adicional para la enseñanza a estudiantes con impedimentos (EI)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242096
g. Planificar el apoyo adicional para la enseñanza a estudiantes con limitaciones lingüísticas en español (ELLE)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242094

3. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿los maestros hicieron lo siguiente para prepararse para la enseñanza mediante un modelo de aprendizaje a distancia? Seleccione **un** círculo en cada fila.

	Sí	No	
a. Participar en reuniones programadas regularmente para colaborar con otros maestros (p. ej., maestros que enseñan el mismo grado o la misma área de contenido)	<input type="radio"/>	<input type="radio"/>	VR242113
b. Usar herramientas que les ayudan a compartir conocimientos con sus colegas (p. ej., foros en línea, tableros de discusión, comunidades profesionales)	<input type="radio"/>	<input type="radio"/>	VR242115
c. Usar herramientas o recursos que les ayudan a desarrollar planes de aprendizaje a distancia (p. ej., planificadores digitales de lecciones, recursos y guías compilados y ofrecidos por organizaciones)	<input type="radio"/>	<input type="radio"/>	VR242114

4. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿su escuela o distrito distribuyó computadoras portátiles o tabletas para que los estudiantes se las llevaran a sus casas?
- Ⓐ La escuela o el distrito distribuyó computadoras portátiles o tabletas a todos los estudiantes al comienzo del año escolar (es decir, somos una escuela en la que cada estudiante dispone de una computadora, tableta u otro dispositivo electrónico [*one-to-one school*]).
 - Ⓑ La escuela o el distrito distribuyó computadoras portátiles o tabletas a todos los estudiantes para que se las llevaran a sus casas durante el brote de COVID-19.
 - Ⓒ La escuela o el distrito distribuyó computadoras portátiles o tabletas solamente a los estudiantes que no tenían acceso a ellas en sus casas durante el brote de COVID-19.
 - Ⓓ La escuela o el distrito no distribuyó computadoras portátiles o tabletas a ningún estudiante.
 - Ⓔ Otro (Por favor especifique): _____

5. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿su escuela o distrito ayudó a los estudiantes a obtener acceso a Internet en sus casas? Seleccione **todos** los cuadros que correspondan.
- Ⓐ Todos los estudiantes en esta escuela ya tenían acceso a Internet en sus casas.
 - Ⓑ La escuela o el distrito trabajó con proveedores de Internet para ayudar a los estudiantes a obtener acceso a Internet en sus casas.
 - Ⓒ La escuela o el distrito proporcionó puntos de conexión (*hotspots*) u otros dispositivos para ayudar a los estudiantes a obtener acceso a Internet en sus casas.
 - Ⓓ La escuela o el distrito puso a disposición espacios donde los estudiantes podían tener acceso de manera segura a Internet wifi gratuito (p. ej., en el estacionamiento de la escuela, autobuses escolares estacionados con puntos de conexión [*hotspots*]).
 - Ⓔ La escuela o el distrito no tomó ninguna medida para ayudar a los estudiantes a obtener acceso a Internet en sus casas.
 - Ⓕ Otro (Por favor especifique): _____

6. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿cómo se organizó la enseñanza de las clases? Seleccione **un** círculo en cada fila.

	Ninguna de las clases	Algunas de las clases	Más o menos la mitad de las clases	Más de la mitad de las clases	Todas o casi todas las clases	
a. Las clases que normalmente se enseñan en persona fueron canceladas y no fueron reemplazadas con aprendizaje a distancia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR242127
b. Las clases que normalmente se enseñan en persona pasaron a un modelo de aprendizaje a distancia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR242128
c. Los estudiantes completaron lecciones por su cuenta (p. ej., viendo videos pregrabados, trabajando con paquetes impresos).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR242131
d. Las lecciones se realizaron en tiempo real (p. ej., a través del teléfono, videoconferencia, chat en línea, plataformas de aprendizaje en línea).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR242129

7. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿con qué frecuencia se les requirió a los maestros y otros miembros del personal hacer las siguientes cosas? Seleccione **un** círculo en cada fila.

	Nunca o casi nunca	Más o menos una o dos veces por mes	Más o menos una o dos veces por semana	Todos los días o casi todos los días	
a. Comunicarse con los estudiantes en línea (p. ej., a través de correo electrónico, Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242106
b. Tener horas de consulta virtuales o reuniones en línea con los estudiantes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242107
c. Realizar llamadas telefónicas a los estudiantes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242109
d. Comunicarse con padres o tutores legales sobre el progreso de sus hijos	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR242108

8. Cuando su escuela cerró el pasado año escolar debido al brote de COVID-19, ¿aproximadamente qué porcentaje de los estudiantes participó en actividades de aprendizaje a distancia durante una semana típica?

- A 0–25%
- B 26–50%
- C 51–60%
- D 61–70%
- E 71–80%
- F 81–90%
- G Más de 90%
- H La escuela no registró la participación de los estudiantes durante este tiempo.

9. ¿Se ha modificado la estructura de este año escolar de las siguientes maneras? Seleccione **un** círculo en cada fila.

	Sí	No	
a. El año escolar comenzó más temprano.	<input type="radio"/> A	<input type="radio"/> B	VR242118
b. El año escolar terminará más tarde.	<input type="radio"/> A	<input type="radio"/> B	VR242119
c. Se ha extendido la duración del día escolar para compensar por el tiempo de aprendizaje perdido el pasado año escolar.	<input type="radio"/> A	<input type="radio"/> B	VR242120
d. La asistencia a clase se ha programado en turnos (p. ej., asistencia medio día o día de por medio).	<input type="radio"/> A	<input type="radio"/> B	VR250786
e. Se han ofrecido programas escolares o clases adicionales a los estudiantes para compensar por las brechas en el aprendizaje.	<input type="radio"/> A	<input type="radio"/> B	VR242122
f. Los estudiantes tuvieron la opción de repetir el grado anterior.	<input type="radio"/> A	<input type="radio"/> B	VR242123
g. Los estudiantes tuvieron la opción de repetir una clase o una materia específica.	<input type="radio"/> A	<input type="radio"/> B	VR242121