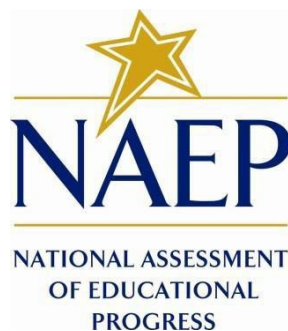


*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress (NAEP) 2021
School and Teacher Questionnaire Special Study*

*Appendix J2
2021 Teacher Questionnaires*

OMB# 1850-0956 v.2



March 2021

Table of Contents

Teacher Questionnaires

Teacher Questionnaire Login Screens	3
Appendix J2-1: Summary of Changes Operational Grade 4 CORE	5
Appendix J2-2: Operational Grade 4 CORE	12
Appendix J2-3: Summary of Changes Operational Grade 8 CORE	20
Appendix J2-4: Operational Grade 8 CORE	27
Appendix J2-5: Summary of Changes Operational Grade 4 Mathematics	38
Appendix J2-6: Operational Grade 4 Mathematics	43
Appendix J2-7: Summary of Changes Operational Grade 8 Mathematics	51
Appendix J2-8: Operational Grade 8 Mathematics	58
Appendix J2-9: Summary of Changes Operational Grade 4 Reading	67
Appendix J2-10: Operational Grade 4 Reading	72
Appendix J2-11: Summary of Changes Operational Grade 8 Reading	77
Appendix J2-12: Operational Grade 8 Reading	82
Appendix J2-13: Operational Grade 4 COVID-19	89
Appendix J2-14: Operational Grade 8 COVID-19	93

Teacher Questionnaire Login Screens



User ID:

Test A

Password:

[Forgot Your Password?](#)

SIGN IN

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.

Q976 Gr 4 Reading and Math Teacher Q | Directions

TEACHER QUESTIONNAIRE

GRADE 4

During the 2020-2021 school year, the National Assessment of Educational Progress (NAEP) is collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices. Since you teach reading or mathematics, we are asking you to answer questions about your reading and mathematics classes.

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. 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).

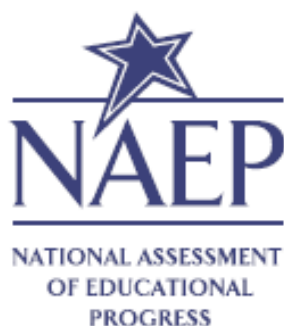
THANK YOU FOR YOUR PARTICIPATION AND COOPERATION.

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 1850-0956. The time required to complete this information collection is estimated to average 35 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. 1850-0956 APPROVAL EXPIRES 8/31/2021

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



2021 Grade 4 Teacher Questionnaire

Q-976

Directions For School Staff

To complete this questionnaire:

- Use a number 2 pencil.
- Answer each question to the best of your ability.
- Return the questionnaire in the postage-paid envelope within one week.

SCHOOL #

--	--	--	--	--	--	--

TEACHER #

--	--

DO NOT USE

A B C D E F

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

PLACE LABEL HERE

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 1850-0056. The time required to complete this information collection is estimated to average 35 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.

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR 65.00.31(a)(3)(ii) and 65.00.35). 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. OMB No. 1850-0056 APPROVAL EXPIRES 03/31/2021 201444-001/21 Printed in the USA by Pearson ISD33564

Appendix J2-1: Summary of Changes Operational Grade 4 CORE

2021 Operational Grade 4 Core Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
1. What is your sex? ☐ Male ☐ Female (2019 Grade 4)	1. What is your sex? ☐ Male ☐ Female Issue: Gender	NC	N/A
2. Are you Hispanic or Latino? Select all squares that apply. ☐ No, I am not Hispanic or Latino. ☐ Yes, I am Mexican, Mexican American, or Chicano. ☐ Yes, I am Puerto Rican or Puerto Rican American. ☐ Yes, I am Cuban or Cuban American. ☐ Yes, I am from some other Hispanic or Latino background. (2019 Grade 4)	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. Issue: Race/Ethnicity	NC	N/A
3. Which of the following best describes you? Select all squares that apply. ☐ White ☐ Black or African American ☐ Asian ☐ American Indian or Alaska Native ☐ Native Hawaiian or other Pacific Islander (2019 Grade 4)	3. Which of the following best describes you? Select all squares that apply. ☐ White ☐ Black or African American ☐ Asian ☐ American Indian or Alaska Native ☐ Native Hawaiian or other Pacific Islander Issue: Race/Ethnicity	NC	N/A
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 (2019 Grade 4)	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 Issue: Teacher Preparation	NC	N/A

2021 Operational Grade 4 Core Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
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. (2019 Grade 4)	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. Issue: Teacher Preparation	NC	N/A
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. (2019 Grade 4)	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. Issue: Teacher Preparation	NC	N/A
7. Did you enter teaching through an alternative route to certification program? (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.) ☐ Yes ☐ No (2019 Grade 4)	7. Did you enter teaching through an alternative route to certification program? (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.) ☐ Yes ☐ No Issue: Teacher Preparation	NC	N/A

2021 Operational Grade 4 Core Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
8. What is the highest academic degree you hold? ☐ High school diploma ☐ Associate's degree/vocational certification ☐ Bachelor's degree ☐ Master's degree ☐ Education specialist's or professional diploma based on at least one year's work past master's degree ☐ Doctorate ☐ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) (2019 Grade 4)	8. What is the highest academic degree you hold? ☐ High school diploma ☐ Associate's degree/vocational certification ☐ Bachelor's degree ☐ Master's degree ☐ Education specialist's or professional diploma based on at least one year's work past master's degree ☐ Doctorate ☐ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) Issue: Teacher Preparation	N/A	N/A

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																		
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. VH041753 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr> </thead> <tbody> <tr><td>a. Biology or other life science</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041758</td></tr> <tr><td>b. Physics, chemistry, or other physical science</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041759</td></tr> <tr><td>c. Earth or space science</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041770</td></tr> <tr><td>d. Mathematics or mathematics education</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041771</td></tr> <tr><td>e. Science education</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041772</td></tr> <tr><td>f. Engineering or engineering education</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041780</td></tr> <tr><td>g. Reading, language arts, or literacy education</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041758</td></tr> <tr><td>h. English</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041754</td></tr> <tr><td>i. Other language arts-related subject</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041784</td></tr> <tr><td>j. Mathematics education</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041760</td></tr> <tr><td>k. Mathematics</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041761</td></tr> <tr><td>l. Other mathematics-related subject such as statistics</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041776</td></tr> <tr><td>m. Education (including elementary or early childhood)</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041762</td></tr> <tr><td>n. Special education (including students with disabilities)</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041781</td></tr> <tr><td>o. English language learning</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041782</td></tr> </tbody> </table> (2019 Grade 4)		Yes, a major	Yes, a minor or special emphasis	No		a. Biology or other life science	☐	☐	☐	VH041758	b. Physics, chemistry, or other physical science	☐	☐	☐	VH041759	c. Earth or space science	☐	☐	☐	VH041770	d. Mathematics or mathematics education	☐	☐	☐	VH041771	e. Science education	☐	☐	☐	VH041772	f. Engineering or engineering education	☐	☐	☐	VH041780	g. Reading, language arts, or literacy education	☐	☐	☐	VH041758	h. English	☐	☐	☐	VH041754	i. Other language arts-related subject	☐	☐	☐	VH041784	j. Mathematics education	☐	☐	☐	VH041760	k. Mathematics	☐	☐	☐	VH041761	l. Other mathematics-related subject such as statistics	☐	☐	☐	VH041776	m. Education (including elementary or early childhood)	☐	☐	☐	VH041762	n. Special education (including students with disabilities)	☐	☐	☐	VH041781	o. English language learning	☐	☐	☐	VH041782	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. VH041753 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr> </thead> <tbody> <tr><td>a. Reading, language arts, or literacy education</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041758</td></tr> <tr><td>b. English</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041754</td></tr> <tr><td>c. Other language arts-related subject</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041784</td></tr> <tr><td>d. Mathematics education</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041760</td></tr> <tr><td>e. Mathematics</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041761</td></tr> <tr><td>f. Other mathematics-related subject such as statistics</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041776</td></tr> <tr><td>g. Education (including elementary or early childhood)</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041762</td></tr> <tr><td>h. Special education (including students with disabilities)</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041781</td></tr> <tr><td>i. English language learning</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: x-small;">VH041782</td></tr> </tbody> </table> Issue: Teacher Preparation		Yes, a major	Yes, a minor or special emphasis	No		a. Reading, language arts, or literacy education	☐	☐	☐	VH041758	b. English	☐	☐	☐	VH041754	c. Other language arts-related subject	☐	☐	☐	VH041784	d. Mathematics education	☐	☐	☐	VH041760	e. Mathematics	☐	☐	☐	VH041761	f. Other mathematics-related subject such as statistics	☐	☐	☐	VH041776	g. Education (including elementary or early childhood)	☐	☐	☐	VH041762	h. Special education (including students with disabilities)	☐	☐	☐	VH041781	i. English language learning	☐	☐	☐	VH041782	R	This item is customized by subject and has been revised to remove sub-items for science.
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																		
a. Biology or other life science	☐	☐	☐	VH041758																																																																																																																																	
b. Physics, chemistry, or other physical science	☐	☐	☐	VH041759																																																																																																																																	
c. Earth or space science	☐	☐	☐	VH041770																																																																																																																																	
d. Mathematics or mathematics education	☐	☐	☐	VH041771																																																																																																																																	
e. Science education	☐	☐	☐	VH041772																																																																																																																																	
f. Engineering or engineering education	☐	☐	☐	VH041780																																																																																																																																	
g. Reading, language arts, or literacy education	☐	☐	☐	VH041758																																																																																																																																	
h. English	☐	☐	☐	VH041754																																																																																																																																	
i. Other language arts-related subject	☐	☐	☐	VH041784																																																																																																																																	
j. Mathematics education	☐	☐	☐	VH041760																																																																																																																																	
k. Mathematics	☐	☐	☐	VH041761																																																																																																																																	
l. Other mathematics-related subject such as statistics	☐	☐	☐	VH041776																																																																																																																																	
m. Education (including elementary or early childhood)	☐	☐	☐	VH041762																																																																																																																																	
n. Special education (including students with disabilities)	☐	☐	☐	VH041781																																																																																																																																	
o. English language learning	☐	☐	☐	VH041782																																																																																																																																	
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																		
a. Reading, language arts, or literacy education	☐	☐	☐	VH041758																																																																																																																																	
b. English	☐	☐	☐	VH041754																																																																																																																																	
c. Other language arts-related subject	☐	☐	☐	VH041784																																																																																																																																	
d. Mathematics education	☐	☐	☐	VH041760																																																																																																																																	
e. Mathematics	☐	☐	☐	VH041761																																																																																																																																	
f. Other mathematics-related subject such as statistics	☐	☐	☐	VH041776																																																																																																																																	
g. Education (including elementary or early childhood)	☐	☐	☐	VH041762																																																																																																																																	
h. Special education (including students with disabilities)	☐	☐	☐	VH041781																																																																																																																																	
i. English language learning	☐	☐	☐	VH041782																																																																																																																																	
10. Since completing your undergraduate degree, have you taken any graduate courses? ☐ Yes ☐ No (2019 Grade 4) VH040204	10. Since completing your undergraduate degree, have you taken any graduate courses? ☐ Yes ☐ No Issue: Teacher Preparation VH040204	NC	N/A																																																																																																																																		

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																		
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. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr> </thead> <tbody> <tr><td>a. Biology or other life science</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41794</td></tr> <tr><td>b. Physics, chemistry, or other physical science</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41799</td></tr> <tr><td>c. Earth or space science</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41800</td></tr> <tr><td>d. Mathematics or mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41801</td></tr> <tr><td>e. Science education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41802</td></tr> <tr><td>f. Engineering or engineering education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41806</td></tr> <tr><td>g. Reading, language arts, or literacy education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41791</td></tr> <tr><td>h. English</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41789</td></tr> <tr><td>i. Other language arts-related subject</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41810</td></tr> <tr><td>j. Mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41792</td></tr> <tr><td>k. Mathematics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41793</td></tr> <tr><td>l. Other mathematics-related subject such as statistics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41794</td></tr> <tr><td>m. Education (including elementary or early childhood)</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41795</td></tr> <tr><td>n. Special education (including students with disabilities)</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41807</td></tr> <tr><td>o. English language learning</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41808</td></tr> </tbody> </table> (2019 Grade 4)		Yes, a major	Yes, a minor or special emphasis	No		a. Biology or other life science	☐	☐	☐	Y1E41794	b. Physics, chemistry, or other physical science	☐	☐	☐	Y1E41799	c. Earth or space science	☐	☐	☐	Y1E41800	d. Mathematics or mathematics education	☐	☐	☐	Y1E41801	e. Science education	☐	☐	☐	Y1E41802	f. Engineering or engineering education	☐	☐	☐	Y1E41806	g. Reading, language arts, or literacy education	☐	☐	☐	Y1E41791	h. English	☐	☐	☐	Y1E41789	i. Other language arts-related subject	☐	☐	☐	Y1E41810	j. Mathematics education	☐	☐	☐	Y1E41792	k. Mathematics	☐	☐	☐	Y1E41793	l. Other mathematics-related subject such as statistics	☐	☐	☐	Y1E41794	m. Education (including elementary or early childhood)	☐	☐	☐	Y1E41795	n. Special education (including students with disabilities)	☐	☐	☐	Y1E41807	o. English language learning	☐	☐	☐	Y1E41808	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. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr> </thead> <tbody> <tr><td>a. Reading, language arts, or literacy education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41791</td></tr> <tr><td>b. English</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41789</td></tr> <tr><td>c. Other language arts-related subject</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41810</td></tr> <tr><td>d. Mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41792</td></tr> <tr><td>e. Mathematics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41793</td></tr> <tr><td>f. Other mathematics-related subject such as statistics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41794</td></tr> <tr><td>g. Education (including elementary or early childhood)</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41795</td></tr> <tr><td>h. Special education (including students with disabilities)</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41807</td></tr> <tr><td>i. English language learning</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41808</td></tr> </tbody> </table> Issue: Teacher Preparation		Yes, a major	Yes, a minor or special emphasis	No		a. Reading, language arts, or literacy education	☐	☐	☐	Y1E41791	b. English	☐	☐	☐	Y1E41789	c. Other language arts-related subject	☐	☐	☐	Y1E41810	d. Mathematics education	☐	☐	☐	Y1E41792	e. Mathematics	☐	☐	☐	Y1E41793	f. Other mathematics-related subject such as statistics	☐	☐	☐	Y1E41794	g. Education (including elementary or early childhood)	☐	☐	☐	Y1E41795	h. Special education (including students with disabilities)	☐	☐	☐	Y1E41807	i. English language learning	☐	☐	☐	Y1E41808	R	This item is customized by subject and has been revised to remove sub-items for science.
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																		
a. Biology or other life science	☐	☐	☐	Y1E41794																																																																																																																																	
b. Physics, chemistry, or other physical science	☐	☐	☐	Y1E41799																																																																																																																																	
c. Earth or space science	☐	☐	☐	Y1E41800																																																																																																																																	
d. Mathematics or mathematics education	☐	☐	☐	Y1E41801																																																																																																																																	
e. Science education	☐	☐	☐	Y1E41802																																																																																																																																	
f. Engineering or engineering education	☐	☐	☐	Y1E41806																																																																																																																																	
g. Reading, language arts, or literacy education	☐	☐	☐	Y1E41791																																																																																																																																	
h. English	☐	☐	☐	Y1E41789																																																																																																																																	
i. Other language arts-related subject	☐	☐	☐	Y1E41810																																																																																																																																	
j. Mathematics education	☐	☐	☐	Y1E41792																																																																																																																																	
k. Mathematics	☐	☐	☐	Y1E41793																																																																																																																																	
l. Other mathematics-related subject such as statistics	☐	☐	☐	Y1E41794																																																																																																																																	
m. Education (including elementary or early childhood)	☐	☐	☐	Y1E41795																																																																																																																																	
n. Special education (including students with disabilities)	☐	☐	☐	Y1E41807																																																																																																																																	
o. English language learning	☐	☐	☐	Y1E41808																																																																																																																																	
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																		
a. Reading, language arts, or literacy education	☐	☐	☐	Y1E41791																																																																																																																																	
b. English	☐	☐	☐	Y1E41789																																																																																																																																	
c. Other language arts-related subject	☐	☐	☐	Y1E41810																																																																																																																																	
d. Mathematics education	☐	☐	☐	Y1E41792																																																																																																																																	
e. Mathematics	☐	☐	☐	Y1E41793																																																																																																																																	
f. Other mathematics-related subject such as statistics	☐	☐	☐	Y1E41794																																																																																																																																	
g. Education (including elementary or early childhood)	☐	☐	☐	Y1E41795																																																																																																																																	
h. Special education (including students with disabilities)	☐	☐	☐	Y1E41807																																																																																																																																	
i. English language learning	☐	☐	☐	Y1E41808																																																																																																																																	
12. In this school year, did your school offer training for teachers on how to use computers or other digital devices? ☐ Yes, to all teachers ☐ Yes, to some teachers ☐ No (2019 Grade 4)	12. In this school year, did your school offer training for teachers on how to use computers or other digital devices? ☐ Yes, to all teachers ☐ Yes, to some teachers ☐ No Issue: Technology Use	NC	N/A																																																																																																																																		
13. In this school year, have you participated in training on computers or other digital devices through your school? ☐ No ☐ Once ☐ Twice ☐ Several times (2019 Grade 4)	12. In this school year, did your school offer training for teachers on how to use computers or other digital devices? ☐ Yes, to all teachers ☐ Yes, to some teachers ☐ No Issue: Technology Use	NC	N/A																																																																																																																																		
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. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>No, I am already proficient.</th><th>No, I have not.</th><th>Yes</th><th></th></tr> </thead> <tbody> <tr><td>a. Basic computer training</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41894</td></tr> <tr><td>b. Software applications</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41895</td></tr> <tr><td>c. Use of the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41896</td></tr> <tr><td>d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41897</td></tr> <tr><td>e. Integration of computers and other technology into classroom instruction</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41898</td></tr> </tbody> </table> (2019 Grade 4)		No, I am already proficient.	No, I have not.	Yes		a. Basic computer training	☐	☐	☐	Y1E41894	b. Software applications	☐	☐	☐	Y1E41895	c. Use of the Internet	☐	☐	☐	Y1E41896	d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	Y1E41897	e. Integration of computers and other technology into classroom instruction	☐	☐	☐	Y1E41898	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. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>No, I am already proficient.</th><th>No, I have not.</th><th>Yes</th><th></th></tr> </thead> <tbody> <tr><td>a. Basic computer training</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41894</td></tr> <tr><td>b. Software applications</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41895</td></tr> <tr><td>c. Use of the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41896</td></tr> <tr><td>d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41897</td></tr> <tr><td>e. Integration of computers and other technology into classroom instruction</td><td>☐</td><td>☐</td><td>☐</td><td>Y1E41898</td></tr> </tbody> </table> Issue: Teacher Preparation		No, I am already proficient.	No, I have not.	Yes		a. Basic computer training	☐	☐	☐	Y1E41894	b. Software applications	☐	☐	☐	Y1E41895	c. Use of the Internet	☐	☐	☐	Y1E41896	d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	Y1E41897	e. Integration of computers and other technology into classroom instruction	☐	☐	☐	Y1E41898	NC	N/A																																																																						
	No, I am already proficient.	No, I have not.	Yes																																																																																																																																		
a. Basic computer training	☐	☐	☐	Y1E41894																																																																																																																																	
b. Software applications	☐	☐	☐	Y1E41895																																																																																																																																	
c. Use of the Internet	☐	☐	☐	Y1E41896																																																																																																																																	
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	Y1E41897																																																																																																																																	
e. Integration of computers and other technology into classroom instruction	☐	☐	☐	Y1E41898																																																																																																																																	
	No, I am already proficient.	No, I have not.	Yes																																																																																																																																		
a. Basic computer training	☐	☐	☐	Y1E41894																																																																																																																																	
b. Software applications	☐	☐	☐	Y1E41895																																																																																																																																	
c. Use of the Internet	☐	☐	☐	Y1E41896																																																																																																																																	
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	Y1E41897																																																																																																																																	
e. Integration of computers and other technology into classroom instruction	☐	☐	☐	Y1E41898																																																																																																																																	

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
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) (2019 Grade 4)	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) Issue: Technology Use	NC	N/A
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. (2019 Grade 4)	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. Issue: Technology Use	NC	N/A
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. (2019 Grade 4)	17. How well do the laptop computers (including Chromebooks) in your school work? ☐ All computers are functional and operate quickly. ☐ All computers are functional, but some run more slowly than others. ☐ All computers are functional, but all or almost all run slowly. ☐ Some of the computers do not operate and cannot be used. ☐ I don't know. Issue: Technology Use	NC	N/A

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																								
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. (2019 Grade 4)	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. Issue: Technology Use	NC	N/A																																																																								
19. How often do you do the following in this school? Select one circle in each row. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Teach jointly as a team in the same class</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804693</td></tr><tr><td>b. Observe other teachers' classes and provide feedback</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804699</td></tr><tr><td>c. Engage in discussions about the learning development of specific students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804736</td></tr><tr><td>d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804740</td></tr></table> (2019 Grade 4)		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	☐	☐	☐	☐	☐	Y1804693	b. Observe other teachers' classes and provide feedback	☐	☐	☐	☐	☐	Y1804699	c. Engage in discussions about the learning development of specific students	☐	☐	☐	☐	☐	Y1804736	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	☐	☐	☐	☐	☐	Y1804740	19. How often do you do the following in this school? Select one circle in each row. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Teach jointly as a team in the same class</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804693</td></tr><tr><td>b. Observe other teachers' classes and provide feedback</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804699</td></tr><tr><td>c. Engage in discussions about the learning development of specific students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804736</td></tr><tr><td>d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804740</td></tr></table> Issue: School Climate		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	☐	☐	☐	☐	☐	Y1804693	b. Observe other teachers' classes and provide feedback	☐	☐	☐	☐	☐	Y1804699	c. Engage in discussions about the learning development of specific students	☐	☐	☐	☐	☐	Y1804736	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	☐	☐	☐	☐	☐	Y1804740	NC	N/A		
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																						
a. Teach jointly as a team in the same class	☐	☐	☐	☐	☐	Y1804693																																																																					
b. Observe other teachers' classes and provide feedback	☐	☐	☐	☐	☐	Y1804699																																																																					
c. Engage in discussions about the learning development of specific students	☐	☐	☐	☐	☐	Y1804736																																																																					
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	☐	☐	☐	☐	☐	Y1804740																																																																					
	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	☐	☐	☐	☐	☐	Y1804693																																																																					
b. Observe other teachers' classes and provide feedback	☐	☐	☐	☐	☐	Y1804699																																																																					
c. Engage in discussions about the learning development of specific students	☐	☐	☐	☐	☐	Y1804736																																																																					
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	☐	☐	☐	☐	☐	Y1804740																																																																					
20. In your school, how severe is each problem? Select one circle in each row. <table><tr><th></th><th>Not a problem</th><th>Minor problem</th><th>Moderate problem</th><th>Serious problem</th><th></th></tr><tr><td>a. The school building needs significant repair.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804653</td></tr><tr><td>b. Classrooms are overcrowded.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804654</td></tr><tr><td>c. Teachers have too many teaching hours.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804655</td></tr><tr><td>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804656</td></tr><tr><td>e. Teachers do not have adequate instructional materials and supplies.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804657</td></tr></table> (2019 Grade 4)		Not a problem	Minor problem	Moderate problem	Serious problem		a. The school building needs significant repair.	☐	☐	☐	☐	Y1804653	b. Classrooms are overcrowded.	☐	☐	☐	☐	Y1804654	c. Teachers have too many teaching hours.	☐	☐	☐	☐	Y1804655	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐	☐	☐	☐	Y1804656	e. Teachers do not have adequate instructional materials and supplies.	☐	☐	☐	☐	Y1804657	20. In your school, how severe is each problem? Select one circle in each row. <table><tr><th></th><th>Not a problem</th><th>Minor problem</th><th>Moderate problem</th><th>Serious problem</th><th></th></tr><tr><td>a. The school building needs significant repair.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804653</td></tr><tr><td>b. Classrooms are overcrowded.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804654</td></tr><tr><td>c. Teachers have too many teaching hours.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804655</td></tr><tr><td>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804656</td></tr><tr><td>e. Teachers do not have adequate instructional materials and supplies.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1804657</td></tr></table> Issue: School Climate		Not a problem	Minor problem	Moderate problem	Serious problem		a. The school building needs significant repair.	☐	☐	☐	☐	Y1804653	b. Classrooms are overcrowded.	☐	☐	☐	☐	Y1804654	c. Teachers have too many teaching hours.	☐	☐	☐	☐	Y1804655	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐	☐	☐	☐	Y1804656	e. Teachers do not have adequate instructional materials and supplies.	☐	☐	☐	☐	Y1804657	NC	N/A
	Not a problem	Minor problem	Moderate problem	Serious problem																																																																							
a. The school building needs significant repair.	☐	☐	☐	☐	Y1804653																																																																						
b. Classrooms are overcrowded.	☐	☐	☐	☐	Y1804654																																																																						
c. Teachers have too many teaching hours.	☐	☐	☐	☐	Y1804655																																																																						
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐	☐	☐	☐	Y1804656																																																																						
e. Teachers do not have adequate instructional materials and supplies.	☐	☐	☐	☐	Y1804657																																																																						
	Not a problem	Minor problem	Moderate problem	Serious problem																																																																							
a. The school building needs significant repair.	☐	☐	☐	☐	Y1804653																																																																						
b. Classrooms are overcrowded.	☐	☐	☐	☐	Y1804654																																																																						
c. Teachers have too many teaching hours.	☐	☐	☐	☐	Y1804655																																																																						
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐	☐	☐	☐	Y1804656																																																																						
e. Teachers do not have adequate instructional materials and supplies.	☐	☐	☐	☐	Y1804657																																																																						

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																						
21. How much does each of the following statements apply to you as a teacher? Select one circle in each row. VH05005 <table><tr><th></th><th>Not at all like me</th><th>A little bit like me</th><th>Somewhat like me</th><th>Quite a bit like me</th><th>Exactly like me</th><th></th></tr><tr><td>a. I am satisfied with being a teacher at this school.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050016</td></tr><tr><td>b. My work inspires me.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050024</td></tr><tr><td>c. I am frustrated as a teacher at my school.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050032</td></tr><tr><td>d. I am supported by the teachers at my school.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050033</td></tr></table> (2019 Grade 4)		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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050016	b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050024	c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050032	d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050033	21. How much does each of the following statements apply to you as a teacher? Select one circle in each row. VH05005 <table><tr><th></th><th>Not at all like me</th><th>A little bit like me</th><th>Somewhat like me</th><th>Quite a bit like me</th><th>Exactly like me</th><th></th></tr><tr><td>a. I am satisfied with being a teacher at this school.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050016</td></tr><tr><td>b. My work inspires me.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050024</td></tr><tr><td>c. I am frustrated as a teacher at my school.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050032</td></tr><tr><td>d. I am supported by the teachers at my school.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH050033</td></tr></table> Issue: School Climate		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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050016	b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050024	c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050032	d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050033	NC	N/A
	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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050016																																																																			
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050024																																																																			
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050032																																																																			
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050033																																																																			
	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.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050016																																																																			
b. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050024																																																																			
c. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050032																																																																			
d. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH050033																																																																			
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. VH02966 <table><tr><th></th><th>Not at all possible to change</th><th>A little possible to change</th><th>Somewhat possible to change</th><th>Quite possible to change</th><th>Completely possible to change</th><th></th></tr><tr><td>a. Being intelligent</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH029667</td></tr><tr><td>b. Putting forth a lot of effort</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH029668</td></tr><tr><td>c. Behaving well in class</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH029670</td></tr></table> (2019 Grade 4)		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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029667	b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029668	c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029670	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. VH02966 <table><tr><th></th><th>Not at all possible to change</th><th>A little possible to change</th><th>Somewhat possible to change</th><th>Quite possible to change</th><th>Completely possible to change</th><th></th></tr><tr><td>a. Being intelligent</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH029667</td></tr><tr><td>b. Putting forth a lot of effort</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH029668</td></tr><tr><td>c. Behaving well in class</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>VH029670</td></tr></table> Issue: Desire for Learning		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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029667	b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029668	c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029670	NC	N/A														
	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029667																																																																			
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029668																																																																			
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029670																																																																			
	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029667																																																																			
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029668																																																																			
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH029670																																																																			

Appendix J2-2: Operational Grade 4 CORE

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 4 Teacher	8	A	9, 10, 11
Grade 4 Teacher	8	B	10, 11
Grade 4 Teacher	10	B	11
Grade 4 Teacher	12	C	13
Grade 4 Teacher	15	A	Do NOT skip 16
Grade 4 Teacher	15	B	Do NOT skip 17
Grade 4 Teacher	15	C	Do NOT skip 18

V1E712259

1. What is your sex?

- ☐ A Male
- ☐ B Female

V1E240385

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

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

V1E240386

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

- ☐ A White
- ☐ B Black or African American
- ☐ C Asian
- ☐ D American Indian or Alaska Native
- ☐ E 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	☐ A	☐ B	☐ C	VH241758
b. English	☐ A	☐ B	☐ C	VH241754
c. Other language arts-related subject	☐ A	☐ B	☐ C	VH241784
d. Mathematics education	☐ A	☐ B	☐ C	VH241760
e. Mathematics	☐ A	☐ B	☐ C	VH241761
f. Other mathematics-related subject such as statistics	☐ A	☐ B	☐ C	VH241776
g. Education (including elementary or early childhood)	☐ A	☐ B	☐ C	VH241762
h. Special education (including students with disabilities)	☐ A	☐ B	☐ C	VH241781
i. English language learning	☐ A	☐ B	☐ 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	☐	☐	☐	VH241791
b. English	☐	☐	☐	VH241789
c. Other language arts-related subject	☐	☐	☐	VH241810
d. Mathematics education	☐	☐	☐	VH241792
e. Mathematics	☐	☐	☐	VH241793
f. Other mathematics-related subject such as statistics	☐	☐	☐	VH241794
g. Education (including elementary or early childhood)	☐	☐	☐	VH241795
h. Special education (including students with disabilities)	☐	☐	☐	VH241807
i. English language learning	☐	☐	☐	VH241808

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

- ☐ Yes, to all teachers
☐ Yes, to some teachers
☐ No

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

- ☐ No
☐ Once
☐ Twice
☐ Several times

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

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

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

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

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	☐	☐	☐	☐	☐	VH1304693
b. Observe other teachers' classes and provide feedback	☐	☐	☐	☐	☐	VH1304698
c. Engage in discussions about the learning development of specific students	☐	☐	☐	☐	☐	VH1304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	☐	☐	☐	☐	☐	VH1304740

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	☐	☐	☐	☐	☐	VH329967
b. Putting forth a lot of effort	☐	☐	☐	☐	☐	VH329968
c. Behaving well in class	☐	☐	☐	☐	☐	VH329970

Appendix J2-3: Summary of Changes Operational Grade 8 CORE

2021 Operational Grade 8 Core Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
1. What is your sex? ☐ Male ☐ Female (2019 Grade 8)	1. What is your sex? ☐ Male ☐ Female Issue: Gender	NC	N/A
2. Are you Hispanic or Latino? Select all squares that apply. ☐ No, I am not Hispanic or Latino. ☐ Yes, I am Mexican, Mexican American, or Chicano. ☐ Yes, I am Puerto Rican or Puerto Rican American. ☐ Yes, I am Cuban or Cuban American. ☐ Yes, I am from some other Hispanic or Latino background. (2019 Grade 8)	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. Issue: Race/Ethnicity	NC	N/A
3. Which of the following best describes you? Select all squares that apply. ☐ White ☐ Black or African American ☐ Asian ☐ American Indian or Alaska Native ☐ Native Hawaiian or other Pacific Islander (2019 Grade 8)	3. Which of the following best describes you? Select all squares that apply. ☐ White ☐ Black or African American ☐ Asian ☐ American Indian or Alaska Native ☐ Native Hawaiian or other Pacific Islander Issue: Race/Ethnicity	NC	N/A
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 (2019 Grade 8)	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 Issue: Teacher Preparation	NC	N/A

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
VID40302 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 (2019 Grade 8)	VID40302 5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year? ☐ Less than 1 year ☐ 1–2 years ☐ 3–5 years ☐ 6–10 years ☐ 11–20 years ☐ 21 or more years Issue: Teacher Preparation	NC	N/A
VID40301 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 (2019 Grade 8)	VID40301 6. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year? ☐ Less than 1 year ☐ 1–2 years ☐ 3–5 years ☐ 6–10 years ☐ 11–20 years ☐ 21 or more years Issue: Teacher Preparation	NC	N/A
VID40303 7. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year? ☐ Less than 1 year ☐ 1–2 years ☐ 3–5 years ☐ 6–10 years ☐ 11–20 years ☐ 21 or more years (2019 Grade 8)	N/A	D	The item was dropped because science will not be administered in 2021.

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
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 (2018 Grade 8)	7. 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 Issue: Teacher Preparation	NC	N/A
8. Have you been awarded tenure by the school, district, or diocese where you currently teach? Ⓐ Yes Ⓑ No Ⓒ My school, district, or diocese does not award tenure. (2019 Grade 8)	8. Have you been awarded tenure by the school, district, or diocese where you currently teach? Ⓐ Yes Ⓑ No Ⓒ My school, district, or diocese does not award tenure. Issue: Teacher Preparation	NC	N/A
9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? Ⓐ Yes, I hold a permanent certificate. Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) Ⓒ No, but I am currently working toward certification. Ⓓ No, and I am not planning to obtain certification. (2019 Grade 8)	9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? Ⓐ Yes, I hold a permanent certificate. Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) Ⓒ No, but I am currently working toward certification. Ⓓ No, and I am not planning to obtain certification. Issue: Teacher Preparation	NC	N/A
10. Did you enter teaching through an alternative route to certification program? (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.) Ⓐ Yes Ⓑ No (2019 Grade 8)	10. Did you enter teaching through an alternative route to certification program? (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.) Ⓐ Yes Ⓑ No Issue: Teacher Preparation	NC	N/A

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																																											
11. What is the highest academic degree you hold? ☐ High school diploma ☐ Associate's degree/vocational certification ☐ Bachelor's degree ☐ Master's degree ☐ Education specialist's or professional diploma based on at least one year's work past master's degree ☐ Doctorate ☐ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) (2019 Grade 8)	11. What is the highest academic degree you hold? ☐ High school diploma ☐ Associate's degree/vocational certification ☐ Bachelor's degree ☐ Master's degree ☐ Education specialist's or professional diploma based on at least one year's work past master's degree ☐ Doctorate ☐ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) Issue: Teacher Preparation	NC	N/A																																																																																																																																																											
12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? Select one circle in each row. <table><tr><th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr><tr><td>a. Reading, language arts, or literacy education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041758</td></tr><tr><td>b. English</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041754</td></tr><tr><td>c. Other language arts-related subject</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041784</td></tr><tr><td>d. Mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041760</td></tr><tr><td>e. Mathematics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041761</td></tr><tr><td>f. Other mathematics-related subject such as statistics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041776</td></tr><tr><td>g. Biology or other life science</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041768</td></tr><tr><td>h. Physics, chemistry, or other physical science</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041769</td></tr><tr><td>i. Earth or space science</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041770</td></tr><tr><td>j. Mathematics or mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041771</td></tr><tr><td>k. Science education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041772</td></tr><tr><td>l. Engineering or engineering education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041780</td></tr><tr><td>m. Elementary or secondary education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041767</td></tr><tr><td>n. Special education (including students with disabilities)</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041781</td></tr><tr><td>o. English language learning</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041782</td></tr></table> (2019 Grade 8)		Yes, a major	Yes, a minor or special emphasis	No		a. Reading, language arts, or literacy education	☐	☐	☐	Y1041758	b. English	☐	☐	☐	Y1041754	c. Other language arts-related subject	☐	☐	☐	Y1041784	d. Mathematics education	☐	☐	☐	Y1041760	e. Mathematics	☐	☐	☐	Y1041761	f. Other mathematics-related subject such as statistics	☐	☐	☐	Y1041776	g. Biology or other life science	☐	☐	☐	Y1041768	h. Physics, chemistry, or other physical science	☐	☐	☐	Y1041769	i. Earth or space science	☐	☐	☐	Y1041770	j. Mathematics or mathematics education	☐	☐	☐	Y1041771	k. Science education	☐	☐	☐	Y1041772	l. Engineering or engineering education	☐	☐	☐	Y1041780	m. Elementary or secondary education	☐	☐	☐	Y1041767	n. Special education (including students with disabilities)	☐	☐	☐	Y1041781	o. English language learning	☐	☐	☐	Y1041782	12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? Select one circle in each row. <table><tr><th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr><tr><td>a. Reading, language arts, or literacy education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041758</td></tr><tr><td>b. English</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041754</td></tr><tr><td>c. Other language arts-related subject</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041784</td></tr><tr><td>d. Mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041760</td></tr><tr><td>e. Mathematics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041761</td></tr><tr><td>f. Other mathematics-related subject such as statistics</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041776</td></tr><tr><td>g. History or history education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041538</td></tr><tr><td>h. Geography or geography education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041539</td></tr><tr><td>i. Political science</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041600</td></tr><tr><td>j. General social science or social studies education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041602</td></tr><tr><td>k. Other social science (for example, economics, sociology, psychology, anthropology)</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041604</td></tr><tr><td>l. Elementary or secondary education</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041767</td></tr><tr><td>m. Special education (including students with disabilities)</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041781</td></tr><tr><td>n. English language learning</td><td>☐</td><td>☐</td><td>☐</td><td>Y1041782</td></tr></table> Issue: Teacher Preparation		Yes, a major	Yes, a minor or special emphasis	No		a. Reading, language arts, or literacy education	☐	☐	☐	Y1041758	b. English	☐	☐	☐	Y1041754	c. Other language arts-related subject	☐	☐	☐	Y1041784	d. Mathematics education	☐	☐	☐	Y1041760	e. Mathematics	☐	☐	☐	Y1041761	f. Other mathematics-related subject such as statistics	☐	☐	☐	Y1041776	g. History or history education	☐	☐	☐	Y1041538	h. Geography or geography education	☐	☐	☐	Y1041539	i. Political science	☐	☐	☐	Y1041600	j. General social science or social studies education	☐	☐	☐	Y1041602	k. Other social science (for example, economics, sociology, psychology, anthropology)	☐	☐	☐	Y1041604	l. Elementary or secondary education	☐	☐	☐	Y1041767	m. Special education (including students with disabilities)	☐	☐	☐	Y1041781	n. English language learning	☐	☐	☐	Y1041782	R	This item is customized by subject and has been revised to remove sub-items for science and expanded to also include sub-items for social studies.
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																																											
a. Reading, language arts, or literacy education	☐	☐	☐	Y1041758																																																																																																																																																										
b. English	☐	☐	☐	Y1041754																																																																																																																																																										
c. Other language arts-related subject	☐	☐	☐	Y1041784																																																																																																																																																										
d. Mathematics education	☐	☐	☐	Y1041760																																																																																																																																																										
e. Mathematics	☐	☐	☐	Y1041761																																																																																																																																																										
f. Other mathematics-related subject such as statistics	☐	☐	☐	Y1041776																																																																																																																																																										
g. Biology or other life science	☐	☐	☐	Y1041768																																																																																																																																																										
h. Physics, chemistry, or other physical science	☐	☐	☐	Y1041769																																																																																																																																																										
i. Earth or space science	☐	☐	☐	Y1041770																																																																																																																																																										
j. Mathematics or mathematics education	☐	☐	☐	Y1041771																																																																																																																																																										
k. Science education	☐	☐	☐	Y1041772																																																																																																																																																										
l. Engineering or engineering education	☐	☐	☐	Y1041780																																																																																																																																																										
m. Elementary or secondary education	☐	☐	☐	Y1041767																																																																																																																																																										
n. Special education (including students with disabilities)	☐	☐	☐	Y1041781																																																																																																																																																										
o. English language learning	☐	☐	☐	Y1041782																																																																																																																																																										
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																																											
a. Reading, language arts, or literacy education	☐	☐	☐	Y1041758																																																																																																																																																										
b. English	☐	☐	☐	Y1041754																																																																																																																																																										
c. Other language arts-related subject	☐	☐	☐	Y1041784																																																																																																																																																										
d. Mathematics education	☐	☐	☐	Y1041760																																																																																																																																																										
e. Mathematics	☐	☐	☐	Y1041761																																																																																																																																																										
f. Other mathematics-related subject such as statistics	☐	☐	☐	Y1041776																																																																																																																																																										
g. History or history education	☐	☐	☐	Y1041538																																																																																																																																																										
h. Geography or geography education	☐	☐	☐	Y1041539																																																																																																																																																										
i. Political science	☐	☐	☐	Y1041600																																																																																																																																																										
j. General social science or social studies education	☐	☐	☐	Y1041602																																																																																																																																																										
k. Other social science (for example, economics, sociology, psychology, anthropology)	☐	☐	☐	Y1041604																																																																																																																																																										
l. Elementary or secondary education	☐	☐	☐	Y1041767																																																																																																																																																										
m. Special education (including students with disabilities)	☐	☐	☐	Y1041781																																																																																																																																																										
n. English language learning	☐	☐	☐	Y1041782																																																																																																																																																										
13. Since completing your undergraduate degree, have you taken any graduate courses? ☐ Yes ☐ No (2019 Grade 8)	13. Since completing your undergraduate degree, have you taken any graduate courses? ☐ Yes ☐ No Issue: Teacher Preparation	NC	N/A																																																																																																																																																											

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																																											
14. Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework? Select one circle in each row. <table><tr><th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr><tr><td>a. Reading, language arts, or literacy education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04791</td></tr><tr><td>b. English</td><td>☐</td><td>☐</td><td>☐</td><td>VID04789</td></tr><tr><td>c. Other language arts-related subject</td><td>☐</td><td>☐</td><td>☐</td><td>VID04810</td></tr><tr><td>d. Mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04792</td></tr><tr><td>e. Mathematics</td><td>☐</td><td>☐</td><td>☐</td><td>VID04793</td></tr><tr><td>f. Other mathematics-related subject such as statistics</td><td>☐</td><td>☐</td><td>☐</td><td>VID04794</td></tr><tr><td>g. Biology or other life science</td><td>☐</td><td>☐</td><td>☐</td><td>VID04796</td></tr><tr><td>h. Physics, chemistry, or other physical science</td><td>☐</td><td>☐</td><td>☐</td><td>VID04799</td></tr><tr><td>i. Earth or space science</td><td>☐</td><td>☐</td><td>☐</td><td>VID04800</td></tr><tr><td>j. Mathematics or mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04801</td></tr><tr><td>k. Science education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04802</td></tr><tr><td>l. Engineering or engineering education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04806</td></tr><tr><td>m. Elementary or secondary education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04797</td></tr><tr><td>n. Special education (including students with disabilities)</td><td>☐</td><td>☐</td><td>☐</td><td>VID04807</td></tr><tr><td>o. English language learning</td><td>☐</td><td>☐</td><td>☐</td><td>VID04808</td></tr></table> (2019 Grade 8)		Yes, a major	Yes, a minor or special emphasis	No		a. Reading, language arts, or literacy education	☐	☐	☐	VID04791	b. English	☐	☐	☐	VID04789	c. Other language arts-related subject	☐	☐	☐	VID04810	d. Mathematics education	☐	☐	☐	VID04792	e. Mathematics	☐	☐	☐	VID04793	f. Other mathematics-related subject such as statistics	☐	☐	☐	VID04794	g. Biology or other life science	☐	☐	☐	VID04796	h. Physics, chemistry, or other physical science	☐	☐	☐	VID04799	i. Earth or space science	☐	☐	☐	VID04800	j. Mathematics or mathematics education	☐	☐	☐	VID04801	k. Science education	☐	☐	☐	VID04802	l. Engineering or engineering education	☐	☐	☐	VID04806	m. Elementary or secondary education	☐	☐	☐	VID04797	n. Special education (including students with disabilities)	☐	☐	☐	VID04807	o. English language learning	☐	☐	☐	VID04808	14. Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework? Select one circle in each row. <table><tr><th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr><tr><td>a. Reading, language arts, or literacy education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04791</td></tr><tr><td>b. English</td><td>☐</td><td>☐</td><td>☐</td><td>VID04789</td></tr><tr><td>c. Other language arts-related subject</td><td>☐</td><td>☐</td><td>☐</td><td>VID04810</td></tr><tr><td>d. Mathematics education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04792</td></tr><tr><td>e. Mathematics</td><td>☐</td><td>☐</td><td>☐</td><td>VID04793</td></tr><tr><td>f. Other mathematics-related subject such as statistics</td><td>☐</td><td>☐</td><td>☐</td><td>VID04794</td></tr><tr><td>g. History or history education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04771</td></tr><tr><td>h. Geography or geography education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04772</td></tr><tr><td>i. Political science</td><td>☐</td><td>☐</td><td>☐</td><td>VID04773</td></tr><tr><td>j. General social science or social studies education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04774</td></tr><tr><td>k. Other social science (for example, economics, sociology, psychology, anthropology)</td><td>☐</td><td>☐</td><td>☐</td><td>VID04775</td></tr><tr><td>l. Elementary or secondary education</td><td>☐</td><td>☐</td><td>☐</td><td>VID04797</td></tr><tr><td>m. Special education (including students with disabilities)</td><td>☐</td><td>☐</td><td>☐</td><td>VID04807</td></tr><tr><td>n. English language learning</td><td>☐</td><td>☐</td><td>☐</td><td>VID04808</td></tr></table> Issue: Teacher Preparation		Yes, a major	Yes, a minor or special emphasis	No		a. Reading, language arts, or literacy education	☐	☐	☐	VID04791	b. English	☐	☐	☐	VID04789	c. Other language arts-related subject	☐	☐	☐	VID04810	d. Mathematics education	☐	☐	☐	VID04792	e. Mathematics	☐	☐	☐	VID04793	f. Other mathematics-related subject such as statistics	☐	☐	☐	VID04794	g. History or history education	☐	☐	☐	VID04771	h. Geography or geography education	☐	☐	☐	VID04772	i. Political science	☐	☐	☐	VID04773	j. General social science or social studies education	☐	☐	☐	VID04774	k. Other social science (for example, economics, sociology, psychology, anthropology)	☐	☐	☐	VID04775	l. Elementary or secondary education	☐	☐	☐	VID04797	m. Special education (including students with disabilities)	☐	☐	☐	VID04807	n. English language learning	☐	☐	☐	VID04808	R	This item is customized by subject and has been revised to remove sub-items for science and expanded to also include sub-items for social studies.
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																																											
a. Reading, language arts, or literacy education	☐	☐	☐	VID04791																																																																																																																																																										
b. English	☐	☐	☐	VID04789																																																																																																																																																										
c. Other language arts-related subject	☐	☐	☐	VID04810																																																																																																																																																										
d. Mathematics education	☐	☐	☐	VID04792																																																																																																																																																										
e. Mathematics	☐	☐	☐	VID04793																																																																																																																																																										
f. Other mathematics-related subject such as statistics	☐	☐	☐	VID04794																																																																																																																																																										
g. Biology or other life science	☐	☐	☐	VID04796																																																																																																																																																										
h. Physics, chemistry, or other physical science	☐	☐	☐	VID04799																																																																																																																																																										
i. Earth or space science	☐	☐	☐	VID04800																																																																																																																																																										
j. Mathematics or mathematics education	☐	☐	☐	VID04801																																																																																																																																																										
k. Science education	☐	☐	☐	VID04802																																																																																																																																																										
l. Engineering or engineering education	☐	☐	☐	VID04806																																																																																																																																																										
m. Elementary or secondary education	☐	☐	☐	VID04797																																																																																																																																																										
n. Special education (including students with disabilities)	☐	☐	☐	VID04807																																																																																																																																																										
o. English language learning	☐	☐	☐	VID04808																																																																																																																																																										
	Yes, a major	Yes, a minor or special emphasis	No																																																																																																																																																											
a. Reading, language arts, or literacy education	☐	☐	☐	VID04791																																																																																																																																																										
b. English	☐	☐	☐	VID04789																																																																																																																																																										
c. Other language arts-related subject	☐	☐	☐	VID04810																																																																																																																																																										
d. Mathematics education	☐	☐	☐	VID04792																																																																																																																																																										
e. Mathematics	☐	☐	☐	VID04793																																																																																																																																																										
f. Other mathematics-related subject such as statistics	☐	☐	☐	VID04794																																																																																																																																																										
g. History or history education	☐	☐	☐	VID04771																																																																																																																																																										
h. Geography or geography education	☐	☐	☐	VID04772																																																																																																																																																										
i. Political science	☐	☐	☐	VID04773																																																																																																																																																										
j. General social science or social studies education	☐	☐	☐	VID04774																																																																																																																																																										
k. Other social science (for example, economics, sociology, psychology, anthropology)	☐	☐	☐	VID04775																																																																																																																																																										
l. Elementary or secondary education	☐	☐	☐	VID04797																																																																																																																																																										
m. Special education (including students with disabilities)	☐	☐	☐	VID04807																																																																																																																																																										
n. English language learning	☐	☐	☐	VID04808																																																																																																																																																										
15. In this school year, did your school offer training for teachers on how to use computers or other digital devices? ☐ Yes, to all teachers ☐ Yes, to some teachers ☐ No (2019 Grade 8)	15. In this school year, did your school offer training for teachers on how to use computers or other digital devices? ☐ Yes, to all teachers ☐ Yes, to some teachers ☐ No Issue: Technology Use	NC	N/A																																																																																																																																																											
17. In this school year, have you participated in training on computers or other digital devices through your school? ☐ No ☐ Once ☐ Twice ☐ Several times (2019 Grade 8)	16. In this school year, have you participated in training on computers or other digital devices through your school? ☐ No ☐ Once ☐ Twice ☐ Several times Issue: Technology Use	NC	N/A																																																																																																																																																											

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																												
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. <table><tr><th></th><th>No, I am already proficient.</th><th>No, I have not.</th><th>Yes</th><th></th></tr><tr><td>a. Basic computer training</td><td>☐</td><td>☐</td><td>☐</td><td>V12041894</td></tr><tr><td>b. Software applications</td><td>☐</td><td>☐</td><td>☐</td><td>V12041895</td></tr><tr><td>c. Use of the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>V12041896</td></tr><tr><td>d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</td><td>☐</td><td>☐</td><td>☐</td><td>V12041897</td></tr><tr><td>e. Integration of computers and other technology into classroom instruction</td><td>☐</td><td>☐</td><td>☐</td><td>V12041898</td></tr></table> (2019 Grade 8)		No, I am already proficient.	No, I have not.	Yes		a. Basic computer training	☐	☐	☐	V12041894	b. Software applications	☐	☐	☐	V12041895	c. Use of the Internet	☐	☐	☐	V12041896	d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	V12041897	e. Integration of computers and other technology into classroom instruction	☐	☐	☐	V12041898	17. During the last two years, have you received training from any source in any of the following areas? Select one circle in each row. <table><tr><th></th><th>No, I am already proficient.</th><th>No, I have not.</th><th>Yes</th><th></th></tr><tr><td>a. Basic computer training</td><td>☐</td><td>☐</td><td>☐</td><td>V12041894</td></tr><tr><td>b. Software applications</td><td>☐</td><td>☐</td><td>☐</td><td>V12041895</td></tr><tr><td>c. Use of the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>V12041896</td></tr><tr><td>d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing</td><td>☐</td><td>☐</td><td>☐</td><td>V12041897</td></tr><tr><td>e. Integration of computers and other technology into classroom instruction</td><td>☐</td><td>☐</td><td>☐</td><td>V12041898</td></tr></table> Issue: Teacher Preparation		No, I am already proficient.	No, I have not.	Yes		a. Basic computer training	☐	☐	☐	V12041894	b. Software applications	☐	☐	☐	V12041895	c. Use of the Internet	☐	☐	☐	V12041896	d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	V12041897	e. Integration of computers and other technology into classroom instruction	☐	☐	☐	V12041898	NC	N/A
	No, I am already proficient.	No, I have not.	Yes																																																												
a. Basic computer training	☐	☐	☐	V12041894																																																											
b. Software applications	☐	☐	☐	V12041895																																																											
c. Use of the Internet	☐	☐	☐	V12041896																																																											
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	V12041897																																																											
e. Integration of computers and other technology into classroom instruction	☐	☐	☐	V12041898																																																											
	No, I am already proficient.	No, I have not.	Yes																																																												
a. Basic computer training	☐	☐	☐	V12041894																																																											
b. Software applications	☐	☐	☐	V12041895																																																											
c. Use of the Internet	☐	☐	☐	V12041896																																																											
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐	☐	☐	V12041897																																																											
e. Integration of computers and other technology into classroom instruction	☐	☐	☐	V12041898																																																											
18. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. ☐ Desktop computers ☐ Laptop computers (including Chromebooks) ☐ Tablets (for example, Surface Pro, iPad, Kindle Fire) (2019 Grade 8)	18. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. ☐ Desktop computers ☐ Laptop computers (including Chromebooks) ☐ Tablets (for example, Surface Pro, iPad, Kindle Fire) Issue: Technology Use	NC	N/A																																																												
19. How well do the desktop computers in your school work? ☐ All computers are functional and operate quickly. ☐ All computers are functional, but some run more slowly than others. ☐ All computers are functional, but all or almost all run slowly. ☐ Some of the computers do not operate and cannot be used. ☐ I don't know. (2019 Grade 8)	19. How well do the desktop computers in your school work? ☐ All computers are functional and operate quickly. ☐ All computers are functional, but some run more slowly than others. ☐ All computers are functional, but all or almost all run slowly. ☐ Some of the computers do not operate and cannot be used. ☐ I don't know. Issue: Technology Use	NC	N/A																																																												
20. How well do the laptop computers (including Chromebooks) in your school work? ☐ All computers are functional and operate quickly. ☐ All computers are functional, but some run more slowly than others. ☐ All computers are functional, but all or almost all run slowly. ☐ Some of the computers do not operate and cannot be used. ☐ I don't know. (2019 Grade 8)	20. How well do the laptop computers (including Chromebooks) in your school work? ☐ All computers are functional and operate quickly. ☐ All computers are functional, but some run more slowly than others. ☐ All computers are functional, but all or almost all run slowly. ☐ Some of the computers do not operate and cannot be used. ☐ I don't know. Issue: Technology Use	NC	N/A																																																												

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																								
21. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work? Ⓐ All tablets are functional and operate quickly. Ⓑ All tablets are functional, but some run more slowly than others. Ⓒ All tablets are functional, but all or almost all run slowly. Ⓓ Some of the tablets do not operate and cannot be used. Ⓔ I don't know. (2019 Grade 8)	21. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work? Ⓐ All tablets are functional and operate quickly. Ⓑ All tablets are functional, but some run more slowly than others. Ⓒ All tablets are functional, but all or almost all run slowly. Ⓓ Some of the tablets do not operate and cannot be used. Ⓔ I don't know. Issue: Technology Use	NC	N/A																																																																								
22. How often do you do the following in this school? Select one circle in each row. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6093</td></tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6098</td></tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6736</td></tr> <tr> <td>d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6740</td></tr> </tbody> </table> (2019 Grade 8)		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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6093	b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6098	c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6736	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6740	22. How often do you do the following in this school? Select one circle in each row. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6093</td></tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6098</td></tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6736</td></tr> <tr> <td>d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Ⓔ</td><td>Y10D6740</td></tr> </tbody> </table> Issue: School Climate		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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6093	b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6098	c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6736	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6740	NC	N/A		
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																						
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6093																																																																					
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6098																																																																					
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6736																																																																					
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6740																																																																					
	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6093																																																																					
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6098																																																																					
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6736																																																																					
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Y10D6740																																																																					
23. In your school, how severe is each problem? Select one circle in each row. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th><th>Not a problem</th><th>Minor problem</th><th>Moderate problem</th><th>Serious problem</th><th></th></tr> </thead> <tbody> <tr> <td>a. The school building needs significant repair.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6063</td></tr> <tr> <td>b. Classrooms are overcrowded.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6064</td></tr> <tr> <td>c. Teachers have too many teaching hours.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6065</td></tr> <tr> <td>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6066</td></tr> <tr> <td>e. Teachers do not have adequate instructional materials and supplies.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6067</td></tr> </tbody> </table> (2019 Grade 8)		Not a problem	Minor problem	Moderate problem	Serious problem		a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6063	b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6064	c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6065	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6066	e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6067	23. In your school, how severe is each problem? Select one circle in each row. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th><th>Not a problem</th><th>Minor problem</th><th>Moderate problem</th><th>Serious problem</th><th></th></tr> </thead> <tbody> <tr> <td>a. The school building needs significant repair.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6063</td></tr> <tr> <td>b. Classrooms are overcrowded.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6064</td></tr> <tr> <td>c. Teachers have too many teaching hours.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6065</td></tr> <tr> <td>d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6066</td></tr> <tr> <td>e. Teachers do not have adequate instructional materials and supplies.</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td><td>Y10D6067</td></tr> </tbody> </table> Issue: School Climate		Not a problem	Minor problem	Moderate problem	Serious problem		a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6063	b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6064	c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6065	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6066	e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6067	NC	N/A
	Not a problem	Minor problem	Moderate problem	Serious problem																																																																							
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6063																																																																						
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6064																																																																						
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6065																																																																						
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6066																																																																						
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6067																																																																						
	Not a problem	Minor problem	Moderate problem	Serious problem																																																																							
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6063																																																																						
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6064																																																																						
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6065																																																																						
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6066																																																																						
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Y10D6067																																																																						

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																						
24. How much does each of the following statements apply to you as a teacher? Select one circle in each row. VI00003 <table><tr><th></th><th>Not at all like me</th><th>A little bit like me</th><th>Somewhat like me</th><th>Quite a bit like me</th><th>Exactly like me</th><th></th></tr><tr><td>a. I am satisfied with being a teacher at this school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000014</td></tr><tr><td>b. My work inspires me.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000024</td></tr><tr><td>c. I am frustrated as a teacher at my school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000032</td></tr><tr><td>d. I am supported by the teachers at my school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000033</td></tr></table> (2019 Grade 8)		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.	☐	☐	☐	☐	☐	VI000014	b. My work inspires me.	☐	☐	☐	☐	☐	VI000024	c. I am frustrated as a teacher at my school.	☐	☐	☐	☐	☐	VI000032	d. I am supported by the teachers at my school.	☐	☐	☐	☐	☐	VI000033	24. How much does each of the following statements apply to you as a teacher? Select one circle in each row. VI00003 <table><tr><th></th><th>Not at all like me</th><th>A little bit like me</th><th>Somewhat like me</th><th>Quite a bit like me</th><th>Exactly like me</th><th></th></tr><tr><td>a. I am satisfied with being a teacher at this school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000014</td></tr><tr><td>b. My work inspires me.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000024</td></tr><tr><td>c. I am frustrated as a teacher at my school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000032</td></tr><tr><td>d. I am supported by the teachers at my school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI000033</td></tr></table> Issue: School Climate		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.	☐	☐	☐	☐	☐	VI000014	b. My work inspires me.	☐	☐	☐	☐	☐	VI000024	c. I am frustrated as a teacher at my school.	☐	☐	☐	☐	☐	VI000032	d. I am supported by the teachers at my school.	☐	☐	☐	☐	☐	VI000033	NC	N/A
	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.	☐	☐	☐	☐	☐	VI000014																																																																			
b. My work inspires me.	☐	☐	☐	☐	☐	VI000024																																																																			
c. I am frustrated as a teacher at my school.	☐	☐	☐	☐	☐	VI000032																																																																			
d. I am supported by the teachers at my school.	☐	☐	☐	☐	☐	VI000033																																																																			
	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.	☐	☐	☐	☐	☐	VI000014																																																																			
b. My work inspires me.	☐	☐	☐	☐	☐	VI000024																																																																			
c. I am frustrated as a teacher at my school.	☐	☐	☐	☐	☐	VI000032																																																																			
d. I am supported by the teachers at my school.	☐	☐	☐	☐	☐	VI000033																																																																			
25. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select one circle in each row. VI02966 <table><tr><th></th><th>Not at all possible to change</th><th>A little possible to change</th><th>Somewhat possible to change</th><th>Quite possible to change</th><th>Completely possible to change</th><th></th></tr><tr><td>a. Being intelligent</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI029967</td></tr><tr><td>b. Putting forth a lot of effort</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI029968</td></tr><tr><td>c. Behaving well in class</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI029970</td></tr></table> (2019 Grade 8)		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	☐	☐	☐	☐	☐	VI029967	b. Putting forth a lot of effort	☐	☐	☐	☐	☐	VI029968	c. Behaving well in class	☐	☐	☐	☐	☐	VI029970	25. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select one circle in each row. VI02966 <table><tr><th></th><th>Not at all possible to change</th><th>A little possible to change</th><th>Somewhat possible to change</th><th>Quite possible to change</th><th>Completely possible to change</th><th></th></tr><tr><td>a. Being intelligent</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI029967</td></tr><tr><td>b. Putting forth a lot of effort</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI029968</td></tr><tr><td>c. Behaving well in class</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VI029970</td></tr></table> Issue: Desire for Learning		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	☐	☐	☐	☐	☐	VI029967	b. Putting forth a lot of effort	☐	☐	☐	☐	☐	VI029968	c. Behaving well in class	☐	☐	☐	☐	☐	VI029970	NC	N/A														
	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	☐	☐	☐	☐	☐	VI029967																																																																			
b. Putting forth a lot of effort	☐	☐	☐	☐	☐	VI029968																																																																			
c. Behaving well in class	☐	☐	☐	☐	☐	VI029970																																																																			
	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	☐	☐	☐	☐	☐	VI029967																																																																			
b. Putting forth a lot of effort	☐	☐	☐	☐	☐	VI029968																																																																			
c. Behaving well in class	☐	☐	☐	☐	☐	VI029970																																																																			

Appendix J2-4: Operational Grade 8 CORE

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 8 Teacher	11	A	12, 13, 14
Grade 8 Teacher	11	B	13, 14
Grade 8 Teacher	13	B	14
Grade 8 Teacher	15	C	16
Grade 8 Teacher	18	A	Do NOT skip 19
Grade 8 Teacher	18	B	Do NOT skip 20
Grade 8 Teacher	18	C	Do NOT skip 21

V1H712259

1. What is your sex?

- ☐ Male
- ☐ Female

V1E240385

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.

V1E240386

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

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

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

☐ Ⓐ Less than 1 year

☐ Ⓑ 1–2 years

☐ Ⓒ 3–5 years

☐ Ⓓ 6–10 years

☐ Ⓔ 11–20 years

☐ Ⓕ 21 or more years

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

☐ Ⓐ Less than 1 year

☐ Ⓑ 1–2 years

☐ Ⓒ 3–5 years

☐ Ⓓ 6–10 years

☐ Ⓔ 11–20 years

☐ Ⓕ 21 or more years

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

☐ Ⓐ Less than 1 year

☐ Ⓑ 1–2 years

☐ Ⓒ 3–5 years

☐ Ⓓ 6–10 years

☐ Ⓔ 11–20 years

☐ Ⓕ 21 or more years

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

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

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	☐	☐	☐	VH241758
b. English	☐	☐	☐	VH241754
c. Other language arts-related subject	☐	☐	☐	VH241784
d. Mathematics education	☐	☐	☐	VH241760
e. Mathematics	☐	☐	☐	VH241761
f. Other mathematics-related subject such as statistics	☐	☐	☐	VH241776
g. History or history education	☐	☐	☐	VH614158
h. Geography or geography education	☐	☐	☐	VH614159
i. Political science	☐	☐	☐	VH614160
j. General social science or social studies education	☐	☐	☐	VH614162
k. Other social science (for example, economics, sociology, psychology, anthropology)	☐	☐	☐	VH614164
l. Elementary or secondary education	☐	☐	☐	VH241767
m. Special education (including students with disabilities)	☐	☐	☐	VH241781
n. English language learning	☐	☐	☐	VH241782

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

- ☐ Yes
☐ No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	☐	☐	☐	VH241791
b. English	☐	☐	☐	VH241789
c. Other language arts-related subject	☐	☐	☐	VH241810
d. Mathematics education	☐	☐	☐	VH241792
e. Mathematics	☐	☐	☐	VH241793
f. Other mathematics-related subject such as statistics	☐	☐	☐	VH241794
g. History or history education	☐	☐	☐	VH614171
h. Geography or geography education	☐	☐	☐	VH614172
i. Political science	☐	☐	☐	VH614173
j. General social science or social studies education	☐	☐	☐	VH614174
k. Other social science (for example, economics, sociology, psychology, anthropology)	☐	☐	☐	VH614175
l. Elementary or secondary education	☐	☐	☐	VH241797
m. Special education (including students with disabilities)	☐	☐	☐	VH241807
n. English language learning	☐	☐	☐	VH241808

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

- ☐ Yes, to all teachers
☐ Yes, to some teachers
☐ No

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

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

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

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

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

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

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

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	☐	☐	☐	☐	☐	VH1304693
b. Observe other teachers' classes and provide feedback	☐	☐	☐	☐	☐	VH1304698
c. Engage in discussions about the learning development of specific students	☐	☐	☐	☐	☐	VH1304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	☐	☐	☐	☐	☐	VH1304740

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

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

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

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

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

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

Appendix J2-5: Summary of Changes Operational Grade 4 Mathematics

2021 Operational Grade 4 Mathematics Teacher			
Previous item	2021 item	D/A/ R/N C+	Rationale
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. (2019 Grade 4)	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. Issue: Resources for Learning and Instruction	NC	N/A
2. How many students are in this class? Enter the number of students. (2019 Grade 4)	2. How many students are in this class? Enter the number of students. Issue: Resources for Learning and Instruction	NC	N/A
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 (2019 Grade 4)	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 Issue: Resources for Learning and Instruction	NC	N/A
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 (2019 Grade 4)	4. Approximately how much mathematics homework do you assign to students in this class each day? ☐ None ☐ 15 minutes ☐ 30 minutes ☐ 45 minutes ☐ One hour ☐ More than one hour Issue: Organization of Instruction	NC	N/A
5. To what extent are students permitted to use calculators during mathematics lessons? ☐ Unrestricted use ☐ Restricted use ☐ Calculators are not permitted. (2019 Grade 4)	5. To what extent are students permitted to use calculators during mathematics lessons? ☐ Unrestricted use ☐ Restricted use ☐ Calculators are not permitted. Issue: Organization of Instruction	NC	N/A

2021 Operational Grade 4 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																																
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 (2019 Grade 4)	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 Issue: Resources for learning and instruction	NC	N/A																																																																																
7. When you give students a mathematics test or quiz, how often do they use a calculator? ☐ Never ☐ Sometimes ☐ Always (2019 Grade 4)	7. When you give students a mathematics test or quiz, how often do they use a calculator? ☐ Never ☐ Sometimes ☐ Always Issue: Organization of Instruction	NC	N/A																																																																																
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. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Practice or review mathematics topics</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B40923</td></tr><tr><td>b. Extend mathematics learning with enrichment activities</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B40923</td></tr><tr><td>c. Research mathematics topics on the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B40924</td></tr></table> (2019 Grade 4)		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	☐	☐	☐	☐	☐	Y1B40923	b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y1B40923	c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y1B40924	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. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Practice or review mathematics topics</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B40923</td></tr><tr><td>b. Extend mathematics learning with enrichment activities</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B40923</td></tr><tr><td>c. Research mathematics topics on the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B40924</td></tr></table> Issue: Organization of Instruction		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	☐	☐	☐	☐	☐	Y1B40923	b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y1B40923	c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y1B40924	NC	N/A																								
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																														
a. Practice or review mathematics topics	☐	☐	☐	☐	☐	Y1B40923																																																																													
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y1B40923																																																																													
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y1B40924																																																																													
	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	☐	☐	☐	☐	☐	Y1B40923																																																																													
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y1B40923																																																																													
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y1B40924																																																																													
9. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. <table><tr><th></th><th>Yes</th><th>No, I do not prefer to use this resource.</th><th>No, this resource is not available to me.</th><th></th></tr><tr><td>a. Textbooks provided by your district or school</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45833</td></tr><tr><td>b. Other materials provided by your district or school</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45834</td></tr><tr><td>c. Materials you have created</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45842</td></tr><tr><td>d. Printed workbooks</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45840</td></tr><tr><td>e. Physical and/or digital manipulatives</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45837</td></tr><tr><td>f. Digital games</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45841</td></tr><tr><td>g. Interactive whiteboard</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45844</td></tr></table> (2019 Grade 4)		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	☐	☐	☐	Y1B45833	b. Other materials provided by your district or school	☐	☐	☐	Y1B45834	c. Materials you have created	☐	☐	☐	Y1B45842	d. Printed workbooks	☐	☐	☐	Y1B45840	e. Physical and/or digital manipulatives	☐	☐	☐	Y1B45837	f. Digital games	☐	☐	☐	Y1B45841	g. Interactive whiteboard	☐	☐	☐	Y1B45844	9. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. <table><tr><th></th><th>Yes</th><th>No, I do not prefer to use this resource.</th><th>No, this resource is not available to me.</th><th></th></tr><tr><td>a. Textbooks provided by your district or school</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45833</td></tr><tr><td>b. Other materials provided by your district or school</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45834</td></tr><tr><td>c. Materials you have created</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45842</td></tr><tr><td>d. Printed workbooks</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45840</td></tr><tr><td>e. Physical and/or digital manipulatives</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45837</td></tr><tr><td>f. Digital games</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45841</td></tr><tr><td>g. Interactive whiteboard</td><td>☐</td><td>☐</td><td>☐</td><td>Y1B45844</td></tr></table> Issue: Resources for Learning and Instruction		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	☐	☐	☐	Y1B45833	b. Other materials provided by your district or school	☐	☐	☐	Y1B45834	c. Materials you have created	☐	☐	☐	Y1B45842	d. Printed workbooks	☐	☐	☐	Y1B45840	e. Physical and/or digital manipulatives	☐	☐	☐	Y1B45837	f. Digital games	☐	☐	☐	Y1B45841	g. Interactive whiteboard	☐	☐	☐	Y1B45844	NC	N/A
	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	☐	☐	☐	Y1B45833																																																																															
b. Other materials provided by your district or school	☐	☐	☐	Y1B45834																																																																															
c. Materials you have created	☐	☐	☐	Y1B45842																																																																															
d. Printed workbooks	☐	☐	☐	Y1B45840																																																																															
e. Physical and/or digital manipulatives	☐	☐	☐	Y1B45837																																																																															
f. Digital games	☐	☐	☐	Y1B45841																																																																															
g. Interactive whiteboard	☐	☐	☐	Y1B45844																																																																															
	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	☐	☐	☐	Y1B45833																																																																															
b. Other materials provided by your district or school	☐	☐	☐	Y1B45834																																																																															
c. Materials you have created	☐	☐	☐	Y1B45842																																																																															
d. Printed workbooks	☐	☐	☐	Y1B45840																																																																															
e. Physical and/or digital manipulatives	☐	☐	☐	Y1B45837																																																																															
f. Digital games	☐	☐	☐	Y1B45841																																																																															
g. Interactive whiteboard	☐	☐	☐	Y1B45844																																																																															

2021 Operational Grade 4 Mathematics Teacher

Previous item

2021 item

D/A/
R/N
C+

Rationale

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	☐	☐	☐	☐	☐	YH27074
b. Explain one's thinking and make connections between models and equations	☐	☐	☐	☐	☐	YH27075
c. Make assumptions	☐	☐	☐	☐	☐	YH617226
d. Make approximations	☐	☐	☐	☐	☐	YH617227
e. Represent a problem situation with numbers, words, pictures, or charts	☐	☐	☐	☐	☐	YH27077
f. Understand tools for problem solving and limitations of use	☐	☐	☐	☐	☐	YH27078
g. Use clear and precise language to discuss problem solving and reasoning	☐	☐	☐	☐	☐	YH647655

(2019 Grade 4)

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	☐	☐	☐	☐	☐	YH27074
b. Explain one's thinking and make connections between models and equations	☐	☐	☐	☐	☐	YH27075
c. Make assumptions	☐	☐	☐	☐	☐	YH617226
d. Make approximations	☐	☐	☐	☐	☐	YH617227
e. Represent a problem situation with numbers, words, pictures, or charts	☐	☐	☐	☐	☐	YH27077
f. Understand tools for problem solving and limitations of use	☐	☐	☐	☐	☐	YH27078
g. Use clear and precise language to discuss problem solving and reasoning	☐	☐	☐	☐	☐	YH647655

Issue: Organization of Instruction

NC

N/A

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	☐	☐	☐	YH240851
b. Measurement	☐	☐	☐	YH240852
c. Geometry	☐	☐	☐	YH240853
d. Data analysis, statistics, and probability	☐	☐	☐	YH240854
e. Algebra and functions	☐	☐	☐	YH240854

(2019 Grade 4)

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	☐	☐	☐	YH240851
b. Measurement	☐	☐	☐	YH240852
c. Geometry	☐	☐	☐	YH240853
d. Data analysis, statistics, and probability	☐	☐	☐	YH240854
e. Algebra and functions	☐	☐	☐	YH240854

Issue: Organization of Instruction

NC

N/A

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	☐	☐	☐	☐	YH240874
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	YH240875
c. Have some students engage in different classroom activities	☐	☐	☐	☐	YH240876
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	YH240877
e. Pace my teaching differently for some students	☐	☐	☐	☐	YH240876

(2019 Grade 4)

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	☐	☐	☐	☐	YH240874
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	YH240875
c. Have some students engage in different classroom activities	☐	☐	☐	☐	YH240876
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	YH240877
e. Pace my teaching differently for some students	☐	☐	☐	☐	YH240876

Issue: Organization of Instruction

NC

N/A

2021 Operational Grade 4 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																																																		
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. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Discuss each student's current level of performance with them</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE045879</td></tr><tr><td>b. Set goals for specific progress the student would like to make</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE069028</td></tr><tr><td>c. Discuss progress the student has made toward goals previously set</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE069030</td></tr><tr><td>d. Determine how to adjust your teaching strategies to meet the student's current learning needs</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE069031</td></tr></table> (2019 Grade 4)		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	☐	☐	☐	☐	☐	VIE045879	b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	VIE069028	c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	VIE069030	d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	VIE069031	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. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Discuss each student's current level of performance with them</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE045879</td></tr><tr><td>b. Set goals for specific progress the student would like to make</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE069028</td></tr><tr><td>c. Discuss progress the student has made toward goals previously set</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE069030</td></tr><tr><td>d. Determine how to adjust your teaching strategies to meet the student's current learning needs</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE069031</td></tr></table> Issue: Organization of Instruction		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	☐	☐	☐	☐	☐	VIE045879	b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	VIE069028	c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	VIE069030	d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	VIE069031	NC	N/A																												
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																																																
a. Discuss each student's current level of performance with them	☐	☐	☐	☐	☐	VIE045879																																																																																															
b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	VIE069028																																																																																															
c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	VIE069030																																																																																															
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	VIE069031																																																																																															
	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	☐	☐	☐	☐	☐	VIE045879																																																																																															
b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	VIE069028																																																																																															
c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	VIE069030																																																																																															
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	VIE069031																																																																																															
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. <table><tr><th></th><th>Not at all likely</th><th>Not likely</th><th>Somewhat likely</th><th>Quite likely</th><th>Extremely likely</th><th></th></tr><tr><td>a. My students did well because they studied and were prepared.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70086</td></tr><tr><td>b. My students did well because they put in a lot of effort.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70087</td></tr><tr><td>c. My students did well because they always do well on tests.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70088</td></tr><tr><td>d. My students did well because I taught the concepts well.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70089</td></tr><tr><td>e. My students did well because they guessed well on the test.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70011</td></tr><tr><td>f. My students did well because they are just good at math.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70013</td></tr></table> (2019 Grade 4)		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VIE70086	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VIE70087	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VIE70088	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VIE70089	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VIE70011	f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	VIE70013	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. <table><tr><th></th><th>Not at all likely</th><th>Not likely</th><th>Somewhat likely</th><th>Quite likely</th><th>Extremely likely</th><th></th></tr><tr><td>a. My students did well because they studied and were prepared.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70086</td></tr><tr><td>b. My students did well because they put in a lot of effort.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70087</td></tr><tr><td>c. My students did well because they always do well on tests.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70088</td></tr><tr><td>d. My students did well because I taught the concepts well.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70089</td></tr><tr><td>e. My students did well because they guessed well on the test.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70011</td></tr><tr><td>f. My students did well because they are just good at math.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE70013</td></tr></table> Issue: Teacher Preparation		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VIE70086	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VIE70087	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VIE70088	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VIE70089	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VIE70011	f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	VIE70013	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VIE70086																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VIE70087																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VIE70088																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VIE70089																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VIE70011																																																																																															
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	VIE70013																																																																																															
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VIE70086																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VIE70087																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VIE70088																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VIE70089																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VIE70011																																																																																															
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	VIE70013																																																																																															
15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? ☐ Never ☐ About once or twice a year ☐ About once or twice a month ☐ About once or twice a week ☐ Every day or almost every day (2019 Grade 4)	15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? ☐ Never ☐ About once or twice a year ☐ About once or twice a month ☐ About once or twice a week ☐ Every day or almost every day Issue: Resources for Learning and Instruction	NC	N/A																																																																																																		

2021 Operational Grade 4 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale
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 (2019 Grade 4)	16. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school? ☐ Never ☐ Once ☐ Two or three times ☐ Four or five times ☐ More than five times Issue: Resources for Learning and Instruction	NC	N/A

Appendix J2-6: Operational Grade 4 Mathematics

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 4 Teacher	1	A	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Grade 4 Teacher	5	C	6

Directions: 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?

- ☐ A I do not teach mathematics to this class.
- ☐ B I teach all or most subjects, including mathematics.
- ☐ C The only subject I teach is mathematics.
- ☐ D 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?

- ☐ A None
- ☐ B 15 minutes
- ☐ C 30 minutes
- ☐ D 45 minutes
- ☐ E One hour
- ☐ F 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	☐	☐	☐	☐	☐	VH269922
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	VH269923
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	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	☐	☐	☐	VH845833
b. Other materials provided by your district or school	☐	☐	☐	VH845834
c. Materials you have created	☐	☐	☐	VH845842
d. Printed workbooks	☐	☐	☐	VH845840
e. Physical and/or digital manipulatives	☐	☐	☐	VH845837
f. Digital games	☐	☐	☐	VH845841
g. Interactive whiteboard	☐	☐	☐	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	☐	☐	☐	☐	☐	VH270274
b. Explain one's thinking and make connections between models and equations	☐	☐	☐	☐	☐	VH270275
c. Make assumptions	☐	☐	☐	☐	☐	VH617226
d. Make approximations	☐	☐	☐	☐	☐	VH617227
e. Represent a problem situation with numbers, words, pictures, or charts	☐	☐	☐	☐	☐	VH270277
f. Understand tools for problem solving and limitations of use	☐	☐	☐	☐	☐	VH270278
g. Use clear and precise language to discuss problem solving and reasoning	☐	☐	☐	☐	☐	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	☐	☐	☐	VH240851
b. Measurement	☐	☐	☐	VH240852
c. Geometry	☐	☐	☐	VH240853
d. Data analysis, statistics, and probability	☐	☐	☐	VH240856
e. Algebra and functions	☐	☐	☐	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	☐	☐	☐	☐	VH240874
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VH240875
c. Have some students engage in different classroom activities	☐	☐	☐	☐	VH240878
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VH240877
e. Pace my teaching differently for some students	☐	☐	☐	☐	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.	☐	☐	☐	☐	☐	VH270306
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH270307
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH270308
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH270309
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH270311
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	VH270313

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

- ☐ Never
☐ About once or twice a year
☐ About once or twice a month
☐ About once or twice a week
☐ Every day or almost every day

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

- ☐ Never
☐ Once
☐ Two or three times
☐ Four or five times
☐ More than five times

Appendix J2-7: Summary of Changes Operational Grade 8 Mathematics

2021 Operational Grade 8 Mathematics Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
1. Which best describes your role in teaching mathematics to this class? Ⓐ I do not teach mathematics to this class. Ⓑ 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. (2019 Grade 8)	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. Issue: Resources for Learning and Instruction	NC	N/A
2. How many students are in this class? Enter the number of students. □□ (2019 Grade 8)	2. How many students are in this class? Enter the number of students. □□ Issue: Resources for Learning and Instruction	NC	N/A
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 (2019 Grade 8)	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 Issue: Resources for Learning and Instruction	NC	N/A
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 (2019 Grade 8)	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 Issue: Organization of Instruction	NC	N/A

2021 Operational Grade 8 Mathematics Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																								
5. To what extent are students permitted to use calculators during mathematics lessons? ☐ Unrestricted use ☐ Restricted use ☐ Calculators are not permitted. (2019 Grade 8)	5. To what extent are students permitted to use calculators during mathematics lessons? ☐ Unrestricted use ☐ Restricted use ☐ Calculators are not permitted. Issue: Organization of Instruction	NC	N/A																																																								
5. What kind of calculator do your students usually use during mathematics lessons? ☐ None ☐ Basic four-function (addition, subtraction, multiplication, division) ☐ Scientific (not graphing) ☐ Graphing (2019 Grade 8)	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 Issue: Resources for Learning and Instruction	NC	N/A																																																								
7. When you give students a mathematics test or quiz, how often do they use a calculator? ☐ Never ☐ Sometimes ☐ Always (2019 Grade 8)	7. When you give students a mathematics test or quiz, how often do they use a calculator? ☐ Never ☐ Sometimes ☐ Always Issue: Organization of Instruction	NC	N/A																																																								
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. <table><tr><td></td><td>Never</td><td>About once or twice a year</td><td>About once or twice a month</td><td>About once or twice a week</td><td>Every day or almost every day</td><td></td></tr><tr><td>a. Practice or review mathematics topics</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y12d6902</td></tr><tr><td>b. Extend mathematics learning with enrichment activities</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y12d6903</td></tr><tr><td>c. Research mathematics topics on the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y12d6904</td></tr></table> (2019 Grade 8)		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	☐	☐	☐	☐	☐	Y12d6902	b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y12d6903	c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y12d6904	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. <table><tr><td></td><td>Never</td><td>About once or twice a year</td><td>About once or twice a month</td><td>About once or twice a week</td><td>Every day or almost every day</td><td></td></tr><tr><td>a. Practice or review mathematics topics</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y12d6902</td></tr><tr><td>b. Extend mathematics learning with enrichment activities</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y12d6903</td></tr><tr><td>c. Research mathematics topics on the Internet</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>Y12d6904</td></tr></table> Issue: Organization of Instruction		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	☐	☐	☐	☐	☐	Y12d6902	b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y12d6903	c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y12d6904	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																						
a. Practice or review mathematics topics	☐	☐	☐	☐	☐	Y12d6902																																																					
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y12d6903																																																					
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y12d6904																																																					
	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	☐	☐	☐	☐	☐	Y12d6902																																																					
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	Y12d6903																																																					
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	Y12d6904																																																					

2021 Operational Grade 8 Mathematics Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																
9. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. VIB45832 <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No, I do not prefer to use this resource.</th> <th style="text-align: center;">No, this resource is not available to me.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45833</td> </tr> <tr> <td>b. Other materials provided by your district or school</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45834</td> </tr> <tr> <td>c. Materials you have created</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45843</td> </tr> <tr> <td>d. Printed workbooks</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45840</td> </tr> <tr> <td>e. Physical and/or digital manipulatives</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45837</td> </tr> <tr> <td>f. Digital games</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45841</td> </tr> <tr> <td>g. Interactive whiteboard</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45844</td> </tr> </tbody> </table> (2019 Grade 8)		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	☒	☐	☐	VIB45833	b. Other materials provided by your district or school	☒	☐	☐	VIB45834	c. Materials you have created	☒	☐	☐	VIB45843	d. Printed workbooks	☒	☐	☐	VIB45840	e. Physical and/or digital manipulatives	☒	☐	☐	VIB45837	f. Digital games	☒	☐	☐	VIB45841	g. Interactive whiteboard	☒	☐	☐	VIB45844	9. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. VIB45832 <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No, I do not prefer to use this resource.</th> <th style="text-align: center;">No, this resource is not available to me.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45833</td> </tr> <tr> <td>b. Other materials provided by your district or school</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45834</td> </tr> <tr> <td>c. Materials you have created</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45842</td> </tr> <tr> <td>d. Printed workbooks</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45840</td> </tr> <tr> <td>e. Physical and/or digital manipulatives</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45837</td> </tr> <tr> <td>f. Digital games</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45841</td> </tr> <tr> <td>g. Interactive whiteboard</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIB45844</td> </tr> </tbody> </table> Issue: Resources for Learning and Instruction		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	☒	☐	☐	VIB45833	b. Other materials provided by your district or school	☒	☐	☐	VIB45834	c. Materials you have created	☒	☐	☐	VIB45842	d. Printed workbooks	☒	☐	☐	VIB45840	e. Physical and/or digital manipulatives	☒	☐	☐	VIB45837	f. Digital games	☒	☐	☐	VIB45841	g. Interactive whiteboard	☒	☐	☐	VIB45844	NC	N/A
	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	☒	☐	☐	VIB45833																																																																															
b. Other materials provided by your district or school	☒	☐	☐	VIB45834																																																																															
c. Materials you have created	☒	☐	☐	VIB45843																																																																															
d. Printed workbooks	☒	☐	☐	VIB45840																																																																															
e. Physical and/or digital manipulatives	☒	☐	☐	VIB45837																																																																															
f. Digital games	☒	☐	☐	VIB45841																																																																															
g. Interactive whiteboard	☒	☐	☐	VIB45844																																																																															
	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	☒	☐	☐	VIB45833																																																																															
b. Other materials provided by your district or school	☒	☐	☐	VIB45834																																																																															
c. Materials you have created	☒	☐	☐	VIB45842																																																																															
d. Printed workbooks	☒	☐	☐	VIB45840																																																																															
e. Physical and/or digital manipulatives	☒	☐	☐	VIB45837																																																																															
f. Digital games	☒	☐	☐	VIB45841																																																																															
g. Interactive whiteboard	☒	☐	☐	VIB45844																																																																															

2021 Operational Grade 8 Mathematics Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																																										
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. <table><tr><th></th><th>No emphasis</th><th>Very little emphasis</th><th>Some emphasis</th><th>Quite a bit of emphasis</th><th>A lot of emphasis</th><th></th></tr><tr><td>a. Use clear and precise language to discuss problem solving and reasoning</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62065</td></tr><tr><td>b. Make assumptions</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH617994</td></tr><tr><td>c. Make approximations</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH617995</td></tr><tr><td>d. Represent a problem in multiple ways including using numbers, words, pictures, and charts</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62067</td></tr><tr><td>e. Use models to examine real-life and mathematical examples</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64009</td></tr><tr><td>f. Create equations</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62085</td></tr><tr><td>g. Examine patterns in tables and graphs to describe relationships</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62091</td></tr><tr><td>h. Evaluate a problem-solving process</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62083</td></tr><tr><td>i. Evaluate the conclusions of other students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH649107</td></tr><tr><td>j. Relate what your students know to the real world and make sense of it mathematically</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62088</td></tr></table>		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	☐	☐	☐	☐	☐	VH62065	b. Make assumptions	☐	☐	☐	☐	☐	VH617994	c. Make approximations	☐	☐	☐	☐	☐	VH617995	d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	☐	☐	☐	☐	☐	VH62067	e. Use models to examine real-life and mathematical examples	☐	☐	☐	☐	☐	VH64009	f. Create equations	☐	☐	☐	☐	☐	VH62085	g. Examine patterns in tables and graphs to describe relationships	☐	☐	☐	☐	☐	VH62091	h. Evaluate a problem-solving process	☐	☐	☐	☐	☐	VH62083	i. Evaluate the conclusions of other students	☐	☐	☐	☐	☐	VH649107	j. Relate what your students know to the real world and make sense of it mathematically	☐	☐	☐	☐	☐	VH62088	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. <table><tr><th></th><th>No emphasis</th><th>Very little emphasis</th><th>Some emphasis</th><th>Quite a bit of emphasis</th><th>A lot of emphasis</th><th></th></tr><tr><td>a. Use clear and precise language to discuss problem solving and reasoning</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62065</td></tr><tr><td>b. Make assumptions</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH617994</td></tr><tr><td>c. Make approximations</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH617995</td></tr><tr><td>d. Represent a problem in multiple ways including using numbers, words, pictures, and charts</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62067</td></tr><tr><td>e. Use models to examine real-life and mathematical examples</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64009</td></tr><tr><td>f. Create equations</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62085</td></tr><tr><td>g. Examine patterns in tables and graphs to describe relationships</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62091</td></tr><tr><td>h. Evaluate a problem-solving process</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62083</td></tr><tr><td>i. Evaluate the conclusions of other students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH649107</td></tr><tr><td>j. Relate what your students know to the real world and make sense of it mathematically</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH62088</td></tr></table> Issue: Organization of Instruction		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	☐	☐	☐	☐	☐	VH62065	b. Make assumptions	☐	☐	☐	☐	☐	VH617994	c. Make approximations	☐	☐	☐	☐	☐	VH617995	d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	☐	☐	☐	☐	☐	VH62067	e. Use models to examine real-life and mathematical examples	☐	☐	☐	☐	☐	VH64009	f. Create equations	☐	☐	☐	☐	☐	VH62085	g. Examine patterns in tables and graphs to describe relationships	☐	☐	☐	☐	☐	VH62091	h. Evaluate a problem-solving process	☐	☐	☐	☐	☐	VH62083	i. Evaluate the conclusions of other students	☐	☐	☐	☐	☐	VH649107	j. Relate what your students know to the real world and make sense of it mathematically	☐	☐	☐	☐	☐	VH62088	NC	N/A
	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	☐	☐	☐	☐	☐	VH62065																																																																																																																																																							
b. Make assumptions	☐	☐	☐	☐	☐	VH617994																																																																																																																																																							
c. Make approximations	☐	☐	☐	☐	☐	VH617995																																																																																																																																																							
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	☐	☐	☐	☐	☐	VH62067																																																																																																																																																							
e. Use models to examine real-life and mathematical examples	☐	☐	☐	☐	☐	VH64009																																																																																																																																																							
f. Create equations	☐	☐	☐	☐	☐	VH62085																																																																																																																																																							
g. Examine patterns in tables and graphs to describe relationships	☐	☐	☐	☐	☐	VH62091																																																																																																																																																							
h. Evaluate a problem-solving process	☐	☐	☐	☐	☐	VH62083																																																																																																																																																							
i. Evaluate the conclusions of other students	☐	☐	☐	☐	☐	VH649107																																																																																																																																																							
j. Relate what your students know to the real world and make sense of it mathematically	☐	☐	☐	☐	☐	VH62088																																																																																																																																																							
	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	☐	☐	☐	☐	☐	VH62065																																																																																																																																																							
b. Make assumptions	☐	☐	☐	☐	☐	VH617994																																																																																																																																																							
c. Make approximations	☐	☐	☐	☐	☐	VH617995																																																																																																																																																							
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	☐	☐	☐	☐	☐	VH62067																																																																																																																																																							
e. Use models to examine real-life and mathematical examples	☐	☐	☐	☐	☐	VH64009																																																																																																																																																							
f. Create equations	☐	☐	☐	☐	☐	VH62085																																																																																																																																																							
g. Examine patterns in tables and graphs to describe relationships	☐	☐	☐	☐	☐	VH62091																																																																																																																																																							
h. Evaluate a problem-solving process	☐	☐	☐	☐	☐	VH62083																																																																																																																																																							
i. Evaluate the conclusions of other students	☐	☐	☐	☐	☐	VH649107																																																																																																																																																							
j. Relate what your students know to the real world and make sense of it mathematically	☐	☐	☐	☐	☐	VH62088																																																																																																																																																							
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. <table><tr><th></th><th>No emphasis</th><th>Very little emphasis</th><th>Some emphasis</th><th>Quite a bit of emphasis</th><th>A lot of emphasis</th><th></th></tr><tr><td>a. Use definitions and notation precisely</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64762</td></tr><tr><td>b. Identify and correct flawed mathematical reasoning</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64764</td></tr><tr><td>c. Construct arguments using tables, graphs, or diagrams</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64768</td></tr><tr><td>d. Make, test, and validate conjectures</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64766</td></tr><tr><td>e. Engage in deductive reasoning and informal proofs</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64765</td></tr></table>		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. Use definitions and notation precisely	☐	☐	☐	☐	☐	VH64762	b. Identify and correct flawed mathematical reasoning	☐	☐	☐	☐	☐	VH64764	c. Construct arguments using tables, graphs, or diagrams	☐	☐	☐	☐	☐	VH64768	d. Make, test, and validate conjectures	☐	☐	☐	☐	☐	VH64766	e. Engage in deductive reasoning and informal proofs	☐	☐	☐	☐	☐	VH64765	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. <table><tr><th></th><th>No emphasis</th><th>Very little emphasis</th><th>Some emphasis</th><th>Quite a bit of emphasis</th><th>A lot of emphasis</th><th></th></tr><tr><td>a. Use definitions and notation precisely</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64762</td></tr><tr><td>b. Identify and correct flawed mathematical reasoning</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64764</td></tr><tr><td>c. Construct arguments using tables, graphs, or diagrams</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64768</td></tr><tr><td>d. Make, test, and validate conjectures</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64766</td></tr><tr><td>e. Engage in deductive reasoning and informal proofs</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH64765</td></tr></table> Issue: Organization of Instruction		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. Use definitions and notation precisely	☐	☐	☐	☐	☐	VH64762	b. Identify and correct flawed mathematical reasoning	☐	☐	☐	☐	☐	VH64764	c. Construct arguments using tables, graphs, or diagrams	☐	☐	☐	☐	☐	VH64768	d. Make, test, and validate conjectures	☐	☐	☐	☐	☐	VH64766	e. Engage in deductive reasoning and informal proofs	☐	☐	☐	☐	☐	VH64765	NC	N/A																																																																						
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis																																																																																																																																																								
a. Use definitions and notation precisely	☐	☐	☐	☐	☐	VH64762																																																																																																																																																							
b. Identify and correct flawed mathematical reasoning	☐	☐	☐	☐	☐	VH64764																																																																																																																																																							
c. Construct arguments using tables, graphs, or diagrams	☐	☐	☐	☐	☐	VH64768																																																																																																																																																							
d. Make, test, and validate conjectures	☐	☐	☐	☐	☐	VH64766																																																																																																																																																							
e. Engage in deductive reasoning and informal proofs	☐	☐	☐	☐	☐	VH64765																																																																																																																																																							
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis																																																																																																																																																								
a. Use definitions and notation precisely	☐	☐	☐	☐	☐	VH64762																																																																																																																																																							
b. Identify and correct flawed mathematical reasoning	☐	☐	☐	☐	☐	VH64764																																																																																																																																																							
c. Construct arguments using tables, graphs, or diagrams	☐	☐	☐	☐	☐	VH64768																																																																																																																																																							
d. Make, test, and validate conjectures	☐	☐	☐	☐	☐	VH64766																																																																																																																																																							
e. Engage in deductive reasoning and informal proofs	☐	☐	☐	☐	☐	VH64765																																																																																																																																																							

2021 Operational Grade 8 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																								
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. VIE4085 <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40851</td> </tr> <tr> <td>b. Measurement</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40852</td> </tr> <tr> <td>c. Geometry</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40853</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40854</td> </tr> <tr> <td>e. Algebra and functions</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40854</td> </tr> </tbody> </table> (2019 Grade 8)		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	☐	☐	☐	VIE40851	b. Measurement	☐	☐	☐	VIE40852	c. Geometry	☐	☐	☐	VIE40853	d. Data analysis, statistics, and probability	☐	☐	☐	VIE40854	e. Algebra and functions	☐	☐	☐	VIE40854	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. VIE4085 <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Little or no emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Numbers and operations</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40851</td> </tr> <tr> <td>b. Measurement</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40852</td> </tr> <tr> <td>c. Geometry</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40853</td> </tr> <tr> <td>d. Data analysis, statistics, and probability</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40854</td> </tr> <tr> <td>e. Algebra and functions</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40854</td> </tr> </tbody> </table> Issue: Organization of Instruction		Little or no emphasis	Moderate emphasis	Heavy emphasis		a. Numbers and operations	☐	☐	☐	VIE40851	b. Measurement	☐	☐	☐	VIE40852	c. Geometry	☐	☐	☐	VIE40853	d. Data analysis, statistics, and probability	☐	☐	☐	VIE40854	e. Algebra and functions	☐	☐	☐	VIE40854	NC	N/A												
	Little or no emphasis	Moderate emphasis	Heavy emphasis																																																																								
a. Numbers and operations	☐	☐	☐	VIE40851																																																																							
b. Measurement	☐	☐	☐	VIE40852																																																																							
c. Geometry	☐	☐	☐	VIE40853																																																																							
d. Data analysis, statistics, and probability	☐	☐	☐	VIE40854																																																																							
e. Algebra and functions	☐	☐	☐	VIE40854																																																																							
	Little or no emphasis	Moderate emphasis	Heavy emphasis																																																																								
a. Numbers and operations	☐	☐	☐	VIE40851																																																																							
b. Measurement	☐	☐	☐	VIE40852																																																																							
c. Geometry	☐	☐	☐	VIE40853																																																																							
d. Data analysis, statistics, and probability	☐	☐	☐	VIE40854																																																																							
e. Algebra and functions	☐	☐	☐	VIE40854																																																																							
13. When you teach mathematics to your eighth-grade class, do you do any of the following? Select one circle in each row. VIE4089 <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Set different achievement standards for some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40900</td> </tr> <tr> <td>b. Supplement the regular course curriculum with additional material for some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40901</td> </tr> <tr> <td>c. Have some students engage in different classroom activities</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40904</td> </tr> <tr> <td>d. Use a different set of methods in teaching some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40903</td> </tr> <tr> <td>e. Pace my teaching differently for some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40902</td> </tr> </tbody> </table> (2019 Grade 8)		Not at all	Small extent	Moderate extent	Large extent		a. Set different achievement standards for some students	☐	☐	☐	☐	VIE40900	b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VIE40901	c. Have some students engage in different classroom activities	☐	☐	☐	☐	VIE40904	d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VIE40903	e. Pace my teaching differently for some students	☐	☐	☐	☐	VIE40902	13. When you teach mathematics to your eighth-grade class, do you do any of the following? Select one circle in each row. VIE4089 <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Set different achievement standards for some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40900</td> </tr> <tr> <td>b. Supplement the regular course curriculum with additional material for some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40901</td> </tr> <tr> <td>c. Have some students engage in different classroom activities</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40904</td> </tr> <tr> <td>d. Use a different set of methods in teaching some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40903</td> </tr> <tr> <td>e. Pace my teaching differently for some students</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: right;">VIE40902</td> </tr> </tbody> </table> Issue: Organization of Instruction		Not at all	Small extent	Moderate extent	Large extent		a. Set different achievement standards for some students	☐	☐	☐	☐	VIE40900	b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VIE40901	c. Have some students engage in different classroom activities	☐	☐	☐	☐	VIE40904	d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VIE40903	e. Pace my teaching differently for some students	☐	☐	☐	☐	VIE40902	NC	N/A
	Not at all	Small extent	Moderate extent	Large extent																																																																							
a. Set different achievement standards for some students	☐	☐	☐	☐	VIE40900																																																																						
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VIE40901																																																																						
c. Have some students engage in different classroom activities	☐	☐	☐	☐	VIE40904																																																																						
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VIE40903																																																																						
e. Pace my teaching differently for some students	☐	☐	☐	☐	VIE40902																																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																																							
a. Set different achievement standards for some students	☐	☐	☐	☐	VIE40900																																																																						
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VIE40901																																																																						
c. Have some students engage in different classroom activities	☐	☐	☐	☐	VIE40904																																																																						
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VIE40903																																																																						
e. Pace my teaching differently for some students	☐	☐	☐	☐	VIE40902																																																																						

2021 Operational Grade 8 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																																																		
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. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Discuss each student's current level of performance with them</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B4879</td></tr><tr><td>b. Set goals for specific progress the student would like to make</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B9928</td></tr><tr><td>c. Discuss progress the student has made toward goals previously set</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B9930</td></tr><tr><td>d. Determine how to adjust your teaching strategies to meet the student's current learning needs</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B9931</td></tr></table> (2019 Grade 8)		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	☐	☐	☐	☐	☐	V12B4879	b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	V12B9928	c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	V12B9930	d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	V12B9931	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. <table><tr><th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr><tr><td>a. Discuss each student's current level of performance with them</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B4879</td></tr><tr><td>b. Set goals for specific progress the student would like to make</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B9928</td></tr><tr><td>c. Discuss progress the student has made toward goals previously set</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B9930</td></tr><tr><td>d. Determine how to adjust your teaching strategies to meet the student's current learning needs</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V12B9931</td></tr></table> Issue: Organization of Instruction		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	☐	☐	☐	☐	☐	V12B4879	b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	V12B9928	c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	V12B9930	d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	V12B9931	NC	N/A																												
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																																																
a. Discuss each student's current level of performance with them	☐	☐	☐	☐	☐	V12B4879																																																																																															
b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	V12B9928																																																																																															
c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	V12B9930																																																																																															
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	V12B9931																																																																																															
	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	☐	☐	☐	☐	☐	V12B4879																																																																																															
b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	V12B9928																																																																																															
c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	V12B9930																																																																																															
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	V12B9931																																																																																															
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. <table><tr><th></th><th>Not at all likely</th><th>Not likely</th><th>Somewhat likely</th><th>Quite likely</th><th>Extremely likely</th><th></th></tr><tr><td>a. My students did well because they studied and were prepared.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270306</td></tr><tr><td>b. My students did well because they put in a lot of effort.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270307</td></tr><tr><td>c. My students did well because they always do well on tests.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270308</td></tr><tr><td>d. My students did well because I taught the concepts well.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270309</td></tr><tr><td>e. My students did well because they guessed well on the test.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270311</td></tr><tr><td>f. My students did well because they are just good at math.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270313</td></tr></table> (2019 Grade 8)		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	V1270306	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	V1270307	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	V1270308	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	V1270309	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	V1270311	f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	V1270313	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. <table><tr><th></th><th>Not at all likely</th><th>Not likely</th><th>Somewhat likely</th><th>Quite likely</th><th>Extremely likely</th><th></th></tr><tr><td>a. My students did well because they studied and were prepared.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270306</td></tr><tr><td>b. My students did well because they put in a lot of effort.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270307</td></tr><tr><td>c. My students did well because they always do well on tests.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270308</td></tr><tr><td>d. My students did well because I taught the concepts well.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270309</td></tr><tr><td>e. My students did well because they guessed well on the test.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270311</td></tr><tr><td>f. My students did well because they are just good at math.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V1270313</td></tr></table> Issue: Teacher Preparation		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	V1270306	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	V1270307	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	V1270308	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	V1270309	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	V1270311	f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	V1270313	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	V1270306																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	V1270307																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	V1270308																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	V1270309																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	V1270311																																																																																															
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	V1270313																																																																																															
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	V1270306																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	V1270307																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	V1270308																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	V1270309																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	V1270311																																																																																															
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	V1270313																																																																																															

2021 Operational Grade 8 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																																				
16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? ☐ Never ☐ About once or twice a year ☐ About once or twice a month ☐ About once or twice a week ☐ Every day or almost every day (2019 Grade 8)	16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school? ☐ Never ☐ About once or twice a year ☐ About once or twice a month ☐ About once or twice a week ☐ Every day or almost every day Issue: Resources for Learning and Instruction	NC	N/A																																																																																				
17. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school? ☐ Never ☐ Once ☐ Two or three times ☐ Four or five times ☐ More than five times (2019 Grade 8)	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 Issue: Resources for Learning and Instruction	NC	N/A																																																																																				
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. <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. I teach mathematics as a whole-class activity.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7289</td></tr><tr><td>b. I create student groups with the same achievement level.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7290</td></tr><tr><td>c. I create student groups with different achievement levels.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7867</td></tr><tr><td>d. I create groups by random assignment.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7291</td></tr><tr><td>e. I allow students to choose their own groups.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I52844</td></tr></table> (2019 Grade 8)		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. I teach mathematics as a whole-class activity.	☐	☐	☐	☐	☐	V18I7289	b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	V18I7290	c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	V18I7867	d. I create groups by random assignment.	☐	☐	☐	☐	☐	V18I7291	e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	V18I52844	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. <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. I teach mathematics as a whole-class activity.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7289</td></tr><tr><td>b. I create student groups with the same achievement level.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7290</td></tr><tr><td>c. I create student groups with different achievement levels.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7867</td></tr><tr><td>d. I create groups by random assignment.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I7291</td></tr><tr><td>e. I allow students to choose their own groups.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>V18I52844</td></tr></table> Issue: Organization of Instruction		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. I teach mathematics as a whole-class activity.	☐	☐	☐	☐	☐	V18I7289	b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	V18I7290	c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	V18I7867	d. I create groups by random assignment.	☐	☐	☐	☐	☐	V18I7291	e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	V18I52844	NC	N/A
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																		
a. I teach mathematics as a whole-class activity.	☐	☐	☐	☐	☐	V18I7289																																																																																	
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	V18I7290																																																																																	
c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	V18I7867																																																																																	
d. I create groups by random assignment.	☐	☐	☐	☐	☐	V18I7291																																																																																	
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	V18I52844																																																																																	
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																		
a. I teach mathematics as a whole-class activity.	☐	☐	☐	☐	☐	V18I7289																																																																																	
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	V18I7290																																																																																	
c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	V18I7867																																																																																	
d. I create groups by random assignment.	☐	☐	☐	☐	☐	V18I7291																																																																																	
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	V18I52844																																																																																	

Appendix J2-8: Operational Grade 8 Mathematics

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 8 Teacher	1	A	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Grade 8 Teacher	5	C	6

Directions: 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	☐	☐	☐	☐	☐	VH269922
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	VH269923
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	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	☐	☐	☐	VH845833
b. Other materials provided by your district or school	☐	☐	☐	VH845834
c. Materials you have created	☐	☐	☐	VH845842
d. Printed workbooks	☐	☐	☐	VH845840
e. Physical and/or digital manipulatives	☐	☐	☐	VH845837
f. Digital games	☐	☐	☐	VH845841
g. Interactive whiteboard	☐	☐	☐	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	☐	☐	☐	☐	☐	VH547462
b. Identify and correct flawed mathematical reasoning	☐	☐	☐	☐	☐	VH547464
c. Construct arguments using tables, graphs, or diagrams	☐	☐	☐	☐	☐	VH547468
d. Make, test, and validate conjectures	☐	☐	☐	☐	☐	VH547466
e. Engage in deductive reasoning and informal proofs	☐	☐	☐	☐	☐	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	☐	☐	☐	VH240851
b. Measurement	☐	☐	☐	VH240852
c. Geometry	☐	☐	☐	VH240853
d. Data analysis, statistics, and probability	☐	☐	☐	VH240856
e. Algebra and functions	☐	☐	☐	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	☐	☐	☐	☐	VH240900
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VH240901
c. Have some students engage in different classroom activities	☐	☐	☐	☐	VH240904
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VH240903
e. Pace my teaching differently for some students	☐	☐	☐	☐	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.	☐	☐	☐	☐	☐	VH270306
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH270307
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH270308
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH270309
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH270311
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	VH270313

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

- ☐ Never
☐ About once or twice a year
☐ About once or twice a month
☐ About once or twice a week
☐ Every day or almost every day

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

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

18. 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 J2-9: Summary of Changes Operational Grade 4 Reading

2021 Operational Grade 4 Reading Teacher																																																						
Previous item		2021 item			D/A/ R/NC +	Rationale																																																
VIE4005 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. (2019 Grade 4)		VIE4005 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. Issue: Resources for Learning and Instruction			NC	N/A																																																
VIE5100 2. How many students are in this class? Enter the number of students. (2019 Grade 4)		VIE5100 2. How many students are in this class? Enter the number of students. Issue: Resources for Learning and Instruction			NC	N/A																																																
VIE5214 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 (2019 Grade 4)		VIE5214 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 Issue: Resources for Learning and Instruction			NC	N/A																																																
VIE4052 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. <table><tr><td></td><td>Not at all</td><td>Small extent</td><td>Moderate extent</td><td>Large extent</td><td></td></tr><tr><td>a. Fiction</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE4052A</td></tr><tr><td>b. Exposition</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE4052B</td></tr><tr><td>c. Argumentation and persuasion</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE4052C</td></tr></table> (2019 Grade 4)			Not at all	Small extent	Moderate extent	Large extent		a. Fiction	☐	☐	☐	☐	VIE4052A	b. Exposition	☐	☐	☐	☐	VIE4052B	c. Argumentation and persuasion	☐	☐	☐	☐	VIE4052C	VIE4052 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. <table><tr><td></td><td>Not at all</td><td>Small extent</td><td>Moderate extent</td><td>Large extent</td><td></td></tr><tr><td>a. Fiction</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE4052A</td></tr><tr><td>b. Exposition</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE4052B</td></tr><tr><td>c. Argumentation and persuasion</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VIE4052C</td></tr></table> Issue: Organization of Instruction				Not at all	Small extent	Moderate extent	Large extent		a. Fiction	☐	☐	☐	☐	VIE4052A	b. Exposition	☐	☐	☐	☐	VIE4052B	c. Argumentation and persuasion	☐	☐	☐	☐	VIE4052C	NC	N/A
	Not at all	Small extent	Moderate extent	Large extent																																																		
a. Fiction	☐	☐	☐	☐	VIE4052A																																																	
b. Exposition	☐	☐	☐	☐	VIE4052B																																																	
c. Argumentation and persuasion	☐	☐	☐	☐	VIE4052C																																																	
	Not at all	Small extent	Moderate extent	Large extent																																																		
a. Fiction	☐	☐	☐	☐	VIE4052A																																																	
b. Exposition	☐	☐	☐	☐	VIE4052B																																																	
c. Argumentation and persuasion	☐	☐	☐	☐	VIE4052C																																																	

2021 Operational Grade 4 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																				
5. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Select one circle in each row. VH34254 <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. Summarize the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34255</td></tr><tr><td>b. Interpret the meaning of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34256</td></tr><tr><td>c. Question the motives or feelings of the characters</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34259</td></tr><tr><td>d. Identify the themes of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH35001</td></tr><tr><td>e. Analyze two or more texts on the same topic</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34297</td></tr></table>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	☐	☐	☐	☐	☐	VH34255	b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH34256	c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH34259	d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH35001	e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH34297	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. VH34254 <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. Summarize the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34255</td></tr><tr><td>b. Interpret the meaning of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34256</td></tr><tr><td>c. Question the motives or feelings of the characters</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34259</td></tr><tr><td>d. Identify the themes of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH35001</td></tr><tr><td>e. Analyze two or more texts on the same topic</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH34297</td></tr></table>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	☐	☐	☐	☐	☐	VH34255	b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH34256	c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH34259	d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH35001	e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH34297	NC	N/A
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																		
a. Summarize the passage	☐	☐	☐	☐	☐	VH34255																																																																																	
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH34256																																																																																	
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH34259																																																																																	
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH35001																																																																																	
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH34297																																																																																	
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																		
a. Summarize the passage	☐	☐	☐	☐	☐	VH34255																																																																																	
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH34256																																																																																	
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH34259																																																																																	
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH35001																																																																																	
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH34297																																																																																	
(2019 Grade 4)	Issue: Organization of Instruction																																																																																						
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. VH26125 <table><tr><th></th><th>No emphasis</th><th>Very little emphasis</th><th>Some emphasis</th><th>Quite a bit of emphasis</th><th>A lot of emphasis</th><th></th></tr><tr><td>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH26126</td></tr><tr><td>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH26127</td></tr><tr><td>c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH26128</td></tr></table>		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)	☐	☐	☐	☐	☐	VH26126	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VH26127	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VH26128	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. VH26125 <table><tr><th></th><th>No emphasis</th><th>Very little emphasis</th><th>Some emphasis</th><th>Quite a bit of emphasis</th><th>A lot of emphasis</th><th></th></tr><tr><td>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH26126</td></tr><tr><td>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH26127</td></tr><tr><td>c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH26128</td></tr></table>		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)	☐	☐	☐	☐	☐	VH26126	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VH26127	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VH26128	NC	N/A																												
	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)	☐	☐	☐	☐	☐	VH26126																																																																																	
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VH26127																																																																																	
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VH26128																																																																																	
	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)	☐	☐	☐	☐	☐	VH26126																																																																																	
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VH26127																																																																																	
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VH26128																																																																																	
(2019 Grade 4)	Issue: Organization of Instruction																																																																																						

2021 Operational Grade 4 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																												
7. When you teach English/language arts, how often do you use the following strategies? Select one circle in each row. <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. I teach reading as a whole-class activity.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334361</td></tr><tr><td>b. I create student groups with the same achievement level.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334362</td></tr><tr><td>c. I create student groups with different achievement levels.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH548665</td></tr><tr><td>d. I create groups by random assignment.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334363</td></tr><tr><td>e. I allow students to choose their own groups.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334368</td></tr><tr><td>f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH562394</td></tr><tr><td>g. I ask students to work independently on an assignment or task.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH548666</td></tr><tr><td>h. I ask students to work independently on a task they choose themselves.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH548667</td></tr><tr><td>i. Other strategies (Please specify):</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH562393</td></tr></table>		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).	☐	☐	☐	☐	☐	VH562394	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):	☐	☐	☐	☐	☐	VH562393	7. When you teach English/language arts, how often do you use the following strategies? Select one circle in each row. <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. I teach reading as a whole-class activity.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334361</td></tr><tr><td>b. I create student groups with the same achievement level.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334362</td></tr><tr><td>c. I create student groups with different achievement levels.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH548665</td></tr><tr><td>d. I create groups by random assignment.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334363</td></tr><tr><td>e. I allow students to choose their own groups.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH334368</td></tr><tr><td>f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH562394</td></tr><tr><td>g. I ask students to work independently on an assignment or task.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH548666</td></tr><tr><td>h. I ask students to work independently on a task they choose themselves.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH548667</td></tr><tr><td>i. Other strategies (Please specify):</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH562393</td></tr></table>		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).	☐	☐	☐	☐	☐	VH562394	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):	☐	☐	☐	☐	☐	VH562393	NC	N/A
	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).	☐	☐	☐	☐	☐	VH562394																																																																																																																																									
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):	☐	☐	☐	☐	☐	VH562393																																																																																																																																									
	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).	☐	☐	☐	☐	☐	VH562394																																																																																																																																									
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):	☐	☐	☐	☐	☐	VH562393																																																																																																																																									
Issue: Organization of Instruction																																																																																																																																															

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																		
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. VH334485 <table border="1"> <thead> <tr> <th></th> <th>Not used</th> <th>Supplement</th> <th>Basis for instruction</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Hardback textbooks, workbooks, or worksheets</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334485</td> </tr> <tr> <td>b. Electronic textbooks</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334486</td> </tr> <tr> <td>c. A variety of children's books (e.g., novels, collections of stories, nonfiction)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH262701</td> </tr> <tr> <td>d. Materials from different curricular areas</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334498</td> </tr> <tr> <td>e. Children's newspapers and/or magazines</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH262704</td> </tr> <tr> <td>f. Reading-related websites or apps</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334495</td> </tr> <tr> <td>g. Reading-related educational games</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334491</td> </tr> </tbody> </table> (2019 Grade 4)		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	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. VH334485 <table border="1"> <thead> <tr> <th></th> <th>Not used</th> <th>Supplement</th> <th>Basis for instruction</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Hardback textbooks, workbooks, or worksheets</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334485</td> </tr> <tr> <td>b. Electronic textbooks</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334486</td> </tr> <tr> <td>c. A variety of children's books (e.g., novels, collections of stories, nonfiction)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH262701</td> </tr> <tr> <td>d. Materials from different curricular areas</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334498</td> </tr> <tr> <td>e. Children's newspapers and/or magazines</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH262704</td> </tr> <tr> <td>f. Reading-related websites or apps</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334495</td> </tr> <tr> <td>g. Reading-related educational games</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH334491</td> </tr> </tbody> </table> Issue: Organization of Instruction		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	NC	N/A																		
	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																																																																																																	
	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. VH844695 <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Build and practice vocabulary</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844696</td> </tr> <tr> <td>b. Build reading fluency</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844700</td> </tr> <tr> <td>c. Build reading comprehension</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844698</td> </tr> <tr> <td>d. Practice spelling and grammar</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844697</td> </tr> <tr> <td>e. Access reading-related websites</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844701</td> </tr> <tr> <td>f. Conduct research for reading projects</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844699</td> </tr> </tbody> </table> (2019 Grade 4)		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	☐	☐	☐	☐	☐	VH844696	b. Build reading fluency	☐	☐	☐	☐	☐	VH844700	c. Build reading comprehension	☐	☐	☐	☐	☐	VH844698	d. Practice spelling and grammar	☐	☐	☐	☐	☐	VH844697	e. Access reading-related websites	☐	☐	☐	☐	☐	VH844701	f. Conduct research for reading projects	☐	☐	☐	☐	☐	VH844699	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. VH844695 <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Build and practice vocabulary</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844696</td> </tr> <tr> <td>b. Build reading fluency</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844700</td> </tr> <tr> <td>c. Build reading comprehension</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844698</td> </tr> <tr> <td>d. Practice spelling and grammar</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844697</td> </tr> <tr> <td>e. Access reading-related websites</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844701</td> </tr> <tr> <td>f. Conduct research for reading projects</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH844699</td> </tr> </tbody> </table> Issue: Organization of Instruction		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	☐	☐	☐	☐	☐	VH844696	b. Build reading fluency	☐	☐	☐	☐	☐	VH844700	c. Build reading comprehension	☐	☐	☐	☐	☐	VH844698	d. Practice spelling and grammar	☐	☐	☐	☐	☐	VH844697	e. Access reading-related websites	☐	☐	☐	☐	☐	VH844701	f. Conduct research for reading projects	☐	☐	☐	☐	☐	VH844699	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																																																
a. Build and practice vocabulary	☐	☐	☐	☐	☐	VH844696																																																																																															
b. Build reading fluency	☐	☐	☐	☐	☐	VH844700																																																																																															
c. Build reading comprehension	☐	☐	☐	☐	☐	VH844698																																																																																															
d. Practice spelling and grammar	☐	☐	☐	☐	☐	VH844697																																																																																															
e. Access reading-related websites	☐	☐	☐	☐	☐	VH844701																																																																																															
f. Conduct research for reading projects	☐	☐	☐	☐	☐	VH844699																																																																																															
	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	☐	☐	☐	☐	☐	VH844696																																																																																															
b. Build reading fluency	☐	☐	☐	☐	☐	VH844700																																																																																															
c. Build reading comprehension	☐	☐	☐	☐	☐	VH844698																																																																																															
d. Practice spelling and grammar	☐	☐	☐	☐	☐	VH844697																																																																																															
e. Access reading-related websites	☐	☐	☐	☐	☐	VH844701																																																																																															
f. Conduct research for reading projects	☐	☐	☐	☐	☐	VH844699																																																																																															

2021 Operational Grade 4 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																		
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. VID2598 <table><tr><th></th><th>Not at all likely</th><th>Not likely</th><th>Somewhat likely</th><th>Quite likely</th><th>Extremely likely</th><th></th></tr><tr><td>a. My students did well because they studied and were prepared.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2598</td></tr><tr><td>b. My students did well because they put in a lot of effort.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2599</td></tr><tr><td>c. My students did well because they always do well on tests.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2599</td></tr><tr><td>d. My students did well because I taught the concepts well.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2594</td></tr><tr><td>e. My students did well because they guessed well on the test.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID3726</td></tr><tr><td>f. My students did well because they are just good at reading.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID3727</td></tr></table> (2019 Grade 4)		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VID2598	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VID2599	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VID2599	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VID2594	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VID3726	f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VID3727	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. VID2596 <table><tr><th></th><th>Not at all likely</th><th>Not likely</th><th>Somewhat likely</th><th>Quite likely</th><th>Extremely likely</th><th></th></tr><tr><td>a. My students did well because they studied and were prepared.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2598</td></tr><tr><td>b. My students did well because they put in a lot of effort.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2599</td></tr><tr><td>c. My students did well because they always do well on tests.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2599</td></tr><tr><td>d. My students did well because I taught the concepts well.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2594</td></tr><tr><td>e. My students did well because they guessed well on the test.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID3726</td></tr><tr><td>f. My students did well because they are just good at reading.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID3727</td></tr></table> Issue: Teacher Preparation		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VID2598	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VID2599	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VID2599	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VID2594	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VID3726	f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VID3727	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VID2598																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VID2599																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VID2599																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VID2594																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VID3726																																																																																															
f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VID3727																																																																																															
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VID2598																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VID2599																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VID2599																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VID2594																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VID3726																																																																																															
f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VID3727																																																																																															
11. In your view, to what extent do the following limit how you teach this class? Select one circle in each row. VID2634 <table><tr><th></th><th>Not applicable</th><th>Not at all</th><th>Some</th><th>A lot</th><th></th></tr><tr><td>a. Students lacking prerequisite knowledge or skills</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2636</td></tr><tr><td>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2637</td></tr><tr><td>c. Disruptive students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2638</td></tr><tr><td>d. Uninterested students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2639</td></tr></table> (2019 Grade 4)		Not applicable	Not at all	Some	A lot		a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VID2636	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VID2637	c. Disruptive students	☐	☐	☐	☐	VID2638	d. Uninterested students	☐	☐	☐	☐	VID2639	11. In your view, to what extent do the following limit how you teach this class? Select one circle in each row. VID2634 <table><tr><th></th><th>Not applicable</th><th>Not at all</th><th>Some</th><th>A lot</th><th></th></tr><tr><td>a. Students lacking prerequisite knowledge or skills</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2636</td></tr><tr><td>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2637</td></tr><tr><td>c. Disruptive students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2638</td></tr><tr><td>d. Uninterested students</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VID2639</td></tr></table> Issue: Resources for Learning and Instruction		Not applicable	Not at all	Some	A lot		a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VID2636	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VID2637	c. Disruptive students	☐	☐	☐	☐	VID2638	d. Uninterested students	☐	☐	☐	☐	VID2639	NC	N/A																																						
	Not applicable	Not at all	Some	A lot																																																																																																	
a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VID2636																																																																																																
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VID2637																																																																																																
c. Disruptive students	☐	☐	☐	☐	VID2638																																																																																																
d. Uninterested students	☐	☐	☐	☐	VID2639																																																																																																
	Not applicable	Not at all	Some	A lot																																																																																																	
a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VID2636																																																																																																
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VID2637																																																																																																
c. Disruptive students	☐	☐	☐	☐	VID2638																																																																																																
d. Uninterested students	☐	☐	☐	☐	VID2639																																																																																																

Appendix J2-10: Operational Grade 4 Reading

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 4 Teacher	1	A	2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Directions: 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.

VH240015

- 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.

VH251160

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

VH334214

- 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.

VH240522

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	☐	☐	☐	☐	VH240523
b. Exposition	☐	☐	☐	☐	VH240526
c. Argumentation and persuasion	☐	☐	☐	☐	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.

VH334294

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	☐	☐	☐	☐	☐	VH334295
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH334296
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH334299
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH335901
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	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.

VH261255

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

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

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

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

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	☐	☐	☐	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	☐	☐	☐	☐	☐	VI8844696
b. Build reading fluency	☐	☐	☐	☐	☐	VI8844700
c. Build reading comprehension	☐	☐	☐	☐	☐	VI8844698
d. Practice spelling and grammar	☐	☐	☐	☐	☐	VI8844697
e. Access reading-related websites	☐	☐	☐	☐	☐	VI8844701
f. Conduct research for reading projects	☐	☐	☐	☐	☐	VI8844699

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 J2-11: Summary of Changes Operational Grade 8 Reading

2021 Operational Grade 8 Reading Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
VIE04015 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. (2019 Grade 8)	VIE04015 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. Issue: Resources for Learning and Instruction	NC	N/A
VIE01100 2. How many students are in this class? Enter the number of students. (2019 Grade 8)	VIE01100 2. How many students are in this class? Enter the number of students. Issue: Resources for Learning and Instruction	NC	N/A
VIE04255 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 (2019 Grade 8)	VIE04255 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 Issue: Resources for Learning and Instruction	NC	N/A
VIE04381 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. (2019 Grade 8)	VIE04381 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. Issue: Organization of Instruction	NC	N/A

2021 Operational Grade 8 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																
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. VH140522 <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Fiction</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH140523</td></tr><tr><td>b. Exposition</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH140524</td></tr><tr><td>c. Argumentation and persuasion</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH140527</td></tr></table>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	☐	☐	☐	☐	VH140523	b. Exposition	☐	☐	☐	☐	VH140524	c. Argumentation and persuasion	☐	☐	☐	☐	VH140527	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. VH140522 <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Fiction</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH140523</td></tr><tr><td>b. Exposition</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH140524</td></tr><tr><td>c. Argumentation and persuasion</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH140527</td></tr></table> Issue: Organization of Instruction		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	☐	☐	☐	☐	VH140523	b. Exposition	☐	☐	☐	☐	VH140524	c. Argumentation and persuasion	☐	☐	☐	☐	VH140527	NC	N/A																																																																
	Not at all	Small extent	Moderate extent	Large extent																																																																																																															
a. Fiction	☐	☐	☐	☐	VH140523																																																																																																														
b. Exposition	☐	☐	☐	☐	VH140524																																																																																																														
c. Argumentation and persuasion	☐	☐	☐	☐	VH140527																																																																																																														
	Not at all	Small extent	Moderate extent	Large extent																																																																																																															
a. Fiction	☐	☐	☐	☐	VH140523																																																																																																														
b. Exposition	☐	☐	☐	☐	VH140524																																																																																																														
c. Argumentation and persuasion	☐	☐	☐	☐	VH140527																																																																																																														
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. VH134294 <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. Summarize the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134295</td></tr><tr><td>b. Interpret the meaning of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134296</td></tr><tr><td>c. Question the motives or feelings of the characters</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134299</td></tr><tr><td>d. Identify the themes of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH133991</td></tr><tr><td>e. Analyze two or more texts on the same topic</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134297</td></tr><tr><td>f. Analyze the author's organization of information in a passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134302</td></tr><tr><td>g. Critique the author's craft or technique</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134305</td></tr></table>		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	☐	☐	☐	☐	☐	VH134295	b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH134296	c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH134299	d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH133991	e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH134297	f. Analyze the author's organization of information in a passage	☐	☐	☐	☐	☐	VH134302	g. Critique the author's craft or technique	☐	☐	☐	☐	☐	VH134305	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. VH134294 <table><tr><th></th><th>Never or hardly ever</th><th>Once in a while</th><th>Sometimes</th><th>Often</th><th>Always or almost always</th><th></th></tr><tr><td>a. Summarize the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134295</td></tr><tr><td>b. Interpret the meaning of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134296</td></tr><tr><td>c. Question the motives or feelings of the characters</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134299</td></tr><tr><td>d. Identify the themes of the passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH133991</td></tr><tr><td>e. Analyze two or more texts on the same topic</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134297</td></tr><tr><td>f. Analyze the author's organization of information in a passage</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134302</td></tr><tr><td>g. Critique the author's craft or technique</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VH134305</td></tr></table> Issue: Organization of Instruction		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. Summarize the passage	☐	☐	☐	☐	☐	VH134295	b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH134296	c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH134299	d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH133991	e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH134297	f. Analyze the author's organization of information in a passage	☐	☐	☐	☐	☐	VH134302	g. Critique the author's craft or technique	☐	☐	☐	☐	☐	VH134305	NC	N/A
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																																														
a. Summarize the passage	☐	☐	☐	☐	☐	VH134295																																																																																																													
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH134296																																																																																																													
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH134299																																																																																																													
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH133991																																																																																																													
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH134297																																																																																																													
f. Analyze the author's organization of information in a passage	☐	☐	☐	☐	☐	VH134302																																																																																																													
g. Critique the author's craft or technique	☐	☐	☐	☐	☐	VH134305																																																																																																													
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																																														
a. Summarize the passage	☐	☐	☐	☐	☐	VH134295																																																																																																													
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH134296																																																																																																													
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH134299																																																																																																													
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH133991																																																																																																													
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH134297																																																																																																													
f. Analyze the author's organization of information in a passage	☐	☐	☐	☐	☐	VH134302																																																																																																													
g. Critique the author's craft or technique	☐	☐	☐	☐	☐	VH134305																																																																																																													

2021 Operational Grade 8 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																												
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. VID61255 <table border="1"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID61256</td> </tr> <tr> <td>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID61257</td> </tr> <tr> <td>c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID61258</td> </tr> </tbody> </table> (2019 Grade 8)		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)	☐	☐	☐	☐	☐	VID61256	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VID61257	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VID61258	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. VID61255 <table border="1"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID61256</td> </tr> <tr> <td>b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID61257</td> </tr> <tr> <td>c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID61258</td> </tr> </tbody> </table> Issue: Organization of Instruction		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)	☐	☐	☐	☐	☐	VID61256	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VID61257	c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VID61258	NC	N/A																																																																																				
	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)	☐	☐	☐	☐	☐	VID61256																																																																																																																																									
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VID61257																																																																																																																																									
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VID61258																																																																																																																																									
	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)	☐	☐	☐	☐	☐	VID61256																																																																																																																																									
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VID61257																																																																																																																																									
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VID61258																																																																																																																																									
8. When you teach English/language arts, how often do you use the following strategies? Select one circle in each row. VID34500 <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I teach reading as a whole-class activity.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34501</td> </tr> <tr> <td>b. I create student groups with the same achievement level.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34502</td> </tr> <tr> <td>c. I create student groups with different achievement levels.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34503</td> </tr> <tr> <td>d. I create groups by random assignment.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34504</td> </tr> <tr> <td>e. I allow students to choose their own groups.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34505</td> </tr> <tr> <td>f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34506</td> </tr> <tr> <td>g. I ask students to work independently on an assignment or task.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34507</td> </tr> <tr> <td>h. I ask students to work independently on a task they choose themselves.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34508</td> </tr> <tr> <td>i. Other strategies (Please specify):</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34509</td> </tr> </tbody> </table> (2019 Grade 8)		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. I teach reading as a whole-class activity.	☐	☐	☐	☐	☐	VID34501	b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VID34502	c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	VID34503	d. I create groups by random assignment.	☐	☐	☐	☐	☐	VID34504	e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VID34505	f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	☐	☐	☐	☐	☐	VID34506	g. I ask students to work independently on an assignment or task.	☐	☐	☐	☐	☐	VID34507	h. I ask students to work independently on a task they choose themselves.	☐	☐	☐	☐	☐	VID34508	i. Other strategies (Please specify):	☐	☐	☐	☐	☐	VID34509	8. When you teach English/language arts, how often do you use the following strategies? Select one circle in each row. VID34500 <table border="1"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I teach reading as a whole-class activity.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34501</td> </tr> <tr> <td>b. I create student groups with the same achievement level.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34502</td> </tr> <tr> <td>c. I create student groups with different achievement levels.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34503</td> </tr> <tr> <td>d. I create groups by random assignment.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34504</td> </tr> <tr> <td>e. I allow students to choose their own groups.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34505</td> </tr> <tr> <td>f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34506</td> </tr> <tr> <td>g. I ask students to work independently on an assignment or task.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34507</td> </tr> <tr> <td>h. I ask students to work independently on a task they choose themselves.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34508</td> </tr> <tr> <td>i. Other strategies (Please specify):</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VID34509</td> </tr> </tbody> </table> Issue: Organization of Instruction		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		a. I teach reading as a whole-class activity.	☐	☐	☐	☐	☐	VID34501	b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VID34502	c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	VID34503	d. I create groups by random assignment.	☐	☐	☐	☐	☐	VID34504	e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VID34505	f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	☐	☐	☐	☐	☐	VID34506	g. I ask students to work independently on an assignment or task.	☐	☐	☐	☐	☐	VID34507	h. I ask students to work independently on a task they choose themselves.	☐	☐	☐	☐	☐	VID34508	i. Other strategies (Please specify):	☐	☐	☐	☐	☐	VID34509	NC	N/A
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																																																																										
a. I teach reading as a whole-class activity.	☐	☐	☐	☐	☐	VID34501																																																																																																																																									
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VID34502																																																																																																																																									
c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	VID34503																																																																																																																																									
d. I create groups by random assignment.	☐	☐	☐	☐	☐	VID34504																																																																																																																																									
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VID34505																																																																																																																																									
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	☐	☐	☐	☐	☐	VID34506																																																																																																																																									
g. I ask students to work independently on an assignment or task.	☐	☐	☐	☐	☐	VID34507																																																																																																																																									
h. I ask students to work independently on a task they choose themselves.	☐	☐	☐	☐	☐	VID34508																																																																																																																																									
i. Other strategies (Please specify):	☐	☐	☐	☐	☐	VID34509																																																																																																																																									
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always																																																																																																																																										
a. I teach reading as a whole-class activity.	☐	☐	☐	☐	☐	VID34501																																																																																																																																									
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VID34502																																																																																																																																									
c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	VID34503																																																																																																																																									
d. I create groups by random assignment.	☐	☐	☐	☐	☐	VID34504																																																																																																																																									
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VID34505																																																																																																																																									
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	☐	☐	☐	☐	☐	VID34506																																																																																																																																									
g. I ask students to work independently on an assignment or task.	☐	☐	☐	☐	☐	VID34507																																																																																																																																									
h. I ask students to work independently on a task they choose themselves.	☐	☐	☐	☐	☐	VID34508																																																																																																																																									
i. Other strategies (Please specify):	☐	☐	☐	☐	☐	VID34509																																																																																																																																									

2021 Operational Grade 8 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																				
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. VHS34484 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Not used</th><th>Supplement</th><th>Basis for instruction</th><th></th></tr> </thead> <tbody> <tr> <td>a. Hardback textbooks, workbooks, or worksheets</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34485</td></tr> <tr> <td>b. Electronic textbooks</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34486</td></tr> <tr> <td>c. A variety of books (e.g., novels, collections of stories, nonfiction)</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34492</td></tr> <tr> <td>d. Materials from different curricular areas</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34499</td></tr> <tr> <td>e. Newspapers and/or magazines</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34705</td></tr> <tr> <td>f. Reading-related websites or apps</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34495</td></tr> <tr> <td>g. Reading-related educational games</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34491</td></tr> </tbody> </table> (2019 Grade 8)		Not used	Supplement	Basis for instruction		a. Hardback textbooks, workbooks, or worksheets	☐	☐	☐	VHS34485	b. Electronic textbooks	☐	☐	☐	VHS34486	c. A variety of books (e.g., novels, collections of stories, nonfiction)	☐	☐	☐	VHS34492	d. Materials from different curricular areas	☐	☐	☐	VHS34499	e. Newspapers and/or magazines	☐	☐	☐	VHS34705	f. Reading-related websites or apps	☐	☐	☐	VHS34495	g. Reading-related educational games	☐	☐	☐	VHS34491	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. VHS34484 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Not used</th><th>Supplement</th><th>Basis for instruction</th><th></th></tr> </thead> <tbody> <tr> <td>a. Hardback textbooks, workbooks, or worksheets</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34485</td></tr> <tr> <td>b. Electronic textbooks</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34486</td></tr> <tr> <td>c. A variety of books (e.g., novels, collections of stories, nonfiction)</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34702</td></tr> <tr> <td>d. Materials from different curricular areas</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34498</td></tr> <tr> <td>e. Newspapers and/or magazines</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34705</td></tr> <tr> <td>f. Reading-related websites or apps</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34495</td></tr> <tr> <td>g. Reading-related educational games</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS34491</td></tr> </tbody> </table> Issue: Organization of Instruction		Not used	Supplement	Basis for instruction		a. Hardback textbooks, workbooks, or worksheets	☐	☐	☐	VHS34485	b. Electronic textbooks	☐	☐	☐	VHS34486	c. A variety of books (e.g., novels, collections of stories, nonfiction)	☐	☐	☐	VHS34702	d. Materials from different curricular areas	☐	☐	☐	VHS34498	e. Newspapers and/or magazines	☐	☐	☐	VHS34705	f. Reading-related websites or apps	☐	☐	☐	VHS34495	g. Reading-related educational games	☐	☐	☐	VHS34491	NC	N/A				
	Not used	Supplement	Basis for instruction																																																																																				
a. Hardback textbooks, workbooks, or worksheets	☐	☐	☐	VHS34485																																																																																			
b. Electronic textbooks	☐	☐	☐	VHS34486																																																																																			
c. A variety of books (e.g., novels, collections of stories, nonfiction)	☐	☐	☐	VHS34492																																																																																			
d. Materials from different curricular areas	☐	☐	☐	VHS34499																																																																																			
e. Newspapers and/or magazines	☐	☐	☐	VHS34705																																																																																			
f. Reading-related websites or apps	☐	☐	☐	VHS34495																																																																																			
g. Reading-related educational games	☐	☐	☐	VHS34491																																																																																			
	Not used	Supplement	Basis for instruction																																																																																				
a. Hardback textbooks, workbooks, or worksheets	☐	☐	☐	VHS34485																																																																																			
b. Electronic textbooks	☐	☐	☐	VHS34486																																																																																			
c. A variety of books (e.g., novels, collections of stories, nonfiction)	☐	☐	☐	VHS34702																																																																																			
d. Materials from different curricular areas	☐	☐	☐	VHS34498																																																																																			
e. Newspapers and/or magazines	☐	☐	☐	VHS34705																																																																																			
f. Reading-related websites or apps	☐	☐	☐	VHS34495																																																																																			
g. Reading-related educational games	☐	☐	☐	VHS34491																																																																																			
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. VHS47687 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr> </thead> <tbody> <tr> <td>a. Build and practice vocabulary</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47689</td></tr> <tr> <td>b. Build reading fluency</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47114</td></tr> <tr> <td>c. Build reading comprehension</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47116</td></tr> <tr> <td>d. Access reading-related websites</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47671</td></tr> <tr> <td>e. Conduct research for projects</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47672</td></tr> </tbody> </table> (2019 Grade 8)		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	☐	☐	☐	☐	☐	VHS47689	b. Build reading fluency	☐	☐	☐	☐	☐	VHS47114	c. Build reading comprehension	☐	☐	☐	☐	☐	VHS47116	d. Access reading-related websites	☐	☐	☐	☐	☐	VHS47671	e. Conduct research for projects	☐	☐	☐	☐	☐	VHS47672	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. VHS47687 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Never</th><th>About once or twice a year</th><th>About once or twice a month</th><th>About once or twice a week</th><th>Every day or almost every day</th><th></th></tr> </thead> <tbody> <tr> <td>a. Build and practice vocabulary</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47689</td></tr> <tr> <td>b. Build reading fluency</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47114</td></tr> <tr> <td>c. Build reading comprehension</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47116</td></tr> <tr> <td>d. Access reading-related websites</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47671</td></tr> <tr> <td>e. Conduct research for projects</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: center;">☐</td><td style="text-align: right; font-size: small;">VHS47672</td></tr> </tbody> </table> Issue: Organization of Instruction		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	☐	☐	☐	☐	☐	VHS47689	b. Build reading fluency	☐	☐	☐	☐	☐	VHS47114	c. Build reading comprehension	☐	☐	☐	☐	☐	VHS47116	d. Access reading-related websites	☐	☐	☐	☐	☐	VHS47671	e. Conduct research for projects	☐	☐	☐	☐	☐	VHS47672	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																																		
a. Build and practice vocabulary	☐	☐	☐	☐	☐	VHS47689																																																																																	
b. Build reading fluency	☐	☐	☐	☐	☐	VHS47114																																																																																	
c. Build reading comprehension	☐	☐	☐	☐	☐	VHS47116																																																																																	
d. Access reading-related websites	☐	☐	☐	☐	☐	VHS47671																																																																																	
e. Conduct research for projects	☐	☐	☐	☐	☐	VHS47672																																																																																	
	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	☐	☐	☐	☐	☐	VHS47689																																																																																	
b. Build reading fluency	☐	☐	☐	☐	☐	VHS47114																																																																																	
c. Build reading comprehension	☐	☐	☐	☐	☐	VHS47116																																																																																	
d. Access reading-related websites	☐	☐	☐	☐	☐	VHS47671																																																																																	
e. Conduct research for projects	☐	☐	☐	☐	☐	VHS47672																																																																																	

2021 Operational Grade 8 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																		
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. VH02946 <table border="1"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02948</td> </tr> <tr> <td>b. My students did well because they put in a lot of effort.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02949</td> </tr> <tr> <td>c. My students did well because they always do well on tests.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02950</td> </tr> <tr> <td>d. My students did well because I taught the concepts well.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02951</td> </tr> <tr> <td>e. My students did well because they guessed well on the test.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02952</td> </tr> <tr> <td>f. My students did well because they are just good at reading.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02953</td> </tr> </tbody> </table> (2019 Grade 8)		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VH02948	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH02949	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH02950	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH02951	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH02952	f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VH02953	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. VH02946 <table border="1"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02948</td> </tr> <tr> <td>b. My students did well because they put in a lot of effort.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02949</td> </tr> <tr> <td>c. My students did well because they always do well on tests.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02950</td> </tr> <tr> <td>d. My students did well because I taught the concepts well.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02951</td> </tr> <tr> <td>e. My students did well because they guessed well on the test.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02952</td> </tr> <tr> <td>f. My students did well because they are just good at reading.</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH02953</td> </tr> </tbody> </table> Issue: Teacher Preparation		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VH02948	b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH02949	c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH02950	d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH02951	e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH02952	f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VH02953	NC	N/A
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VH02948																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH02949																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH02950																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH02951																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH02952																																																																																															
f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VH02953																																																																																															
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely																																																																																																
a. My students did well because they studied and were prepared.	☐	☐	☐	☐	☐	VH02948																																																																																															
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH02949																																																																																															
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH02950																																																																																															
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH02951																																																																																															
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH02952																																																																																															
f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VH02953																																																																																															
12. In your view, to what extent do the following limit how you teach this class? Select one circle in each row. VH03034 <table border="1"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Not at all</th> <th>Some</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Students lacking prerequisite knowledge or skills</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03036</td> </tr> <tr> <td>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03037</td> </tr> <tr> <td>c. Disruptive students</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03038</td> </tr> <tr> <td>d. Uninterested students</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03039</td> </tr> </tbody> </table> (2019 Grade 8)		Not applicable	Not at all	Some	A lot		a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VH03036	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VH03037	c. Disruptive students	☐	☐	☐	☐	VH03038	d. Uninterested students	☐	☐	☐	☐	VH03039	12. In your view, to what extent do the following limit how you teach this class? Select one circle in each row. VH03034 <table border="1"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Not at all</th> <th>Some</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Students lacking prerequisite knowledge or skills</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03036</td> </tr> <tr> <td>b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03037</td> </tr> <tr> <td>c. Disruptive students</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03038</td> </tr> <tr> <td>d. Uninterested students</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>VH03039</td> </tr> </tbody> </table> Issue: Resources for Learning and Instruction		Not applicable	Not at all	Some	A lot		a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VH03036	b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VH03037	c. Disruptive students	☐	☐	☐	☐	VH03038	d. Uninterested students	☐	☐	☐	☐	VH03039	NC	N/A																																						
	Not applicable	Not at all	Some	A lot																																																																																																	
a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VH03036																																																																																																
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VH03037																																																																																																
c. Disruptive students	☐	☐	☐	☐	VH03038																																																																																																
d. Uninterested students	☐	☐	☐	☐	VH03039																																																																																																
	Not applicable	Not at all	Some	A lot																																																																																																	
a. Students lacking prerequisite knowledge or skills	☐	☐	☐	☐	VH03036																																																																																																
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VH03037																																																																																																
c. Disruptive students	☐	☐	☐	☐	VH03038																																																																																																
d. Uninterested students	☐	☐	☐	☐	VH03039																																																																																																

Appendix J2-12: Operational Grade 8 Reading

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 8 Teacher	1	A	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Directions: 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	☐	☐	☐	☐	VH240523
b. Exposition	☐	☐	☐	☐	VH240526
c. Argumentation and persuasion	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH334295
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH334296
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH334299
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH335901
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH334297
f. Analyze the author's organization of information in a passage	☐	☐	☐	☐	☐	VH334302
g. Critique the author's craft or technique	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	V11547868
b. Build reading fluency	☐	☐	☐	☐	☐	V11547869
c. Build reading comprehension	☐	☐	☐	☐	☐	V11547870
d. Access reading-related websites	☐	☐	☐	☐	☐	V11547871
e. Conduct research for projects	☐	☐	☐	☐	☐	V11547872

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. 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 J2-13: Operational Grade 4 COVID-19

Skip Logic Table

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 4 Teacher	1	B	2

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.	☐ A	☐ B	VR239666
b. Fourth-grade students in my class have participated in classroom-based instruction.	☐ A	☐ B	VR239667
c. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	☐ A	☐ B	VR239668
d. Teachers received training from the school or district for instruction in a distance learning format before the school year started.	☐ A	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VR239641
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	☐ A	☐ B	☐ C	☐ D	☐ E	VR239642
c. Remedial measures with a special focus on students with disabilities	☐ A	☐ B	☐ C	☐ D	☐ E	VR239644
d. Remedial measures with a special focus on English language learners	☐ A	☐ B	☐ C	☐ D	☐ E	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	☐ A	☐ B	☐ C	☐ D	VR239646
b. Provided individualized support to students based on their specific learning gaps	☐ A	☐ B	☐ C	☐ D	VR239647
c. Offered additional learning time or sessions to students outside of their regular instruction	☐ A	☐ B	☐ C	☐ D	VR239648
d. Collaborated with other teachers and staff to review content that students should have learned last year	☐ A	☐ B	☐ C	☐ D	VR239649
e. Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	☐ A	☐ B	☐ C	☐ D	VR239650

6. This school year, what are the grading policies and practices in your fourth-grade class? Select **all** squares that apply.

- Ⓐ Students receive letter grades.
 Ⓑ Students receive pass/fail grades.
 Ⓒ Students receive credit.
 Ⓓ Students choose how they will be graded.
 Ⓔ Other (Please specify): _____

VR239635

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.

VR239637

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Teaching your fourth-grade students	☐ A	☐ B	☐ C	☐ D	☐ E	VR239663
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	☐ A	☐ B	☐ C	☐ D	☐ 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.

VR239636

	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)	☐ A	☐ B	☐ C	☐ D	☐ E	VR239656
b. Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	☐ A	☐ B	☐ C	☐ D	☐ E	VR239657
c. Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	☐ A	☐ B	☐ C	☐ D	☐ E	VR239659
d. Develop strategies to help students who are having difficulties mastering content in their distance learning	☐ A	☐ B	☐ C	☐ D	☐ E	VR239661

Appendix J2-14: Operational Grade 8 COVID-19

Skip Logic Table

Grade/Respondent	Item Number Initiating Skip Logic	Item Response(s) Initiating Skip Logic	Item Number(s) Being Skipped
Grade 8 Teacher	1	B	2

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.	☐ A	☐ B	VR254921
b. Eighth-grade students in my class have participated in classroom-based instruction.	☐ A	☐ B	VR254922
c. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	☐ A	☐ B	VR239668
d. Teachers received training from the school or district for instruction in a distance learning format before the school year started.	☐ A	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VR239641
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	☐ A	☐ B	☐ C	☐ D	☐ E	VR239642
c. Remedial measures with a special focus on students with disabilities	☐ A	☐ B	☐ C	☐ D	☐ E	VR239644
d. Remedial measures with a special focus on English language learners	☐ A	☐ B	☐ C	☐ D	☐ E	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	☐ A	☐ B	☐ C	☐ D	VR239646
b. Provided individualized support to students based on their specific learning gaps	☐ A	☐ B	☐ C	☐ D	VR239647
c. Offered additional learning time or sessions to students outside of their regular instruction	☐ A	☐ B	☐ C	☐ D	VR239648
d. Collaborated with other teachers and staff to review content that students should have learned last year	☐ A	☐ B	☐ C	☐ D	VR239649
e. Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	☐ A	☐ B	☐ C	☐ D	VR239650

6. This school year, what are the grading policies and practices in your eighth-grade class? Select **all** squares that apply.

- Ⓐ Students receive letter grades.
 Ⓑ Students receive pass/fail grades.
 Ⓒ Students receive credit.
 Ⓓ Students choose how they will be graded.
 Ⓔ 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	☐ A	☐ B	☐ C	☐ D	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ 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)	☐ A	☐ B	☐ C	☐ D	☐ E	VR239656
b. Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	☐ A	☐ B	☐ C	☐ D	☐ E	VR239657
c. Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	☐ A	☐ B	☐ C	☐ D	☐ E	VR239659
d. Develop strategies to help students who are having difficulties mastering content in their distance learning	☐ A	☐ B	☐ C	☐ D	☐ E	VR239661

