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

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Teacher Questionnaire Login Screens

NAEP	User ID: Test A
Online Questionnaires 2021	Password: Forgot Your Password?
NACP NATIONAL ASSESSMENT OF EDUCATIONAL PROCRESS	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. 🗮 Questions List 🛛 🏲 Flag 🛛 🗙

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 Folducation SLAES*, *Potomac Center Plaza*, 550 12th St., SW, 4th floor, Washington, DC 2020.

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 §5 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 ANV 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.

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NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS



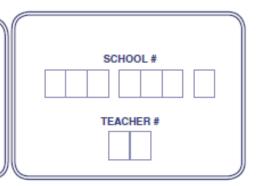
PROGRESS

2021 Teacher Grade 4 Questionnaire

Q-976

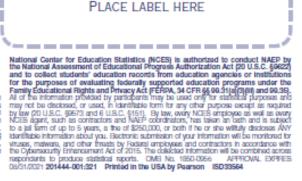
Directions For School Staff

- 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.



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2021 Operational Grade 4 Core Teacher **Previous item** 2021 item D/A/ Rationale R/NC + VH7123 VH71225 NC N/A 1. What is your sex? 1. What is your sex? (Male Male Male Female Female (2019 Grade 4) Issue: Gender N/A NC 2. Are you Hispanic or Latino? Select all squares that apply. 2. Are you Hispanic or Latino? Select all squares that apply. No, I am not Hispanic or Latino. No, I am not Hispanic or Latino. (1) Yes, I am Mexican, Mexican American, or Chicano. (Yes, I am Mexican, Mexican American, or Chicano. © Yes, I am Puerto Rican or Puerto Rican American. © Yes, I am Puerto Rican or Puerto Rican American. Yes, I am Cuban or Cuban American. Yes, I am Cuban or Cuban American. © Yes, I am from some other Hispanic or Latino background. © Yes, I am from some other Hispanic or Latino background. Issue: Race/Ethnicity (2019 Grade 4) VH24038 NC N/A 3. Which of the following best describes you? Select all squares that apply. 3. Which of the following best describes you? Select all squares that apply. (White (White Black or African American Black or African American © Asian © Asian American Indian or Alaska Native American Indian or Alaska American Indian or Alaska American Indian or Alaska American Indian or Alaska American Indian American Indian American Indian American Indian American American Indian American Indian or Alaska Native American Indian or Alaska American Indian or Alaska American Indian or Alaska American Indian American Indian American Indian American Indian American Indian American American Indian American Americ © Native Hawaiian or other Pacific Islander © Native Hawaiian or other Pacific Islander (2019 Grade 4) Issue: Race/Ethnicity NC N/A 4. Excluding student teaching, how many years have you worked as an elementary or 4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year? secondary teacher, counting this year? (a) Less than 1 year Less than 1 year A I-2 years I-2 years © 3-5 years © 3-5 years @ 6-10 years @ 6-10 years @ 11-20 years © 11-20 years © 21 or more years © 21 or more years (2019 Grade 4) Issue: Teacher Preparation

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

2021 Opera	ational 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? Tes No My school, district, or diocese does not award tenure. 	 vusarm 5. Have you been awarded tenure by the school, district, or diocese where you currently teach? Tes No My school, district, or diocese does not award tenure. 	NC	N/A
(2019 Grade 4) vuceouv 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 VIEWNOT 6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? Image: Colspan="2">O Yes, I hold a permanent certificate. ① Yes, I hold a permanent certificate. Image: Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. ① Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Ves, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Ves, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Ves, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Ves, I hold a temporary certificate. Image: Yes, I hold a temporary certification. Image: Yes, I hold a temporary certification. Image: Ves, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Ves, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. Image: Ves, I hold a temporary certificate. Image: Yes, I hold a temporary certificate. <td>NC</td> <td>N/A</td>	NC	N/A
(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 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.) ③ Yes ④ No	NC	N/A
(2019 Grade 4)	Issue: Teacher Preparation		

2021 Operational Grade 4 Core Teacher									
Previous item	2021 item	D/A/ R/NC +	Rationale						
 8. What is the highest academic degree you hold? 6. High school diploma 6. Associate's degree/vocational certification 6. Bachelor's degree 6. Master's degree 6. Education specialist's or professional diploma based on at least one year's work past master's degree 6. Doctorate 6. Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) 	 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.) 	N/A	N/A						
(2019 Grade 4)	Issue: Teacher Preparation								

2021 Operational Grade 4 Core Teacher **Previous item** 2021 item D/A/ Rationale R/NC + VH24125 VH24175 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. 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. R This item is Yes, a minor or special emphasis Yes, a minor or special emphasis Yes, a major No Yes, a major No customize . Biology or other life science 0 ٢ (3) a. Reading, language arts, or literacy d by (8) € © H24175 education b. Physics, chemistry, or other (0 (1) H2417 subject physical science b. English H24175 ۲ (1) O . Earth or space science ٢ (1) O c. Other language arts-related H241784 ۲ (1) O and has d. Mathematics or mathematics subject (0 1241 education d. Mathematics education ۵ (1) © /H241760 been Science education ۲ (1) O e. Mathematics ٨ (1) O revised to Engineering or engineering f. Other mathematics-related subject such as statistics 0 ۲ 1 ٨ ❶ © H24177 education remove g. Reading, language arts, or literacy g. Education (including elementary • (8) 0 H24176 (1) education ۲ Ø or early childhood) sub-items n. English h. Special education (including students with disabilities) ٢ (1) O 1241) H24178 ۲ ❻ © Other language arts-related for ۲ (O H2417 subject i. English language learning ۲ € © VH241782 Mathematics education science. æ (1) 0 . Mathematics ((0 H2417 Other mathematics-related ٢ (0 H2417 subject such as statistics m. Education (including elementary ۲ 1 0 H241 or early childhood) n. Special education (including students with disabilities) (3) 0 o. English language learning ۲ ٢ 0 **Issue:** Teacher Preparation (2019 Grade 4) NC N/A 10. Since completing your undergraduate degree, have you taken any graduate courses? 10. Since completing your undergraduate degree, have you taken any graduate courses? (D) Yes (Yes (B) No N (2019 Grade 4) **Issue:** Teacher Preparation

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Outer technology into classroom Image: Construction Image: Construle Image: Construction Image:	Integration of computers and other technology into classroom	٩	Ū	©	VH241896	e. Integration of computers and other technology into classroom	@	٥	©	VH241896		

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) 	VH86097	 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) 	VH860597	NC	N/A
(2019 Grade 4)		Issue: Technology Use			
 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)	VH592052	 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. 	VH592052	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. 	VH:9209	 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. 	V11592059	NC	N/A
(2019 Grade 4)		Issue: Technology Use			

. How well do the tablets (for exa	Previous item													R/NC +	Rationale
 NHORE WELL AND AND AND AND AND AND AND AND AND AND						 18. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work? All tablets are functional and operate quickly. All tablets are functional, but some run more slowly than others. All tablets are functional, but all or almost all run slowly. Some of the tablets do not operate and cannot be used. I don't know. 						NC	N/A		
2019 Grade 4) VIEWER 19. How often do you do the following in this school? Select one circle in each row. VIEWER					VIE04679	Issue: Technol	• ·					VH304679			
						19. How often do you do the	e tollowing in	this school?	Select one ci	rcle in each ro	w.		NC	N/A	
Nev	ver o	out once r twice a year	About once or twice a month	About once or twice a week	Every day or almost every day				About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
a. Teach jointly as a team in the same class)	(1)	O	0	Θ	VH304693	a. Teach jointly as a team in the same class	۸	6	O	٩	Θ	VH304693		
 Observe other teachers' classes and provide feedback 	,	٩	©	٥	€	VH304698	b. Observe other teachers' classes and provide feedback	٨	(6)	Θ	Θ	Ð	VH304698		
Engage in discussions about the learning development of specific students	,	٩	Ø	٩	©	VH304736	c. Engage in discussions about the learning development of specific students	۵	٩	Ø	0	٢	VH304736		
I. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress)	3	©	٥	Ø	VH304740	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	٩	٦	Ø	۵	¢	VH304740		
2019 Grade 4) 20. In your school, how severe is e					Outing	VH262652	Issue: School Climate 20. In your school, how severe is each problem? Select one circle in each row.							NC	N/A
	ot a proble	em prot	nor N blem F	loderate roblem	Serious problem			Not a prob	lem prol	nor M blem p	oderate roblem	Serious problem			
The school building needs significant repair.	٩	0	D	O	٢	VH262653	a. The school building needs significant repair.	۲	(Ð	©	٢	VH262653		
Classrooms are overcrowded.	٩	0	D	©	۵	VH262654	b. Classrooms are overcrowded.	٢	(D	©	٥	VH262654		
Teachers have too many teaching hours.	(3)	0	D	0	0	VH262655	c. Teachers have too many teaching hours.	۲	(D	©	0	VH262655		
Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	٩	C	D	©	۵	VH262656	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	٢	(D	©	۵	VH262656		
. Teachers do not have adequate instructional materials and supplies.	(8)	C	D	©	0	VH262657	 Teachers do not have adequate instructional materials and supplies. 	۹	0	D	©	٥	VH262657		

revious iter	n						2	2021 item								Rationale
21. How much does each of the following statements apply to you as a teacher? Select one circle in each row. 21. How much does each of the following statements apply to you as a teacher? Select one circle in each row.										NC	N/A					
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me				Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			
 I am satisfied with being a teacher at this school. 	۲	\$	©	۵	Ð	VH305016		 I am satisfied with being a teacher at this school. 	۲	0	©	۵	©	VH305016		
b. My work inspires me.	۲	٩	©	٥	©	VH305024		b. My work inspires me.	۲	٢	O	۵	©	VH305024		
		®	O	۵	Φ	VH305032		c. I am frustrated as a teacher at my school.	۲	(1)	©	Ø	©	VH305032		
c. I am frustrated as a teacher at my school.	۲	U	10010					teacher at my senoor.								
teacher at my school.	& &	0	©	۵	©	VH305033		d. I am supported by the teachers at my school.	٨	8	©	۵	©	VH305033		
teacher at my school. d. I am supported by the teachers at my school. 2019 Grade		© ly in school n eese things are is it for your	nay depend on e easier for you	a lot of differ	rent	VH305033 VH329966	1	d. I am supported by the	Climat es well or poor hat some of the how possible	te dy in school n hese things are is it for your	nay depend on e easier for you	a lot of differ ir students to	ent change	VH305033 VH229966	NC	N/A
teacher at my school. d. I am supported by the teachers at my school. 2019 Grade 22. Whether a student do things. You may feel than others. In school		© ly in school n eese things are is it for your	nay depend on e easier for you	a lot of differ	rent change the Completely		1	d. I am supported by the teachers at my school. definition of the second seco	Climat es well or poor hat some of the how possible	te dy in school n hese things are is it for your	nay depend on e easier for you	a lot of differ ir students to	ent change		NC	N/A
teacher at my school. 1 I am supported by the teachers at my school. 2019 Grade 22. Whether a student do things. You may feel t than others. In school following? Select one . Being intelligent	⊕ The set of the set	It is school n hese things are is it for your is row. A little possible to	nay depend on easier for you students to ch Somewhat possible to	a a lot of differ ar students to hange each of Quite possible to	rent change the Completely possible to		1	d. 1 am supported by the teachers at my school. Issue: School 22. Whether a student doe things. You may feel that than others. In school, following? Select one of a. Being intelligent	Climat s well or poor hat some of th how possible circle in each Not at all possible to	te dy in school n lese things are is it for your row. A little possible to	nay depend on easier for you students to ch Somewhat possible to	a lot of differ ir students to ange each of t Quite possible to	ent change the Completely possible to		NC	N/A
teacher at my school. d. I am supported by the teachers at my school. 2019 Grade 22. Whether a student do things. You may feel than others. In school		D It is school n to school	nay depend on e easier for you students to ch Somewhat possible to change	a a lot of diffei ar students to ange each of Quite possible to change	rent change the Completely possible to change	VH329%6	1	d. 1 am supported by the teachers at my school. definition of the second seco	Climat es well or poor hat some of th how possible circle in each Not at all possible to change	te dy in school n nese things are is it for your row. A little possible to change	nay depend on easier for you students to ch Somewhat possible to change	a lot of differ ir students to ange each of t Quite possible to change	ent change the Completely possible to change	VI029966	NC	N/A

12

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	В	10, 11
Grade 4 Teacher	10	В	11
Grade 4 Teacher	12	С	13
Grade 4 Teacher	15	A	Do NOT skip 16
Grade 4 Teacher	15	В	Do NOT skip 17
Grade 4 Teacher	15	С	Do NOT skip 18

Appendix J2-2: Operational Grade 4 CORE

1. What is your sex?

- Male
 Male
- Female
 Female

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

- No, I am not Hispanic or Latino.
- (B) Yes, I am Mexican, Mexican American, or Chicano.
- O Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- D Yes, I am from some other Hispanic or Latino background.

VH240386

VH712259

- 3. Which of the following best describes you? Select all squares that apply.
 - (White
 - Black or African American
 - © Asian
 - American Indian or Alaska Native
 American Indian or Alaska
 American Indian or Alaska
 American Indian or Alaska
 American Indian or Alaska
 American Indian
 American Indian
 American Indian
 American Indian
 American Indian
 American Indian
 American
 American Indian
 American
 American
 - D 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
 - B 1-2 years
 A
 - C 3-5 years
 - @ 6-10 years
 - @ 11-20 years
 - 21 or more years

VH547397

- 5. Have you been awarded tenure by the school, district, or diocese where you currently teach?
 - Tes Yes
 - Mo
 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?
 - D 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.
 - D No, and I am not planning to obtain certification.

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

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

- Yes
 Yes
- Mo
 No

VH240200

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

VH241753

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	0	Φ	0	VH241758
b. English	0	θ	0	VH241754
 Other language arts-related subject 	0	θ	0	VH241784
d. Mathematics education	0	θ	0	VH241760
e. Mathematics	0	θ	0	VH241761
f. Other mathematics-related subject such as statistics	0	θ	0	VH241776
g. Education (including elementary or early childhood)	0	Φ	0	VH241762
 h. Special education (including students with disabilities) 	0	Φ	0	VH241781
i. English language learning	0	θ	0	VH241782

VH240204

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

- B No
 No

part of your graduate coursework?	Select one circle	in each row.	
	Yes, a major	Yes, a minor or special emphasis	No
n li l			

11. Did you have a major, minor, or special emphasis in any of the following subjects as

a. Reading, language arts, or literacy education	0	Ð	Q	VH241791
b. English	8	Ð	Q	VH241789
 Other language arts-related subject 	0	Ð	©	VH241810
d. Mathematics education	8	Ð	O	VH241792
e. Mathematics	8	Ð	O	VH241793
f. Other mathematics-related subject such as statistics	0	Ð	Q	VH241794
g. Education (including elementary or early childhood)	0	Ð	©	VH241795
 h. Special education (including students with disabilities) 	0	Ð	Q	VH241807
i. English language learning	(3)	Ð	Q	VH241808

VH294995

- 12. In this school year, did your school offer training for teachers on how to use computers or other digital devices?
 - Tes, to all teachers
 - ③ Yes, to some teachers
 - O No

- 13. In this school year, have you participated in training on computers or other digital devices through your school?
 - No
 No
 - Once
 - C 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	8	Ð	O	VH241894
b. Software applications	8	Ð	0	VH241895
c. Use of the Internet	8	Ð	0	VH241898
 d. Use of other technology—for example, satellite access, wireles Web, interactive video, closed-circuit television, videoconferencing 	s Ø	Φ	©	VH241897
 Integration of computers and other technology into classroom instruction 	Ø	Φ	Q	VH241896

VH860597

VH592052

VH241893

- 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)
 - C Tablets (for example, Surface Pro, iPad, Kindle Fire)

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

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

17

- 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.
 - C All computers are functional, but all or almost all run slowly.
 - D Some of the computers do not operate and cannot be used.
 - D 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.
 - ③ All tablets are functional, but some run more slowly than others.
 - C All tablets are functional, but all or almost all run slowly.
 - D Some of the tablets do not operate and cannot be used.
 - D I don't know.

19. Ho	w often do y	ou 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	8	θ	0	Θ	Ð	VH304693
b.	Observe other teachers' classes and provide feedback	8	θ	0	θ	Θ	VH304698
c.	Engage in discussions about the learning development of specific students	Ø	Φ	0	0	₿	VH304736
d.	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	٨	Ð	Θ	Θ	Ð	VH304740

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

		Not a problem	Minor problem	Moderate problem	Serious problem	
a.	The school building needs significant repair.	Ø	Ð	©	θ	VH262653
b.	Classrooms are overcrowded.	Ø	Ð	O	0	VH262654
c.	Teachers have too many teaching hours.	Ø	Ð	O	0	VH262655
d.	Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ø	Ð	Q	θ	VH262656
e.	Teachers do not have adequate instructional materials and supplies.	Ø	Ð	Q	0	VH262657

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
 I am satisfied with being a teacher at this school. 	0	θ	0	θ	θ	VH305016
b. My work inspires me.	0	θ	0	θ	θ	VH305024
c. I am frustrated as a teacher at my school.	8	θ	0	θ	Θ	VH305032
 I am supported by the teachers at my school. 	8	θ	0	θ	Θ	VH305033

VH329966

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	0	θ	©	θ	Θ	VH329967
 Putting forth a lot of effort 	8	θ	0	θ	θ	VH329968
c. Behaving well in class	8	θ	Q	θ	Θ	VH329970

Previous item	2021 item		D/A/	Rationale
			R/NC +	
 What is your sex? Male Female 	 WD1229 1. What is your sex? 	VIII12259	NC	N/A
(2019 Grade 8)	Issue: Gender			
 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. 	 VIDENDE 2. Are you Hispanic or Latino? Select all squares that apply. ③ No, I am not Hispanic or Latino. ④ Yes, I am Mexican, Mexican American, or Chicano. ③ Yes, I am Puerto Rican or Puerto Rican American. ④ Yes, I am Cuban or Cuban American. ④ Yes, I am from some other Hispanic or Latino background. 	VIE40385	NC	N/A
(2019 Grade 8)	Issue: Race/Ethnicity			
 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 	 VILEBASE 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 	VH240386	NC	N/A
(2019 Grade 8)	Issue: Race/Ethnicity			
 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 	VIDARINS 4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year? ① Less than 1 year ① 1-2 years ② 3-5 years ① 6-10 years ① 11-20 years ② 21 or more years	VHLDUK	NC	N/A
(2019 Grade 8)	Issue: Teacher Preparation			

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

Previous item	2021 item	D/A/ R/NC +	Rationale
 5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year? Less than 1 year 1-2 years 3-5 years 6-10 years 11-20 years 21 or more years 	 S. 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 	NC	N/A
(2019 Grade 8)	Issue: Teacher Preparation		
 Kate of the state of t	 Seen to the second se	NC	N/A
(2019 Grade 8)	Issue: Teacher Preparation		
 with the second secon	N/A	D	The item was dropped because science will not be administer ed in
(2019 Grade 8)			2021.

Previous item	2021 item	D/A/ R/NC +	Rationale
 vision 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 0 1-2 years 0 6-10 years 0 11-20 years 0 21 or more years 	 WHENTE 7. Excluding student teaching, how many years have you taught civies, geography, history, or social studies in grades 6 through 12, counting this year? ① Less than 1 year ① 1-2 years ② 3-5 years ③ 6-10 years ③ 11-20 years ④ 21 or more years 	NC	N/A
(2018 Grade 8)	Issue: Teacher Preparation		
 No My school, district, or diocese where you currently teach? No My school, district, or diocese does not award tenure. 	Nusew 8. Have you been awarded tenure by the school, district, or diocese where you currently teach? 9. Yes 10. No 20. My school, district, or diocese does not award tenure.	NC	N/A
(2019 Grade 8)	Issue: Teacher Preparation		
 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. 	 9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? ① Yes, I hold a permanent certificate. ① Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) ○ No, but I am currently working toward certification. ① No, and I am not planning to obtain certification. 	NC	N/A
(2019 Grade 8)	Issue: Teacher Preparation		
VIDEOSS 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	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.) ① Yes ① No	NC	N/A
(2019 Grade 8)	Issue: Teacher Preparation		

Previous item								D/A/ R/NC +	Rationale		
 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.) 				 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.) 						N/A	
(2019 Grade 8) 12. Did you have a major, minor, or			g subjects as	VH241753	12. Did you have a major, minor, or s part of your undergraduate course	pecial emphasis ir	any of the following s	ubjects as	VH241753	R	This item
part of your undergraduate cours	ework? Select one Yes, a major	Yes, a minor or	No			Yes, a major	Yes, a minor or special emphasis	No			is customize
a. Reading, language arts, or literacy	©	special emphasis ©	©	VH241758	a. Reading, language arts, or literacy education	0	©	©	VH241758		d by
education b. English	9 0	0	0	VH241754	b. English	0	٦	©	VH241754		subject
. Other language arts-related subject	۵	D	©	VH241784	 Other language arts-related subject 	۵	\$	©	VH241784		
d. Mathematics education	0	D	©	VH241760	d. Mathematics education	0	₿	©	VH241760		and has
e. Mathematics f. Other mathematics-related	0	O	©	VH241761	e. Mathematics f. Other mathematics-related	0	(1)	Q	VH241761		been
subject such as statistics	۵	D	©	VH241776	subject such as statistics	@	0	©	VH241776		revised to
g. Biology or other life science h. Physics, chemistry, or other	0	©.	©	VH241768	 g. History or history education h. Geography or geography 	8	8	©	VH614158 VH614159		remove
physical science . Earth or space science	0	0	0	VH241769 VH241770	education i. Political science	0	0	0	VH614159 VH614160		sub-item
. Mathematics or mathematics	@ 	0	0	VH241770	j. General social science or social	0	0	©	VH614162		
education k. Science education	©	0	©	VH241772	studies education k. Other social science (for example,	9	U U	U U	11014102		for
. Engineering or engineering education	۵	Ð	0	VH241780	economics, sociology, psychology, anthropology)	0	ـ	©	VH614164		science
m. Elementary or secondary	۵	D	©	VH241767	1. Elementary or secondary	0	0	©	VH241767		and
education n. Special education (including	0	©	©	VH241781	education m. Special education (including	-		-	VH241781		expanded
students with disabilities) o. English language learning	@ 	0	0	VH241/81 VH241782	students with disabilities) n. English language learning	0	©	0	VH241781 VH241782		to also
(2019 Grade 8)					Issue: Teacher Pre						include sub-item for social studies.
 Since completing your undergrad Yes No 	uate degree, have y	rou taken any gradua	tte courses?	VH2402M	13. Since completing your undergrade	uate degree, have	you taken any graduate	e courses?	V1E240204	NC	N/A
(2019 Grade 8)					Issue: Teacher Pre	paratior	1				

					2021 item					D/A/ R/NC +	Rationale
 Did you have a major, minor, or part of your graduate coursework 	special emphasis in ? Select one circle	any of the following in each row.	subjects as	VH241785	14. Did you have a major, minor, or s part of your graduate coursework			subjects as	VH241785	R	This item
	Yes, a major	Yes, a minor or	No			Yes, a major	Yes, a minor or special emphasis	No			customize
. Reading, language arts, or literacy	0	special emphasis ©	©	VH241791	a. Reading, language arts, or literacy education	@	0	©	VH241791		d by
education . English		©		VH241789	b. English	@	0	©	VH241789		
Other language arts-related	@ 	©	© ©	VH241/87	c. Other language arts-related	@	0	©	VH241810		subject
subject Mathematics education					subject d. Mathematics education	@	0	©	VH241792		and has
. Mathematics education	0	© ©	© ©	VH241792 VH241793	e. Mathematics	8	0	©	VH241793		been
Other mathematics-related	0	©	©	VH241794	f. Other mathematics-related subject such as statistics	۵	0	©	VH241794		
subject such as statistics Biology or other life science	0	Ū.		VH241798	g. History or history education	@	0	©	VH614171		revised to
n. Physics, chemistry, or other	0	©		VH241799	h. Geography or geography	6	0	©	VH614172		remove
physical science Earth or space science	@ 	Ū Ū		VH241800	education i. Political science	 	0		VH614173		sub-item
Mathematics or mathematics	@ 	©		VH241801	j. General social science or social	0		©	VH614174		
education Science education				VH241801 VH241802	studies education	Ŵ	٥	Q	110/04174		for
. Engineering or engineering	٩	0	©		k. Other social science (for example, economics, sociology, psychology,	٩	0	©	VH614175		science
education	۵	¢	©	VH241806	anthropology) 1. Elementary or secondary				+		
n. Elementary or secondary education	۵	¢	©	VH241797	1. Elementary or secondary education	۲	(1)	©	VH241797		and
. Special education (including	۵	©.	©	VH241807	m. Special education (including students with disabilities)	6	0	©	VH241807		expanded
students with disabilities)					students with disabilities)						
). English language learning	۵	Ф	©	VH241808	n. English language learning	۵	D	©	VH241808		to also include
	٩	¢	Ø	VH241808				©	VH241808		include sub-item
 English language learning 2019 Grade 8) In this school year, did your scho computers or other digital device Yes, to all teachers Yes, to all teachers 	ol offer training for	· · · · · ·		VIDHIO	n. English language learning Issue: Teacher Pre 15. In this school year, did your school computers or other digital devices? ③ Yes, to all teachers	paration offer training for	· · · · ·		V1244508	NC	include sub-items for social
2019 Grade 8) 5. In this school year, did your scho computers or other digital device	ol offer training for	· · · · · ·			n. English language learning Issue: Teacher Pre Is. In this school year, did your school computers or other digital devices?	paration offer training for	· · · · ·			NC	include sub-item for social studies.
 2019 Grade 8) 5. In this school year, did your scho computers or other digital device Yes, to all teachers Yes, to some teachers No 	ol offer training for	· · · · · ·			n. English language learning Issue: Teacher Pre Is. In this school year, did your school computers or other digital devices? Ø Yes, to all teachers Ø Yes, to some teachers	paration	· · · · ·			NC	include sub-item for social studies.
2019 Grade 8) 5. In this school year, did your scho computers or other digital device © Yes, to all teachers © Yes, to some teachers © No 2019 Grade 8) 17. In this school year, have you par	ol offer training for s?	teachers on how to	use		n. English language learning Issue: Teacher Pre 15. In this school year, did your school computers or other digital devices? ① Yes, to all teachers ① Yes, to some teachers © No	paration offer training for t	teachers on how to use	2		NC	include sub-item for social studies.
2019 Grade 8) 5. In this school year, did your scho computers or other digital device © Yes, to all teachers © Yes, to some teachers © No 2019 Grade 8) 17. In this school year, have you par devices through your school?	ol offer training for s?	teachers on how to	use	VIEWRS	 English language learning Issue: Teacher Pre In this school year, did your school computers or other digital devices? Yes, to all teachers Yes, to some teachers No Issue: Technology In this school year, have you partice 	paration offer training for t	teachers on how to use	2	11254993		include sub-item for social studies. N/A
2019 Grade 8) 5. In this school year, did your scho computers or other digital device © Yes, to all teachers © Yes, to some teachers © No 2019 Grade 8) 7. In this school year, have you par	ol offer training for s?	teachers on how to	use	VIEWRS	 English language learning Issue: Teacher Pre In this school year, did your school computers or other digital devices? Yes, to all teachers Yes, to some teachers No Issue: Technology In this school year, have you partice devices through your school? 	paration offer training for t	teachers on how to use	2	11254993		include sub-items for social studies. N/A
2019 Grade 8) 2019 Grade 8) 5. In this school year, did your scho computers or other digital device © Yes, to all teachers © Yes, to some teachers © No 2019 Grade 8) 7. In this school year, have you par devices through your school? © No	ol offer training for s?	teachers on how to	use	VIEWRS	 n. English language learning Issue: Teacher Pre 15. In this school year, did your school computers or other digital devices? Test, to all teachers Yes, to some teachers No Issue: Technology 16. In this school year, have you partic devices through your school? No 	paration offer training for t	teachers on how to use	2	11254993		include sub-item for social studies. N/A
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2019 Grade 8) 2019 Grade 8) 5. In this school year, did your scho computers or other digital device © Yes, to all teachers © Yes, to some teachers © No 2019 Grade 8) 7. In this school year, have you par devices through your school? © No © Once © Twice © Several times	ol offer training for s?	teachers on how to	use	VIEWRS	 n. English language learning Issue: Teacher Pre 15. In this school year, did your school computers or other digital devices? Tes, to all teachers Yes, to all teachers No Issue: Technology 16. In this school year, have you partice devices through your school? No Once Twice Several times 	paration offer training for Use	teachers on how to use	2	11254993		include sub-item for social studies. N/A
2019 Grade 8) 2019 Grade 8) 5. In this school year, did your scho computers or other digital device © Yes, to all teachers © Yes, to some teachers © No 2019 Grade 8) 7. In this school year, have you par devices through your school? © No © Once © Twice	ol offer training for s?	teachers on how to	use	VIEWRS	 n. English language learning Issue: Teacher Pre 15. In this school year, did your school computers or other digital devices? © Yes, to all teachers © Yes, to some teachers © No Issue: Technology 16. In this school year, have you partic devices through your school? © No © Once © Twice 	paration offer training for Use	teachers on how to use	2	11254993		include sub-item for social studies. N/A

2021 Operational Grade 8 Core Teacher D/A/ **Previous item** 2021 item Rationale R/NC + VH241893 N/A VH241893 NC 17. During the last two years, have you received training from any source in any of the 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 following areas? Select one circle in each row. No, I am already No. I am already No, I have not Yes No. I have not Yes proficient proficient Basic computer training Basic computer training 0 ٢ Ø Ø Ð Ø Software applications • . Software applications Ø Ð © 0 0 Use of the Internet Use of the Internet ۵ Ð © 0 • 0 d. Use of other technology-for Use of other technology—for example, satellite access, wireles Web, interactive video, example, satellite access, wireles Web, interactive video, Ð • ۲ © 6 0 closed-circuit television, videoconferencing closed-circuit television, videoconferencing Integration of computers and other technology into classroom Integration of computers and Ð 6 © other technology into classroom 6 O instruction instruction Issue: Teacher Preparation (2019 Grade 8) NC N/A 18. In this school year, which of the following types of computers or other digital 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. devices are available in your school for student use? Select all squares that apply. Desktop computers Desktop computers ③ Laptop computers (including Chromebooks) ① Laptop computers (including Chromebooks) © Tablets (for example, Surface Pro, iPad, Kindle Fire) © Tablets (for example, Surface Pro, iPad, Kindle Fire) (2019 Grade 8) Issue: Technology Use VH5920 NC N/A 19. How well do the desktop computers in your school work? 19. How well do the desktop computers in your school work? ③ All computers are functional and operate quickly. ③ All computers are functional and operate quickly. (1) All computers are functional, but some run more slowly than others. (1) All computers are functional, but some run more slowly than others. © All computers are functional, but all or almost all run slowly. D Some of the computers do not operate and cannot be used. D Some of the computers do not operate and cannot be used. D I don't know. D I don't know. (2019 Grade 8) Issue: Technology Use NC N/A 20. How well do the laptop computers (including Chromebooks) in your school work? 20. How well do the laptop computers (including Chromebooks) in your school work? All computers are functional and operate quickly. All computers are functional and operate quickly. ③ All computers are functional, but some run more slowly than others. All computers are functional, but some run more slowly than others. © All computers are functional, but all or almost all run slowly. © All computers are functional, but all or almost all run slowly. Some of the computers do not operate and cannot be used. Some of the computers do not operate and cannot be used. D I don't know. ① I don't know. Issue: Technology Use (2019 Grade 8)

revious iter	n						2021 item							D/A/ R/NC +	Rational
 How well do the tablet work? All tablets are func All tablets are func All tablets are func All tablets are func Some of the tablets I don't know. 	tional and operat tional, but some tional, but all or a	e quickly. run more slo almost all ru	owly than o un slowly.		school	V1292065	 21. How well do the table work? All tablets are fun All tablets are fun All tablets are fun All tablets are fun Some of the tablet I don't know. 	tional and op tional, but s tional, but a	perate quick ome run mo ll or almost	ly. re slowly than all run slowly.		school	VHVPDK3	NC	N/A
2019 Grade	8)						Issue: Techno	ology l	Jse						
2. How often do you do tl	ne following in th	nis school? S	Select one ci	rcle in each ro)w.	VH304679	22. How often do you do t	ne following	in this scho	ol? Select one ci	rcle in each ro)W.	VH304679	NC	N/A
			About once or twice a month	About once or twice a week	Every day or almost every day			Never	About onc or twice a year		About once or twice a week	Every day or almost every day			
Teach jointly as a team in the same class	Ø	Ð	©	۵	Ð	VH304693	a. Teach jointly as a team in the same class	0	Ð	Q	۵	Ð	VH304693		
Observe other teachers' classes and provide feedback	۵	Ð	©	۵	©	VH304698	b. Observe other teachers' classes and provide feedback	0	Ð	©	۵	©	VH304698		
Engage in discussions about the learning development of specific students	۵	¢	©	۵	¢	VH304736	c. Engage in discussions about the learning development of specific students	۵	Ð	©	۵	¢	VH304736		
Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ø	®	©	۵	Œ	VH304740	d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ø	Ð	Q	۵	¢	VH304740		
2019 Grade 3. In your school, how se		Min	inor	n each row. Moderate problem	Serious problem	VIISSI652	Issue: School 23. In your school, how so		oroblem? Sel	Minor N	each row. Moderate problem	Serious problem	VIDQ692	NC	N/A
. The school building nee	ds 💿		D	©	0	VH262653	a. The school building nee	ds 🛛		0	Q	0	VH262653		
significant repair. Classrooms are overcrowded.	۵	a	D	Q	۵	VH262654	significant repair. b. Classrooms are overcrowded.	0	,	Ð	©	0	VH262654		
	۵	a	D	©	٩	VH262655	 c. Teachers have too many teaching hours. 	6	,	Ð	©	٥	VH262655		
Teachers have too many teaching hours.		đ	D	©	۵	VH262656	 d. Teachers do not have adequate workspace (e., for preparation, collaboration, or meetir with students). 	3		©.	Q	٩	VH262656		
 Teachers have too many teaching hours. Teachers do not have adequate workspace (e.g for preparation, collaboration, or meetin with students). 							e. Teachers do not have adequate instructional	G		Ð	©	0	VH262657		
teaching hours.		d	D	©	Ø	VH262656	adequate workspace (e. for preparation, collaboration, or meetir with students). e. Teachers do not have	g QC					VH260656		

							2021	item							D/A/ R/NC +	Rational
24. How much does each of the following statements apply to you as a teacher? Select one circle in each row.					24. How r circle	nuch does each in each row.	of the followin	ng statements a	apply to you as	a teacher? Sel	ect one	VH305005	NC	N/A		
	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me				Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me			
I am satisfied with being a teacher at this school.	©	D	©	©	©	VH305016		isfied with teacher at this	۵	©.	©	©	Ð	VH305016		
My work inspires me.	۵	Ð	©	۵	©	VH305024	b. My wor	k inspires me.	۵	O	©	0	Ð	VH305024		
I am frustrated as a teacher at my school.	0	Φ	©	۵	Ð	VH305032		istrated as a at my school.	۵	٩	©	Θ	Θ	VH305032		
I am supported by the teachers at my school.	100	Φ	©	0	Ð	VH305033		pported by the s at my school.	Ø	Ð	0	0	θ	VH305033		
019 Grade						VH22966		School						VII329966	NC	N/A
Whether a student does things. You may feel th than others. In school, following? Select one c	at some of the how possible	is it for your	e easier for yo	our students to	o change		things than o	er a student doo . You may feel t thers. In school ing? Select one	hat some of the how possible	hese things are is it for your	easier for you	ir students to	change			
	Not at all possible to	A little possible to change	Somewhat possible to change		Completel possible to change				Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change			
	change		1	0	Ð	VH329967		telligent	۵	Ð	©	٥	Ð	VH329967		
Being intelligent	© ©	Ф	Q	-		1 1	h Dutti									
Being intelligent Putting forth a lot of effort Behaving well in class	• change	© © ©	0 0	0	Ð	VH329968 VH329970	effort	forth a lot of g well in class	@ @	© ©	© ©	0	Ð	VH329968		

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	В	13, 14
Grade 8 Teacher	13	В	14
Grade 8 Teacher	15	С	16
Grade 8 Teacher	18	A	Do NOT skip 19
Grade 8 Teacher	18	В	Do NOT skip 20
Grade 8 Teacher	18	С	Do NOT skip 21

VH240385

VH240386

1. What is your sex?

- Male
 Male
- Female

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

- Do, I am not Hispanic or Latino.
- Yes, I am Mexican, Mexican American, or Chicano.
- © Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- Tes, I am from some other Hispanic or Latino background.

- 3. Which of the following best describes you? Select all squares that apply.
 - White
 - Black or African American
 - © Asian
 - American Indian or Alaska Native
 American Indian or Alaska
 American Indian or Alaska
 American Indian or Alaska
 American Indian
 American
 American Indian
 American
 American Indian
 American
 Americ
 - D 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
 1-2 years
 - © 3-5 years
 - @ 6-10 years
 - @ 11-20 years
 - ① 21 or more years

VH240202

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

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

- 9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
 - Yes, I hold a permanent certificate.
 - Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - O 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	8	Ð	©	VH241758
b. English	8	Ð	Ø	VH241754
 Other language arts-related subject 	8	Ð	©	VH241784
d. Mathematics education	8	D	O	VH241760
e. Mathematics	0	Ð	Ø	VH241761
f. Other mathematics-related subject such as statistics	8	Φ	O	VH241776
g. History or history education	8	Ð	O	VH614158
 Geography or geography education 	0	Ð	Q	VH614159
i. Political science	0	Ð	Q	VH614160
 General social science or social studies education 	8	Ð	©	VH614162
 Other social science (for example, economics, sociology, psychology, anthropology) 	Ø	Ð	Q	VH614164
 Elementary or secondary education 	8	Ð	©	VH241767
m. Special education (including students with disabilities)	8	Ð	©	VH241781
n. English language learning	8	O	Q	VH241782

VH240204

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

Yes
 Yes

Mo
 No

		Yes, a major	Yes, a minor or special emphasis	No	
	ding, language arts, or literacy cation	0	Ð	©	VH241791
b. Engl	lish	8	Ð	O	VH241789
c. Othe subj	er language arts-related ect	0	Φ	©	VH241810
d. Mat	hematics education	8	Ð	0	VH241792
e. Mat	hematics	(3)	Ð	O	VH241793
	er mathematics-related ect such as statistics	0	Φ	©	VH241794
g. Hist	tory or history education	0	Ð	0	VH614171
	graphy or geography cation	8	Ð	©	VH614172
i. Polit	tical science	(3)	Ð	O	VH614173
	eral social science or social lies education	0	Ð	©	VH614174
econ	er social science (for example, nomics, sociology, psychology, nropology)	Ø	Φ	©	VH614175
	nentary or secondary cation	8	Ð	O	VH241797
m. Spec stud	cial education (including lents with disabilities)	8	Ð	©	VH241807
n. Engl	lish language learning	3	Ð	O	VH241808

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

VH294995

- 15. In this school year, did your school offer training for teachers on how to use computers or other digital devices?
 - Tes, to all teachers
 - (B) Yes, to some teachers
 - O No

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

VH241893

 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	0	Ð	O	VH241894
b.	Software applications	0	Ð	0	VH241895
c.	Use of the Internet	0	Ð	Q	VH241898
d.	Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	0	Ð	Q	VH241897
e.	Integration of computers and other technology into classroom instruction	0	Ð	©	VH241896

- 18. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.
 - Desktop computers
 - Laptop computers (including Chromebooks)
 - 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.
- C All computers are functional, but all or almost all run slowly.
- D 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.
- C All computers are functional, but all or almost all run slowly.
- D 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.
- C All tablets are functional, but all or almost all run slowly.
- D Some of the tablets do not operate and cannot be used.
- I don't know.

VH592052

VH592059

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	
	Teach jointly as a team in the same class	8	θ	0	0	Θ	VH304693
1	Observe other teachers' classes and provide feedback	0	θ	0	θ	θ	VH304698
4	Engage in discussions about the learning development of specific students	0	θ	0	θ	Θ	VH304736
t t s c	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	0	θ	Θ	θ	Θ	VH304740

		Not a problem	Minor problem	Moderate problem	Serious problem	
a.	The school building needs significant repair.	0	Ð	©	0	VH262653
b.	Classrooms are overcrowded.	0	Ð	O	0	VH262654
c.	Teachers have too many teaching hours.	0	Ð	O	0	VH262655
d.	Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ø	Ð	Q	θ	VH262656
e.	Teachers do not have adequate instructional materials and supplies.	۵	Ð	Q	Θ	VH262657

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

11		24	Net l	ne.	ie.
٠	n	5		a,	LD.

VH262652

		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.	Θ	θ	0	0	Ð	VH305016
b.	My work inspires me.	Θ	Ð	0	0	Ð	VH305024
c.	I am frustrated as a teacher at my school.	Θ	θ	0	0	Ð	VH305032
d.	I am supported by the teachers at my school.	Θ	θ	0	0	Ð	VH305033

VH329966

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.

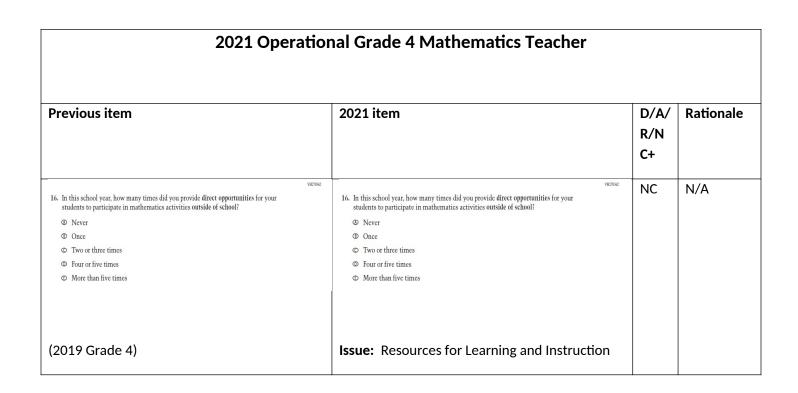
	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	0	θ	0	θ	θ	VH329967
 Putting forth a lot of effort 	8	θ	0	θ	θ	VH329968
c. Behaving well in class	0	θ	0	θ	θ	VH329970

Previous item	2021 item	D/A/ R/N C+	Rationale
 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. 	 Which best describes your role in teaching mathematics to this class? I do not teach mathematics to this class. I teach all or most subjects, including mathematics. The only subject I teach is mathematics. We team teach, and I have primary responsibility for teaching mathematics. 	NC	N/A
(2019 Grade 4)	Issue: Resources for Learning and Instruction		
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2019 Grade 4)	Issue: Resources for Learning and Instruction		
VIII 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	STN VHENT STN STN	NC	N/A
(2019 Grade 4)	Issue: Resources for Learning and Instruction		
 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 	Approximately how much mathematics homework do you assign to students in this class each day? O None 15 minutes 30 minutes 45 minutes One hour More than one hour	NC	N/A
(2019 Grade 4)	Issue: Organization of Instruction		
viceos 5. To what extent are students permitted to use calculators during mathematics lessons? © Unrestricted use © Restricted use © Calculators are not permitted.	 S. To what extent are students permitted to use calculators during mathematics lessons? O Unrestricted use P Restricted use Calculators are not permitted. 	NC	N/A
(2019 Grade 4)	Issue: Organization of Instruction		

Previous item	2021 item	D/A/ R/N C+	Rationale
 5. What kind of calculator do your students usually use during mathematics lessons? Sone Basic four-function (addition, subtraction, multiplication, division) Scientific (not graphing) Graphing 	 6. What kind of calculator do your students usually use during mathematics lessons? None Basic four-function (addition, subtraction, multiplication, division) Scientific (not graphing) Graphing 	NC	N/A
2019 Grade 4)	Issue: Resources for learning and instruction		
 When you give students a mathematics test or quiz, how often do they use a calculator? Never Sometimes Always 	7. When you give students a mathematics test or quiz, how often do they use a calculator? © Never © Sometimes © Always	NC	N/A
2019 Grade 4) 8. In your mathematics class this year, how often do your students use a computer or	Issue: Organization of Instruction 8. In your mathematics class this year, how often do your students use a computer or	NC	N/A
other digital device (excluding handheld calculators) to do each of the following? Select one circle in each row.	other digital device (excluding handheld calculators) to do each of the following? Select one circle in each row.	INC	N/A
About once About once About once Ferey day or or twice a or twice between the or twice of twice o	About once About once About once Every day or Never or twice a or twice a or twice a or twice a year month week every day		
a. Practice or review mathematics topics 0 0 0 0 0 10 10 10 10 10 10 10 10 10 10	a. Practice or review mathematics topics 0 0 0 0 0 WH10972		
b. Extend mathematics learning with	b. Extend mathematics learning with \odot \odot \odot \odot \odot ψ ^{170,69733} enrichment activities		
c. Research mathematics topics on the Internet © © © © © © © ©	c. Research mathematics topics on the Internet © © © © © © © © © ©		
2019 Grade 4)	Issue: Organization of Instruction		
 In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 	 In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row. 	NC	N/A
Yes No, I do not prefer to use this is not available to	Yes No, I do not prefer to use this is not available to		
a. Textbooks provided by your district or school D D WHEARD	a. Textbooks provided by your district or school © © wassa		
b. Other materials provided by your district or school	b. Other materials provided by your district or school		
c. Materials you have created © © VHB45842	c. Materials you have created © © VHB45842		
e. Physical and/or digital	e. Physical and/or digital		
f. Digital games © © © VH6541	f. Digital games Image: Constraint of the second		
g. Interactive whiteboard © © WHESSAG	g. Interactive whiteboard © © VIBASSAA		

Previous iter	n						2021 item							D/A/ R/N C+	Rationale
10. Thinking about your f emphasis did you plac circle in each row.						VH270271	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.							NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	\Box		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	a. Use alternate methods to solve problems when the first method does not work	۵	D	©	©	©	VH270274		
 Explain one's thinking and make connections between models and equations 	۵	۲	©	٥	©	VH270275	b. Explain one's thinking and make connections between models and equations	۵	0	Ø	۵	©	VH270275		
Make assumptions	0	۲	©	۵	©	VH617226	c. Make assumptions	۵	(1)	©	Ø	©	VH617226		
Make approximations Represent a problem	٩	•	©	۵	©	VH617227	d. Make approximations e. Represent a problem	۲	(1)	©	۵	©	VH617227		
situation with numbers, words, pictures, or charts	۲	0	©	٥	©	VH270277	situation with numbers, words, pictures, or charts	۲	۵	©	Ø	D	VH270277		
 Understand tools for problem solving and limitations of use 	۵	٢	Ø	۵	©	VH270278	f. Understand tools for problem solving and limitations of use	۲	ـ®	Ø	۵	Œ	VH270278		
g. Use clear and precise language to discuss problem solving and reasoning	۲	۵	©	٥	©	VH847655	g. Use clear and precise language to discuss problem solving and reasoning	۲	٥	Ø	Ø	©	VH847655		
 Numbers and operations Measurement Geometry Data analysis, statistics, probability 		Little or no emphasis © ©	Mode empt C	nasis ne	© © © ©	VH240851 VH240852 VH240853 VH240856	a. Numbers and operations b. Measurement c. Geometry d. Data analysis, statistics, probability		Little or no emphasis © © ©	Mode emph C C C C	asis ne	avy emphasis © © ©	VH240851 VH240852 VH240853 VH240855		
Algebra and functions 2019 Grade	4)	۵			Ø	VH240854	e. Algebra and functions	zatio	∞ n of In	structi		©	VH240854		
. When you teach mathe following? Select one c			le class, do y	ou do any of	the	VH240873	12. When you teach mather following? Select one ci			de class, do yo	ou do any of tl	ne	VH240873	NC	N/A
	Not a	t all Sma	ll extent	Moderate extent	Large exter	ıt		Not a	t all Sma	ll extent	Moderate extent	Large exten	t		
Set different achievemer standards for some students	ıt ©		0	©	Ø	VH240874	a. Set different achievemen standards for some students	t		6	Ø	۵	VH240874		
Supplement the regular course curriculum with additional material for some students	œ		٩	©	۵	VH240875	b. Supplement the regular course curriculum with additional material for some students	¢		٩	Q	۵	VH240875		
Have some students eng in different classroom activities Use a different set of	age ©		٥	O	Ø	VH240878	c. Have some students enga in different classroom activities d. Use a different set of	ge ©		٥	Ø	Ø	VH240878		
methods in teaching son	ne @		٢	Ø	Ø	VH240877	 d. Use a different set of methods in teaching som students 	e @		٢	Ø	Ø	VH240877		
Pace my teaching differently for some students	٢		(1)	O	Ø	VH240876	e. Pace my teaching differently for some students	٩		٢	Θ	۵	VH240876		
 d. Use a different set of methods in teaching son students e. Pace my teaching differently for some 	¢						 d. Use a different set of methods in teaching som students e. Pace my teaching differently for some 	¢		0	©				

	m						2021 item	2021 item						D/A/ R/N C+	Rationale
 In your mathematics of individual students to row. 						VH269925		 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. 							N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
Discuss each student's current level of performance with them	۵	٦	0	Ø	©	VH845878	a. Discuss each studen current level of performance with them	`s ®	۵	Ø	Φ	©	VH845878		
 Set goals for specific progress the student would like to make 	۲	(1)	Ø	Ø	©	VH269928	b. Set goals for specific progress the student would like to make	۵	٦	©	Ø	©	VH269928		
Discuss progress the student has made toward goals previously set	Θ	۵	Θ	Ø	©	VH269930	c. Discuss progress the student has made toward goals previously set	۵	®	0	Φ	©	VH269930		
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Θ	©	Θ	Ø	¢	VH269931	d. Determine how to adjust your teaching strategies to meet th student's current learning needs	e ©	©	Ø	Ø	©	VH269931		
(2019 Grade 4) Issue: Organization of Instruction 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. 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. 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.									NC	N/A					
	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
. My students did well because they studied and were prepared.		Not likely ®		Quite likely ©		VH270306	a. My students did wel because they studied and were prepared.	likely	Not likely ©		Quite likely ©		VH270306		
because they studied and were prepared. My students did well because they put in a	likely		likely		likely		because they studied and were prepared. b. My students did wel because they put in a	likely ©		likely		likely	VH270306 VH270307		
because they studied and were prepared. My students did well because they put in a lot of effort. My students did well because they always do well on tests.	likely ©	0	likely ©	Ø	likely ©	VH270306	 bccause they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. 		0	likely ©	Ø	likely ©	\square		
because they studied and were prepared.). My students did well because they put in a lot of effort. 2. My students did well because they always do well on tests. 1. My students did well because I taught the concepts well.	likely ©	©	likely ©	0	© ©	VH270306 VH270307	bcause they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because I taught the concepts well.		©	likely ©	0	© ©	VH270307		
because they studied and were prepared. D why students tid well because they put in a lot of effort. Why students did well because they always do well on tests. Why students did well because they used because they used because they guessed well on the test.	likely © ©	0	likely © ©	© ©	likely © ©	VH270306 VH270307 VH270308	 bcause they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because thay function the concepts well. e. My students did well because they guessed well on the test. 	likely 0 0 0 0 0 0 0 0 0 0	0	likely © ©	0	likely © ©	VH270307 VH270308		
bccause they studied and were prepared. My students did well bccause they put in a lot of effort. My students did well bccause they always do well on tests. My students did well bccause they the concepts well. My students did well bccause they guessed		© © ©	likely © © ©	© © ©	likely © © © ©	VH270306 VH270307 VH270308 VH270308	bcause they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because I taupht the concepts well. e. My students did well because they guesses	likely Ø Ø Ø Ø Ø Ø Ø	© © ©	likely © © ©	© © ©	likely © © ©	VH270307 VH270308 VH270309		
because they studied and were prepared. by My students did well because they put in a lot of effort. My students did well because they always do well on tests. d. My students did well because I ruught the concepts well. My students did well because they guessed well on the test. My students did well because they guessed well on the test.	likely D D D D D D D D D	© © © ©	likely © © © © ©	© © © ©	likely © © © ©	VH270306 VH270306 VH270307 VH270308 VH270309 VH270309	bcause they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because I taught the concepts well. e. My students did well because they guessec well on the test. f. My students did well because they guessec	likely Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø	© © © © ©	likely © © © © © © © © ©	© © © ©	likely © © © ©	VH1270307 VH1270308 VH1270309 VH1270311		
bccause they studied and were prepared. My students did well bccause they put in a lot of effort. My students did well bccause they always do well on tests. My students did well bccause I taught the concepts well. My students did well bccause they guessed well on the test. My students did well bccause they are just good at math.	likely		likely © © © © © 0 0 0 0 0 0 0 0 0 0 0 0 0		Likely	VH270306 VH270306 VH270307 VH270308 VH270309 VH270309	 bcause they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because I saught the concepts well. e. My students did well because they guessec well on the test. f. My students did well because they are just good at math. 	likely		likely		likely	VH1270307 VH1270308 VH1270309 VH1270311	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.

44

- 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.

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

hours and _____ minutes per week

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

VH845752

VH261160

VH240058

VH240059

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

A LETTORY	

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

- 7. When you give students a mathematics test or quiz, how often do they use a calculator?
 - D Never
 - Sometimes
 Sometime
 - O Always

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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	0	θ	0	θ	θ	VH269922
b.	Extend mathematics learning with enrichment activities	6	θ	0	θ	θ	VH269923
c.	Research mathematics topics on the Internet	0	θ	0	θ	Θ	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.	
 Textbooks provided by your district or school 	0	θ	©	VH845833
 Other materials provided by your district or school 	0	θ	©	VH845834
c. Materials you have created	0	θ	©	VH845842
d. Printed workbooks	0	θ	©	VH845840
 Physical and/or digital manipulatives 	0	θ	©	VH845837
f. Digital games	0	θ	©	VH845841
g. Interactive whiteboard	0	θ	©	VH845844

VH269921

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use alternate methods to solve problems when the first method does not work	0	θ	0	θ	Ð	VH270274
b.	Explain one's thinking and make connections between models and equations	0	₿	Q	0	Ð	VH270275
c.	Make assumptions	0	θ	0	0	Ð	VH617226
d.	Make approximations	0	θ	O	0	Ð	VH617227
e.	Represent a problem situation with numbers, words, pictures, or charts	0	₿	Q	0	Ð	VH270277
f.	Understand tools for problem solving and limitations of use	0	θ	0	0	Ð	VH270278
g.	Use clear and precise language to discuss problem solving and reasoning	Ø	θ	Q	0	Ð	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	0	θ	O	VH240851
b. Measurement	0	0	O	VH240852
c. Geometry	0	0	O	VH240853
d. Data analysis, statistics, and probability	۵	θ	Q	VH240856
e. Algebra and functions	Ø	0	©	VH240854

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

		Not at all	Small extent	Moderate	Large extent	
a.	Set different achievement standards for some students	0	Φ	©	۵	VH240874
b.	Supplement the regular course curriculum with additional material for some students	Ø	Φ	Q	Θ	VH240875
c.	Have some students engage in different classroom activities	0	Φ	©	0	VH240878
d.	Use a different set of methods in teaching some students	0	Φ	Q	۵	VH240877
e.	Pace my teaching differently for some students	0	Φ	©	Φ	VH240876

VH240850

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

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Discuss each student's current level of performance with them	0	θ	Θ	Θ	Ð	VH845878
b.	Set goals for specific progress the student would like to make	0	θ	0	0	Ð	VH269928
c.	Discuss progress the student has made toward goals previously set	8	θ	Θ	0	Ð	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	θ	0	0	Ð	VH269931

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

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

VH270361

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

 - Four or five times
 - D More than five times

2021 Operational Grade 8 Mathematics Teacher								
Previous item	2021 item	D/A/ R/NC +	Rationale					
 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. 	 Which best describes your role in teaching mathematics to this class? I do not teach mathematics to this class. I teach all or most subjects, including mathematics. The only subject I teach is mathematics. We team teach, and I have primary responsibility for teaching mathematics. 	NC	N/A					
(2019 Grade 8)	Issue: Resources for Learning and Instruction							
2. How many students are in this class? Enter the number of students.	VERSURE 2. How many students are in this class? Enter the number of students.	NC	N/A					
(2019 Grade 8)	Issue: Resources for Learning and Instruction							
In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only. hours and minutes per week	Solution of the set of the s	NC	N/A					
(2019 Grade 8)	Issue: Resources for Learning and Instruction							
 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 	 NUERON 4. Approximately how much mathematics homework do you assign to students in this class each day! None 15 minutes 30 minutes 45 minutes One hour More than one hour 	NC	N/A					
(2019 Grade 8)	Issue: Organization of Instruction							

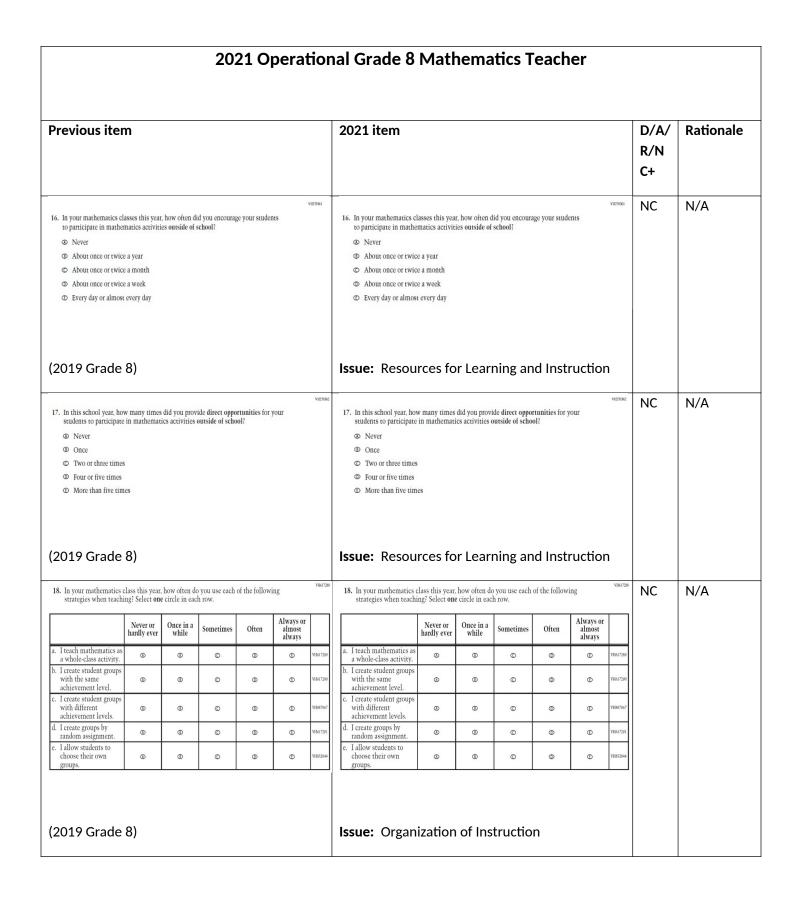
Previous item	2021 item	D/A/ R/NC +	Rationale
 vucaos 5. To what extent are students permitted to use calculators during mathematics lessons? © Unrestricted use © Restricted use © Calculators are not permitted. 	 5. To what extent are students permitted to use calculators during mathematics lessons? © Unrestricted use © Restricted use © Calculators are not permitted. 	NC	N/A
(2019 Grade 8)	Issue: Organization of Instruction		
 What kind of calculator do your students usually use during mathematics lessons? None Basic four-function (addition, subtraction, multiplication, division) Scientific (not graphing) Graphing 	VIEEDED 6. What kind of calculator do your students usually use during mathematics lessons? (a) None (b) Basic four-function (addition, subtraction, multiplication, division) (c) Scientific (not graphing) (c) Graphing	NC	N/A
(2019 Grade 8)	Issue: Resources for Learning and Instruction		
VIENNE 7. When you give students a mathematics test or quiz, how often do they use a calculator! ③ Never ④ Sometimes ③ Always	7. When you give students a mathematics test or quiz, how often do they use a calculator? © Never © Sometimes © Always	NC	N/A
(2019 Grade 8)	Issue: Organization of Instruction		
 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. 	 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. 	NC	N/A
About once or twice a year About once or twice a month About once exervities a week Every day or every day or every day	About once or twice a year About once or twice a month About once or twice a every day or every day		
a. Practice or review mathematics topics b. Extend mathematics	a. Practice or review mathematics OD C O VIEWAII		
0. Excited matchematics learning with enrichment activities •	b. Excite maticinates 0 0 0 0 1 1 earning with enrichment activities 0 0 0 0 1 1 c. Research mathematics topics on the Internet 0 0 0 0 1 1		
(2019 Grade 8)	Issue: Organization of Instruction		

revious item					2021 item					D/A/ R/NC +	Rationale
9. In your mathematics class this yea materials? Select one circle in each	r, do you use an 1 row.	y of the following ins	tructional	VH845832	 In your mathematics class this yea materials? Select one circle in each 	r, do you use ar 1 row.	ny of the following ins	structional	VH845832	T NC	N/A
	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.			Yes	No, I do not prefer to use this resource.	No, this resource is not available me.			
a. Textbooks provided by your district or school	۲	©	©	VH845833	a. Textbooks provided by your district or school	0	0	©	VH845833		
b. Other materials provided by your district or school	۵	۵	©	VH845834	b. Other materials provided by your district or school	0	٥	©	VH845834		
c. Materials you have created	(8)	(1)	©	VH845842	c. Materials you have created	۵	®	©	VH845842		
d. Printed workbooks	(8)	₿	O	VH845840	d. Printed workbooks	۲	٢	O	VH845840		
e. Physical and/or digital manipulatives	۵	٢	Q	VH845837	e. Physical and/or digital manipulatives	0	٥	O	VH845837		
f. Digital games	8	(1)	O	VH845841	f. Digital games	0	(1)	©	VH845841		
g. Interactive whiteboard	(8)	(1)	Q	VH845844	g. Interactive whiteboard	Ø	®	Q	VH845844		

	m						2021 ite	m							D/A/ R/NC +	Rational
 Thinking about your ei emphasis did you place circle in each row. 					t one	VH270281	10. Thinking a emphasis d circle in ea	did you place of					ct one	VH270281	NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			e	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	@	©	©	۵	©	VH562965	a. Use clear and language to o problem solv reasoning	d precise discuss	@	٢	©	۵	©	VH561965		
b. Make assumptions	(3)	0	©	Ø	Ð	VH617994	b. Make assum	ptions	(8)	(1)	©	Ø	0	VH617994		
c. Make approximations	۵	1	©	Ø	©	VH617995	c. Make approx	ximations	۵	(1)	©	٥	0	VH617995		
Represent a problem in multiple ways including using numbers, words, pictures, and charts	۵	٢	Ø	۵	٩	VH562967	d. Represent a j in multiple v including us numbers, wo pictures, and	ways sing ords,	۵	٢	Θ	۵	٢	VH562967		
 Use models to examine real-life and mathematical examples 	0	٢	0	٥	Ð	VH549099	e. Use models examine real mathematica examples	l-life and	8	٢	0	Ø	٢	VH549099		
. Create equations	۵	₿	©	٥	٢	VH562985	f. Create equat		۵	(1)	O	۵	٢	VH562985		
g. Examine patterns in tables and graphs to describe relationships	۵	₿	©	۵	©	VH562991	g. Examine pat tables and gr describe rela	raphs to	۵	٢	©	Ø	٢	VH561991		
n. Evaluate a problem-solving process . Evaluate the	٩	٩	Ø	۵	0	VH562983	h. Evaluate a problem-solv process i. Evaluate the		®	٢	©	Ø	٢	VH562983		
conclusions of other students	۵	۵	©	۵	٢	VH549107	i. Evaluate the conclusions students i. Relate what	of other	۵	۲	©	٥	٢	VH549107		
 Relate what your students know to the real world and make sense of it mathematically 	۵	٢	Ø	۵	Θ	VH562988	J. Relate what students kno real world ar sense of it mathematica	ow to the nd make	۵	٢	0	۵	٢	VH562988		
	eighth-grade ce on teachin	ig your studer	nts each of th	e following?	Select one		Issue: Or 11. Thinking al emphasis d circle in eac	bout your eigh id you place or	hth-grade m on teaching	nathematics cl your student	lasses this ye: ts each of the	ar, how much following? Se		VH547461	NC	N/A
 Thinking about your emphasis did you plac circle in each row. 	eighth-grade :	mathematics 1g your studer Very little emphasis	nts each of th	e following?	Select one	t of	11. Thinking al emphasis d	bout your eigh lid you place or ch row.	hth-grade m	athematics cl	lasses this ye	ar, how much	lect one A lot of emphasis		NC	N/A
 Thinking about your emphasis did you plac circle in each row. Use definitions and notation precisely 	eighth-grade ce on teachin No	g your studer Very little	ts each of the Some	e following?	Select one	t of nasis	11. Thinking al emphasis d	bout your eigh lid you place or ch row. en ons and	hth-grade m on teaching No	aathematics cl your student Very little	lasses this ye: ts each of the Some	ar, how much following? Se Quite a bit	A lot of		NC	N/A
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 Thinking about your emphasis did you placent circle in each row. Use definitions and notation precisely Identify and correct flaved mathematical reasoning Construct arguments using tables, graphs, or diagrams 	eighth-grade cc on teachin mphasis © © ©	your studer	some emphasis © ©	Quite a b of emphas	it A lo is empl d	t of aasis >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	11. Thinking al emphasis d circle in eac a. Use definitio notation prec b. Identify and flawed math reasoning c. Construct ar using tables, diagrams	bout your eigh id you place or ch row.	hth-grade m on teaching No emphasis ©	athematics cl your student Very little emphasis ©	lasses this ye: ts each of the Some emphasis ©	ar, how much following? Se Quite a bit of emphasis ©	A lot of emphasis	VH547462	NC	N/A
1. Thinking about your comphasis did you placemphasis did you placemphas	eighth-grade ce on teachin emphasis ©	your studer	Some emphasis ©	© ©	Select one	t of aasis >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	 11. Thinking al emphasis d circle in each a. Use definition notation preceb I dentify and falawed mather reasoning c. Construct ary using tables. 	bout your eigh did you place or ch row. ens and cisely correct ematical guments graphs, or nd	nth-grade m on teaching mphasis ©	very little emphasis	Some emphasis ©	ar, how much following? Se Quite a bit of emphasis ©	A lot of emphasis ©	VH547462 VH547464	NC	N/A
circle in each row. Use definitions and notation precisely Identify and correct flawed mathematical reasoning Construct arguments using tables, graphs, or diagrams Make, test, and	eighth-grade cc on teachin mphasis © © © ©	your studer	some emphasis © ©	Quite a b of emphas	it A lo is empl d	t of lasis vistres > vistres > vistres > vistres > vistres	 Thinking al emphasis d circle in eac a. Use definition notation prec Identify and flawed mathe reasoning Construct ary using tables, diagrams Make, test, at 	bout your eigh id you place or ch row. ms and correct ematical guments graphs, or nd ectures ductive	No emphasis © ©	hathematics cl your student Very little emphasis D D D	lasses this ye: s each of the Some emphasis © ©	ar, how much following? Se Quite a bit of emphasis © © ©	A lot of emphasis © ©	; VH547462 VH547464 VH547468	NC	N/A

revious item						2021 item						D/A/ R/N C+	Rationale
12. Think about your plans for the emphasis did you or will you					VH240850	12. Think about your plans for t emphasis did you or will you	his mathematic give each of the	s class for the er following? Sele	ntire year. Ho ct one circle i	w much n each row.	VH240850	NC	N/A
	Little o empha		derate phasis I	Heavy emphasis			Little o emph		oderate 1phasis	Heavy emphasis			
. Numbers and operations	(6)		(1)	©	VH240851	a. Numbers and operations	(6)		(1)	©	VH240851		
o. Measurement	۵		(1)	©	VH240852	b. Measurement	(8)		(1)	©	VH240852		
c. Geometry	۵		0	©	VH240853	c. Geometry	(8)		ூ	©	VH240853		
d. Data analysis, statistics, and probability	۵		0	O	VH240856	 Data analysis, statistics, and probability 	(8)		(1)	©	VH240856		
e. Algebra and functions	@		0	©	VH240854	e. Algebra and functions			(1)	©	VH240854		
		ale and a loss of		(de	VH240899	Issue: Organiza				-(th -	VH240899	NC	N/A
2019 Grade 8) 13. When you teach mathema following? Select one circl	tics to your eigh e in each row.	th-grade class, do		of the	VH240899	Issue: Organiza 13. When you teach mathema following? Select one circl	tics to your eigh		o you do any		VH240899	NC	N/A
13. When you teach mathema following? Select one circl	tics to your eigh e in each row. Not at all	th-grade class, de Small extent	o you do any o Moderate extent	of the Large extent		13. When you teach mathema following? Select one circl	tics to your eigh				VH240899	NC	N/A
13. When you teach mathema	e in each row.		Moderate			13. When you teach mathema	tics to your eigh e in each row.	nth-grade class, d	o you do any Moderate		VH24099	NC	N/A
 When you teach mathema following? Select one circl Set different achievement standards for some students Supplement the regular course curriculum with additional material for some students 	e in each row. Not at all	Small extent	Moderate extent	Large extent		 13. When you teach mathema following? Select one circl a. Set different achievement standards for some students b. Supplement the regular course curriculum with additional material for some students 	tics to your eigh e in each row. Not at all ©	nth-grade class, d Small extent	o you do any Moderate extent	Large extent		NC	N/A
 When you teach mathema following? Select one circl Set different achievement students Supplement the regular course curriculum with additional material for some students Have some students engage in different classroom activities 	e in each row. Not at all ©	Small extent	Moderate extent ©	Large extent	VH240900	 13. When you teach mathema following? Select one circl a. Set different achievement standards for some students b. Supplement the regular course curriculum with additional material for some students c. Have some students engage in different classroom activities 	tics to your eigh e in each row. Not at all ©	th-grade class, d Small extent ©	o you do any Moderate extent ©	Large extent	VH24000	NC	N/A
 When you teach mathema following? Select one circl a. Set different achievement standards for some students Supplement the regular course curriculum with additional material for some students Have some students engage in different classroom activities Use a different set of methods in teaching some students 	e in each row. Not at all ©	Small extent	Moderate extent ©	Large extent	VH240900	 13. When you teach mathema following? Select one circl school of the school o	tics to your eigh e in each row. Not at all ©	Small extent	Moderate extent ©	Large extent	VH240000 VH240901	NC	N/A
following? Select one circl a. Set different achievement studants b. Supplement the regular course curriculum with additional material for some students c. Have some students in different classroom activities d. Use a different set of methods in teaching some	e in each row. Not at all © ©	Small extent	Moderate extent © ©	Large extent	VH2.4000 VH2.4000	 13. When you teach mathema following? Select one circl and the second second	tics to your eigh e in each row. Not at all O O O	Small extent	o you do any Moderate extent ©	Large extent	VH24000 VH240001 VH240004	NC	N/A

Previous item							2021 item							D/A/ R/N C+	Rationale
 In your mathematics individual students to row. 	class this yea assess their j	r, how often d progress in ma	o you do each ithematics? S	n of the follow elect one circl	ring with le in each	VH269925	 In your mathematics individual students to row. 	class this year assess their p	, how often do progress in mat	you do each o hematics? Sel	of the followin ect one circle	g with in each	VH269925	NC	N/A
	Never	About once or twice a year	About once or twice a month					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			
Discuss each student's current level of performance with them	۵	Đ	©	Ø	Ð	VH845878	a. Discuss each student's current level of performance with them	۵	Ð	0	θ	Θ	VH845878		
. Set goals for specific progress the student would like to make	٩	Ð	©	۵	¢	VH269928	b. Set goals for specific progress the student would like to make	۵	Ð	0	θ	Θ	VH269928		
Discuss progress the student has made toward goals previously set	٩	Ð	©	0	©	VH269930	c. Discuss progress the student has made toward goals previously set	۵	₿	Q	θ	Θ	VH269930		
Determine how to adjust your teaching strategies to meet the student's current	۵	D	©	٥	©	VH269931	 Determine how to adjust your teaching strategies to meet the student's current 	۵	Φ	©	Θ	Θ	VH269931		
Learning needs	8)	<u> </u>		1			Issue: Organ	ization	of Ins	tructio	n				
2019 Grade	s did very well	on their last 1 lanations is in	nathematics of this situation	test. How likel	ly do ircle in	VH220305	learning needs	ts did very we	ll on their last	mathematics	test. How lik	ely do circle in	VHZ7030	NC	N/A
2019 Grade	s did very well	on their last 1 anations is in Not likely	nathematics of this situation Somewhat likely	est. How likel 3 Select one ci Quite likely	y do iy cle in Extremely likely	VH270305	Issue: Organ	ts did very we	ll on their last	mathematics	test. How lik	circle in	VIEZ7030	NC	N/A
2019 Grade 5. Suppose your students you think each of the each row.	s did very well following exp Not at all	lanations is in	this situation Somewhat	R Select one ci	Extremely	V11270305	Issue: Organ	ts did very we e following exp Not at all	ll on their last planations is in	mathematics n this situatio Somewhat	test. How lik n? Select one	circle in Extremely	VH27030	NC	N/A
2019 Grade 5. Suppose your students you think each of the i each row. My students did well because they studied and were prepared. My students did well because they put in a lot of effort.	s did very well following exp Not at all likely	lanations is in Not likely	this situation Somewhat likely	? Select one ci Quite likely	ircle in Extremely likely		Issue: Organ Issue	ts did very we e following ex Not at all likely	ll on their last planations is is Not likely	mathematics n this situatio Somewhat likely	test. How lik n? Select one Quite likely	circle in Extremely likely		NC	N/A
2019 Grade 15. Suppose your students you think each of the i each row. My students did well because they studied and were prepared. My students did well because they put in a lot of effort. My students did well because they always do well on tests.	s did very well following exp Not at all likely ©	lanations is in Not likely D	somewhat likely	Quite likely	Extremely likely	/H270306	Issue: Organ Issue	ts did very we e following ex Not at all likely	ll on their last planations is in Not likely	mathematics n this situatio Somewhat likely	test. How lik n? Select one Quite likely	Extremely likely	VH270306	NC	N/A
2019 Grade 15. Suppose your students you think each of the each row. 10. My students did well because they studied and were prepared. 2. My students did well because they put in a lot of effort. 2. My students did well because I taught the concepts well.	s did very well following exp Not at all likely	Not likely	somewhat likely ©	Quite likely	Extremely likely D	7H270306 7H270307	Issue: Organ Is. Suppose your studen you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because I taught the concepts well.	ts did very we following ex Not at all likely	ll on their last planations is in Not likely D D	mathematics n this situatio Somewhat likely ©	test. How lik n? Select one Quite likely ©	Extremely likely D D	VH270306 VH270307	NC	N/A
2019 Grade 2	s did very well following exp Not at all likely	Not likely	somewhat likely © ©	Quite likely Quite likely	Extremely likely	/H270306 /H270307 /H270308	Issue: Organ Is. Suppose your studen you think each of the each row. a. My students did well because they studied and were prepared. b. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because they guesed well on the test.	ts did very we following expension of the follow	ll on their last planations is is	mathematics n this situatio Somewhat likely © © ©	test. How lik n? Select one Quite likely © 0 0	Extremely likely D D D	VH270306 VH270307 VH270308	NC	N/A
2019 Grade 15. Suppose your students you think each of the each row. 16. My students did well because they studied and were prepared. 17. My students did well because they always do well on tests. 17. My students did well because they always do well on tests. 17. My students did well because they aught the concepts well. 27. My students did well because they guessed	s did very well following exp Not at all likely	Not likely	somewhat likely © ©	Quite likely Φ Φ Φ Φ	Extremely likely	7H270306 7H270307 7H270308 7H270309	Issue: Organ Issue	Its did very we following experimental statements of the second statement of t	ll on their last planations is is	mathematics n this situatio Somewhat likely © 0 0 0	test. How lik n? Select one Quite likely 0 0 0 0 0	Extremely likely	VH270306 VH270307 VH270307 VH270309	NC	N/A
2019 Grade 15. Suppose your students you think each of the each row. 16. My students did well because they studied and were prepared. 17. My students did well because they always do well on tests. 17. My students did well because they always do well on tests. 17. My students did well because they guesed well on the test. 17. My students did well because they are just	s did very well following exp Not at all likely	Not likely	Somewhat likely © © © ©	Quite likely Quite	Extremely D D D D D D D D D	A1270306 A1270307 A1270308 A1270309 A1270311	Issue: Organ Issue	Is did very we following experience of the second s	ll on their last planations is is	mathematics n this situation Somewhat likely © © © © ©	test. How lik No Select one	Circle in Extremely	VH270366 VH270367 VH270367 VH270367 VH270367 VH270367 VH270367 VH270367 VH270367	NC	N/A



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	С	6

Appendix J2-8: Operational Grade 8 Mathematics

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.

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VH240054

VH261160

VH845752

- 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.
 - 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.

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

hours and minutes per week

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

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

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

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

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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	0	θ	Ø	Θ	Θ	VH269922
 Extend mathematics learning with enrichment activities 	0	θ	0	Θ	Θ	VH269923
c. Research mathematics topics on the Internet	0	θ	0	θ	Θ	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.	
 Textbooks provided by your district or school 	0	θ	©	VH845833
 Other materials provided by your district or school 	0	θ	Ø	VH845834
c. Materials you have created	0	θ	O	VH845842
d. Printed workbooks	0	θ	0	VH845840
 Physical and/or digital manipulatives 	0	θ	O	VH845837
f. Digital games	0	θ	0	VH845841
g. Interactive whiteboard	0	θ	0	VH845844

VH269921

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Use clear and precise language to discuss problem solving and reasoning	0	θ	Θ	θ	Θ	VH562965
b.	Make assumptions	0	θ	0	9	θ	VH617994
c.	Make approximations	8	θ	0	Θ	Ð	VH617995
d.	Represent a problem in multiple ways including using numbers, words, pictures, and charts	6	θ	Q	θ	Ð	VH562967
e.	Use models to examine real-life and mathematical examples	0	θ	Q	θ	Ð	VH549099
f.	Create equations	8	θ	O	0	Ð	VH562985
g.	Examine patterns in tables and graphs to describe relationships	8	Ð	0	0	Θ	VH562991
h.	Evaluate a problem-solving process	8	Φ	Q	0	Ð	VH562983
i.	Evaluate the conclusions of other students	0	Ð	0	Ø	θ	VH549107
j.	Relate what your students know to the real world and make sense of it mathematically	0	θ	0	۵	Θ	VH562988

VH547461

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	8	θ	0	θ	θ	VH547462
b.	Identify and correct flawed mathematical reasoning	8	θ	0	Θ	θ	VH547464
c.	Construct arguments using tables, graphs, or diagrams	8	θ	0	θ	θ	VH547468
d.	Make, test, and validate conjectures	8	θ	0	θ	θ	VH547466
e.	Engage in deductive reasoning and informal proofs	8	θ	Ø	0	θ	VH547465

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	0	θ	0	VH240851
b. Measurement	0	θ	0	VH240852
c. Geometry	0	θ	0	VH240853
 Data analysis, statistics, and probability 	8	θ	Ø	VH240856
e. Algebra and functions	8	θ	Q	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	0	θ	Ø	۵	VH240900
b.	Supplement the regular course curriculum with additional material for some students	0	θ	0	Θ	VH240901
c.	Have some students engage in different classroom activities	0	θ	0	0	VH240904
d.	Use a different set of methods in teaching some students	0	θ	0	0	VH240903
e.	Pace my teaching differently for some students	Θ	θ	Ø	0	VH240902

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

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Discuss each student's current level of performance with them	8	θ	0	Θ	Ð	VH845878
b.	Set goals for specific progress the student would like to make	8	θ	O	0	Ð	VH269928
c.	Discuss progress the student has made toward goals previously set	8	θ	Q	٩	Θ	VH269930
d.	Determine how to adjust your teaching strategies to meet the student's current learning needs	0	θ	Q	0	⊕	VH269931

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

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	0	Φ	©	Θ	Ð	VH270306
b.	My students did well because they put in a lot of effort.	8	⊕	Q	Θ	Ð	VH270307
c.	My students did well because they always do well on tests.	0	θ	Q	0	Ð	VH270308
d.	My students did well because I taught the concepts well.	0	Φ	Q	Θ	Ð	VH270309
e.	My students did well because they guessed well on the test.	۵	Φ	Q	Θ	Ð	VH270311
f.	My students did well because they are just good at math.	۵	Φ	©	۳	Ð	VH270313

VH270361

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

Mever Never

- D About once or twice a year
- About once or twice a month
- About once or twice a week
- D 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
 Never
 - Once
 - Two or three times
 - Four or five times
 - D More than five times

VH617288

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

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.

Appendix J2-9: Summary of Changes Operational Grade 4 Reading

			202	1 Op	erat	tic	onal Grade 4	4 Read	ding Te	eache	r			
Previous item							2021 item						D/A/ R/NC +	Rationale
 Which best describes your ro Language arts refers to read circle. I do not teach English/lar I teach all or most subjec The only subject I teach i We team teach, and I hav 	ing, writing, Ii nguage arts to t ts, including E is English/lang	iterature, and re this class. nglish/language auge arts.	lated topics. Se arts.	elect one	VH240015		 Which best describes your re Language arts refers to read circle. I do not teach English/lat I teach all or most subject The only subject I teach We team teach, and I have 	ling, writing, li nguage arts to t cts, including En is English/lang	terature, and rel his class. nglish/language a 1age arts.	ated topics. Se irts.	lect one	VH240015	NC	N/A
(2019 Grade 4)						1	ssue: Resource	es for Le	earning	and Ins	tructior	ו		
2. How many students are in thi		he number of stud	dents.		VH261160		2. How many students are in th					VH261160	NC	N/A
(2019 Grade 4)							ssue: Resourc	es for L	earning	and Ins	structio	n		
3. In a typical week, about how English/language arts instruc literature, and related topics. hours and	tion? Language Enter the hours . minutes per v	arts refers to read and minutes.		on	VIESA214		 In a typical week, about how English/language arts instruc literature, and related topics. hours and 	tion? Language Enter the hours	arts refers to read and minutes.			/H33214	NC	N/A
(2019 Grade 4)							ssue: Resource	es for Le	earning	and Ins	tructior	١		
 To what extent have you pr arts class so far this year? S 	ovided instruct elect one circle	tion in the follow in each row.	ing in English/l	anguage	VH240522		4. To what extent have you p arts class so far this year? §			ing in English/l	anguage	VH240522	NC	N/A
	Not at all	Small extent	Moderate extent	Large extent	$\left[\right]$			Not at all	Small extent	Moderate extent	Large extent			
a. Fiction b. Exposition	@ @	© ©	© ©	© ©	VH240523 VH240526		a. Fiction b. Exposition	@ @	©	© ©	© ©	VH240523 VH240526		
c. Argumentation and persuasion	۵	0	©	٥	VH240527		c. Argumentation and persuasion	@	0	©	٥	VH240527		
(2019 Grade 4)							ssue: Organiza	ation of	Instruc	tion				

2021 Operational Grade 4 Reading Teacher

revious iter	n							2021 item							D/A/ R/NC +	Rational
 When reading a story ask your students to e 	article, or oth lo the followir	er passage wit 1g? Select one	h your stude circle in each	nts, how ofter h row.	n do you	VH334294		 When reading a story, ask your students to de 	article, or oth o the followin	er passage wit g? Select one	h your studen circle in each	ts, how often or row.	do you	VH334294	NC	N/A
	Never or hardly ever	Once in a while	Sometimes	Often	Always o almost always	r			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			
Summarize the	۵	₿	©	۵	©	VH334295		a. Summarize the passage	٩	8	©	۵	Ū	VH334295		
Interpret the meaning of the passage	۵	®	©	۵	¢	VH334296		b. Interpret the meaning of the passage	۲	(1)	©	۵	©	VH334296		
Question the motives or feelings of the characters	۵	8	©	۵	¢	VH334299		c. Question the motives or feelings of the characters	0	0	©	۵	⊕	VH334299		
Identify the themes of the passage	۵	6	©	۵	٢	VH335901		d. Identify the themes of the passage	0	8	©	۵	٩	VH335901		
Analyze two or more texts on the same topic	۵	₿	©	Ø	©	VH334297		e. Analyze two or more texts on the same topic	Θ	Θ	©	Ø	C	VH334297		
019 Grade	4)							Issue: Organiz	zation	of Inst	tructio	n				
	hat extent hav	e you emphasi al and literary	ized the follo texts in clas	wing cognitive s ³ Select one c	e ircle in	VH261255		 6. This school year, to w processes when teachi each row. 	hat extent ha	ve you empha	sized the follo	wing cognitiv	e iircle in	VH261255	NC	N/A
 This school year, to w processes when teach 	hat extent hav	e you emphasi aal and literary Very little emphasis	ized the follo texts in clas Some emphasis	wing cognitiv s? Select one c Quite a bit of emphasis	e ircle in A lot of emphasis	VID61255	ŀ	 This school year, to w processes when teaching 	hat extent ha	ve you empha	sized the follo	wing cognitiv	e tircle in A lot of emphasis	VH261255	NC	N/A
 This school year, to w processes when teach each row. 	hat extent having information	very little	y texts in class	s? Select one c Quite a bit	ircle in A lot of	VH261255	ŀ	 This school year, to w processes when teaching 	that extent ha ing information No	ve you empha nal and literat Very little	sized the follo ry texts in clas Some	wing cognitiv s? Select one c Quite a bit	circle in A lot of	VED61255 VHD61256	NC	N/A
each row. . Locate and recall (e.g., identify main ideas or focus on specific	hat extent hav ng information No emphasis	Very little emphasis	y texts in class Some emphasis	s? Select one c Quite a bit of emphasis	ircle in A lot of emphasis		ŀ	 This school year, to w processes when teachi each row. a. Locate and recall (e.g., identify main ideas or focus on specific 	rhat extent ha ing informatic No emphasis	ve you empha nal and literar Very little emphasis	sized the follo ry texts in clas Some emphasis	wing cognitiv s? Select one of Quite a bit of emphasis	circle in A lot of emphasis		NC	N/A
 This school year, to w processes when teach each row. Locate and recall (e.g., identify main ideas or focus on specific elements of a story) Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of 	hat extent having information	Very little emphasis	some emphasis	Quite a bit of emphasis ©	A lot of emphasis ©	VH261256	1	 6. This school year, to w processes when teachi each row. a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story) b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of 	what extent hat ing information No emphasis	ve you empha nal and literat Very little emphasis ©	sized the follo ry texts in clas Some emphasis ©	wing cognitiv s? Select one c Quite a bit of emphasis ©	A lot of emphasis	VH261256	NC	N/A

Previous iter	m						2021 item							D/A/ R/NC +	Rational
 When you teach Engli strategies? Select one 			ı do you use the	e following		VH334360	 When you teach Engli strategies? Select one 	sh/language an circle in each	rts, how often row.	do you use the	e following		VH334360	NC	N/A
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			
 I teach reading as a whole-class activity. 	۲	(1)	٥	۵	٢	VH334361	 I teach reading as a whole-class activity. 	۵	٩	O	٥	©	VH334361		
 I create student groups with the same achievement level. 	۵	₿	Q	۵	Ū	VH334362	 I create student groups with the same achievement level. 	۵	٢	©	۵	٢	VH334362		
 I create student groups with different achievement levels. 	۵	(1)	Θ	۵	Û	VH548665	c. I create student groups with different achievement levels.	۵	٦	0	۵	©	VH548665		
 I create groups by random assignment. 	۵	۵	©	0	©	VH334363	 I create groups by random assignment. 	۵	٢	©	0	©	VH334363		
 I allow students to choose their own groups. 	۵	۲	Ø	۵	٢	VH334368	e. I allow students to choose their own groups.	۲	٢	Ø	٥	٢	VH334368		
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	۹	۵	Ø	٥	C	VH562894	f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	۵	٩	Ø	٥	٢	VH562894		
g. I ask students to work independently on an assignment or task.	۵	۱	Θ	۵	٢	VH548666	g. I ask students to work independently on an assignment or task.	۵	٢	Ø	٥	٢	VH548666		
 I ask students to work independently on a task they choose themselves. 	θ	۲	Θ	۵	Ð	VH548667	 I ask students to work independently on a task they choose themselves. 	Θ	٢	Θ	۵	©	VH548667		
i. Other strategies (Please specify):	۵	٢	©	Ø	¢	VH562900	i. Other strategies (Please specify):	۵	٢	©	Ø	©	VH562900		

2021 Operational Grade 4 Reading Teacher

Previous item

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.

vunas

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	۵	Ū	Q	VH334485
b. Electronic textbooks	۵	0	O	VH334486
c. A variety of children's books (e.g. novels, collections of stories, nonfiction)	®	0	©	VH262701
d. Materials from different curricular areas	۲	٥	Q	VH334498
e. Children's newspapers and/or magazines	۵	۵	Q	VH262704
f. Reading-related websites or apps	۵	۵	Q	VH334495
g. Reading-related educational games	۵	(1)	O	VH334491

2021 item						D/A/	Rationale
						R/NC	
						+	
					VH33484		
 When you teach English/langua following resources? Select one 			o you use each	of the	VH334484	NC	N/A
	Not used	Supple	ment i	Basis for nstruction			
a. Hardback textbooks, workbooks, or worksheets	۵	0	,	O	VH334485		
b. Electronic textbooks	۵	0	,	O	VH334486		
c. A variety of children's books (e.g. novels, collections of stories, nonfiction)	ß	C	5	O	VH262701		
d. Materials from different curricular areas	۵	C		Q	VH334498		
e. Children's newspapers and/or magazines	۵	0) 	O	VH262704		
f. Reading-related websites or apps	8	(1)	>	Q	VH334495		
g. Reading-related educational games	٨	0		0	VH334491		
Issue: Organizatio	n of Inst	ructio	n				
9. In your fourth-grade English/lang students do each of the following	uage arts class tl ? Select one circ	his year, how o le in each row	often do your		VH844695	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			

(2019 Grade 4)

9. In your fourth-grade En students do each of the	nglish/langua e following? \$	ge arts class th Select one circl	nis year, how o le in each row.	often do your		VH844695	9. In your fourth-grade E students do each of the	nglish/langua e following? S	ge arts class th elect one circl	nis year, how o e in each row.	often do your		VH844695	NC	N/A
	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day			
a. Build and practice vocabulary	(6)	8	©	۵	©	VH844696	a. Build and practice vocabulary	(9	ـ	©	0	¢	VH844696		
b. Build reading fluency	6	۲	©	۵	©	VH844700	b. Build reading fluency	(٢	0	0	٢	VH844700		
c. Build reading comprehension	0	•	Θ	Ø	©	VH844698	c. Build reading comprehension	8	٩	0	0	٢	VH844698		
d. Practice spelling and grammar	6	8	©	۵	©	VH844697	d. Practice spelling and grammar	6	٩	0	۵	¢	VH844697		
e. Access reading-related websites	8	8	Θ	۵	©	VH844701	e. Access reading-related websites	8	⊕	0	Θ	Ð	VH844701		
f. Conduct research for reading projects	@	₿	©	Ø	©	VH844699	f. Conduct research for reading projects	۵	ـ®	O	۵	¢	VH844699		
(2019 Grade	4)						Issue: Organi	zation	of Inst	ruction	n				

2021 Operational Grade 4 Reading Teacher

 Suppose your students likely do you think eac circle in each row. a. My students did well because they studied and were prepared. b. My students did well 	h of the followir						2021 item							D/A/ R/NC +	Rationale
because they studied and were prepared.	Not at all likely	on their last l ving explanat	English/langu tions is in this	age arts test. F s situation? Sel	How lect one	VH262946	 Suppose your students likely do you think eac circle in each row. 	did very well o h of the followi	n their last ing explanat	English/langu tions is in this	age arts test. F situation? Sel	low ect one	VH262946	NC	N/A
because they studied and were prepared.		Not likely	Somewhat likely	Quite likely	Extremely likely			Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely			
h My students did well	۲	٢	©	Ø	Ū	VH262948	 My students did well because they studied and were prepared. 	0	٢	O	Ø	©	VH262948		
because they put in a lot of effort.	۵	٢	©	۵	Θ	VH262949	b. My students did well because they put in a lot of effort.	۵	٢	Ø	۵	Θ	VH262949		
 My students did well because they always do well on tests. 	۵	۲	©	۵	©	VH262950	c. My students did well because they always do well on tests.	٩	۲	Q	۵	C	VH262950		
d. My students did well because I taught the concepts well.	۲	٢	©	Ø	©	VH262951	d. My students did well because I taught the concepts well.	۹	٢	©	0	©	VH262951		
e. My students did well because they guessed well on the test. f. My students did well	٩	۲	O	۵	Ð	VH337286	e. My students did well because they guessed well on the test.	۵	٢	Ø	۵	Θ	VH337286		
													1 I		
because they are just good at reading.	٩	٥	©	Ø	¢	VH337287	f. My students did well because they are just good at reading.	۵	٢	©	۵	¢	VH337287		
because they are just good at reading. 019 Grade 4	4)					VH337287 VH262634	because they are just	· Prepa	ratior	<u> </u> ו			VH337287 VH252534	NC	N/A
because they are just good at reading. 019 Grade 4 . In your view, to what ext	4)	llowing limit	t how you tea				because they are just good at reading. Issue: Teacher 11. In your view, to what ex	· Prepa	ratior	1 t how you te				NC	N/A
because they are just good at reading. 019 Grade 4 . In your view, to what ext one circle in each row. Students lacking prerequisite knowledge or	()	llowing limit	t how you tea	ich this class?	Select		because they are just good at reading. Issue: Teacher 11. In your view, to what ex	• Prepai	lowing limi	1 t how you te:	ich this class?	Select		NC	N/A
because they are just good at reading. 019 Grade 4 . In your view, to what ext	tent do the follo	llowing limit	t how you tea at all	ich this class? Some	Select A lot		because they are just good at reading. Issue: Teacher 11. In your view, to what ex one circle in each row.	• Prepai	owing limi	T t how you tea at all	hch this class?	Select A lot	VHD2634	NC	N/A

Appendix J2-10: Operational Grade 4 Reading

Grade/Respondent	Item Number Initiating	Item Response(s)	Item Number(s) Being
	Skip Logic	Initiating Skip Logic	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.
 - D I teach all or most subjects, including English/language arts.
 - C The only subject I teach is English/language arts.
 - D 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.

VH334214

VH261160

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

hours and _____ minutes per week

74

- VH240522
- 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	0	θ	0	Θ	VH240523
b. Exposition	0	θ	0	Θ	VH240526
 Argumentation and persuasion 	8	θ	0	0	VH240527

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
 Summarize the passage 	0	θ	0	θ	θ	VH334295
 Interpret the meaning of the passage 	8	θ	0	θ	θ	VH334296
Question the motives or feelings of the characters	8	θ	9	θ	θ	VH334299
 Identify the themes of the passage 	8	θ	0	θ	θ	VH335901
 Analyze two or more texts on the same topic 	8	θ	0	θ	θ	VH334297

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

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

VH334294

strategies? Select one			do you use th	e following	
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always

		natury ever	winte			always	
a.	I teach reading as a whole-class activity.	8	Φ	O	۵	Ð	VH334361
b.	I create student groups with the same achievement level.	8	θ	0	0	Φ	VH334362
c.	I create student groups with different achievement levels.	8	θ	0	0	θ	VH548665
d.	I create groups by random assignment.	8	θ	0	0	θ	VH334363
e.	I allow students to choose their own groups.	8	θ	0	0	θ	VH334368
f.	I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	0	Φ	Ø	Θ	Ð	VH562894
g.	I ask students to work independently on an assignment or task.	8	θ	Ø	۵	Ð	VH548666
h.	I ask students to work independently on a task they choose themselves.	Ø	Φ	Ø	Φ	Ð	VH548667
i.	Other strategies (Please specify):	8	θ	0	۵	Θ	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.

VH334484

	Not used	Supplement	Basis for instruction	
 Hardback textbooks, workbooks, or worksheets 	0	Φ	O	VH334485
b. Electronic textbooks	0	Ð	0	VH334486
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	Ø	θ	Q	VH26270
 Materials from different curricular areas 	۵	Ð	©	VH33449
 Children's newspapers and/or magazines 	0	Φ	©	VH26270
f. Reading-related websites or apps	0	Ð	Ø	VH334495
 Reading-related educational games 	8	Φ	0	VH33449

7. When you teach English/language arts, how often do you use the following

		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	8	Ð	0	0	Ð	VH844696
b.	Build reading fluency	8	Ð	0	0	Ð	VH844700
C.	Build reading comprehension	0	Ð	Θ	0	Ð	VH844698
d.	Practice spelling and grammar	8	θ	0	0	Θ	VH844697
e.	Access reading-related websites	8	Ð	0	0	Ð	VH844701
f.	Conduct research for reading projects	0	Φ	Θ	0	Ð	VH844699

 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.

78

Not at all Somewhat

 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.

Г

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

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 0 Ð 0 0 VH262636 skills b. Students with special needs (e.g., physical disabilities, mental or VH262637 0 Ð O 0 emotional/psychological impairment) Disruptive students C. 0 Ð O 0 VH262638 Uninterested students VH262639 d. 0 Ð O 0

VH262634

Appendix J2-11: Summary of Changes Operational Grade 8 Reading

	tional Grade 8 Reading Teacher		
Previous item	2021 item	D/A/ R/NC +	Rationale
 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. 	 ¹⁰⁵ vucceos 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. 	NC	N/A
(2019 Grade 8)	Issue: Resources for Learning and Instruction		
2. How many students are in this class? Enter the number of students.	2. How many students are in this class? Enter the number of students.	NC	N/A
(2019 Grade 8)	Issue: Resources for Learning and Instruction		
3. In a typical week, about how much time in total do you spend with one of your cighth-grade English/language arts classes? Enter the hours and minutes. hours and minutes per week	3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes. hours and minutes per week	NC	N/A
(2019 Grade 8)	Issue: Resources for Learning and Instruction		
 4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle. © English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects. © Some English/language arts instruction is presented as a discrete subject. © English/language arts lessons are primarily integrated with instruction in other subjects. © English/language arts lessons are primarily integrated with instruction in other subjects.	 4. Which best describes how English/language arts instruction is organized for cighth-grade students at this school? Select one circle. English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects. Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject. English/language arts lessons are primarily integrated with instruction in other subjects. 	NC	N/A
(2019 Grade 8)	Issue: Organization of Instruction		

	1						2021 item							D/A/ R/NC +	Rationale
 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	5. To what extent have you arts class so far this year				n English/l:	anguage	VH240522	NC	N/A		
	Not at a	ll Smal	l extent	Moderate extent	Large extent			Not at all	Small		loderate extent	Large extent			
a. Fiction	۵	_	0	©	Ø	VH240523	a. Fiction	۵	_	0	O	٥	VH240523		
b. Exposition c. Argumentation and	@ @		0	0	©	VH240526 VH240527	b. Exposition c. Argumentation and	0		©	0	0	VH240526 VH240527		
019 Grade 8	3)						Issue: Organiza	ation of	f Inst	ructio	n				
6. When reading a story ask your students to	, article, or other	r passagc wit ? Select one	th your stude circle in each	nts, how ofte	en do you	WESCON	Issue: Organiza 6. When reading a story, a ask your students to do	rticle, or other p	passage wit	h your studen	ts, how ofte	n do you	VH34294	NC	N/A
6. When reading a story	, article, or other	passage wit Select one Once in a while	th your stude circle in each Sometimes	n row.	en do you Always or almost always	VHIQ2N	6. When reading a story, a ask your students to do	rticle, or other p the following?	passage wit	h your studen	ts, how ofte	n do you Always or almost always		NC	N/A
 6. When reading a story ask your students to of a. Summarize the passage 	, article, or other do the following Never or	? Select one Once in a	circle in each	n row.	Always or almost	VH34294	 When reading a story, a ask your students to do a. Summarize the passage 	rticle, or other p the following? Never or	passage wit Select one Once in a	h your studen circle in each	ts, how ofte row.	Always or almost		NC	N/A
 When reading a story ask your students to a. Summarize the 	, article, or other do the following Never or hardly ever	? Select one Once in a while	circle in each	often	Always or almost always		 When reading a story, at ask your students to do a. Summarize the 	rticle, or other p the following? Never or hardly ever	passage wit Select one Once in a while	h your studen circle in each Sometimes	ts, how ofte row. Often	Always or almost always		NC	N/A
6. When reading a story ask your students to of a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters	article, or other do the following Never or hardly ever	Select one? Once in a while	circle in each Sometimes ©	Often	Always or almost always		 6. When reading a story, a ask your students to do a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters 	rticle, or other p the following? Never or hardly ever	passage wit Select one Once in a while	ch your studen circle in each Sometimes ©	ts, how ofte row. Often ©	Always or almost always	VH334295	NC	N/A
 6. When reading a story ask your students to of a summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the 	article, or other do the following Never or hardly ever	Sclect one Once in a while D	sometimes	Often Ø Ø Ø	Always or almost always ©		 6. When reading a story, a ask your students to do ask your students to do a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the 	rticle, or other r the following? Never or hardly ever \$\overline{2}\$	Dassage wit Select one Dnce in a while ©	circle in each Sometimes	ts, how ofter row. Often ©	Always or almost always ©	VH334295 VH334296	NC	N/A
 6. When reading a story ask your students to of a summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same topic 	article, or other do the following Never or hardly ever © ©	Conce in a while Conce in a while Conce in a Conce	sometimes © ©	Often D Ø Ø Ø Ø	Always or almost always © ©		 6. When reading a story, a ask your students to do a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same topic 	nticle, or other price Never or hardly ever Image: Imag	Dassage with Select one Drice in a while Drice in a while Drice in a while Drice in a while	ch your studen circle in each Sometimes © ©	ts, how ofter row. Often © ©	Always or almost always © © ©	VH334295 VH334296 VH334299	NC	N/A
 6. When reading a story ask your students to of a summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same 	article, or other do the following Never or hardly ever	 Select one Once in a while D D	sometimes	Often Ø Ø Ø Ø Ø Ø	Always or almost always Φ Φ Φ Φ		 6. When reading a story, a ask your students to do a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the characters d. Identify the themes of the passage c. Analyze two or more texts on the same 	rticle, or other pr the following!	Dassage with Select one Dace in a while Date in a while Date in a while Date in a while Date in a while Date in a while Date in a while	h your studen circle in each Sometimes © © ©	ts, how ofter row. Often © © ©	Always or almost always	VH334295 VH334296 VH334299 VH335901	NC	N/A

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2021 Operational Grade 8 Reading Teacher

Issue: Organization of Instruction

Previous item

VH261255

VH33436

 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)	8	٦	Θ	Ø	٢	VH261256
b.	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	٦	Θ	۵	٢	VH261257
c.	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	۵	٦	Θ	Ø	Ð	VH261258

							+	
7. This school year, to w processes when teachine ach row.	hat extent hav ng informatio	ve you empha nal and literar	sized the follo y texts in clas	wing cognitive s? Select one c	ircle in	VH261255	NC	N/A
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis			
 a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story) 	Θ	©	Q	Ø	¢	VH261256		
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	۵	٦	Q	Ø	©	VH261257		
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	۵	٩	Ø	Ø	¢	VH261258		

Rationale

D/A/ R/NC

(2019 Grade 8)

Always or Never or hardly ever Once in a while Sometimes Often almost always a. I teach reading as a (3) ٢ 0 0 Ð whole-class activity. b. I create student groups with the same achievement level. ۲ ٢ 0 0 © I create student groups with different (۲ 0 0 0 achievement levels. d. I create groups by random assignment. e. I allow students to ۲ ٢ O Ø © choose their own ۲ ٢ 0 0 C groups. f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning ٢ 0 0 0 style). g. I ask students to work independently on an assignment or task. ٢ 1 0 0 0 h. I ask students to work independently on a 0 Ø Ð task they choose themselves. Other strategies (Please specify): O C ٢ ٢ 0 (2019 Grade 8)

whole-class activity. C C C C C C 1. Icreate student groups with the same achievement level. 0 0 0 0 VB3383 1. Icreate student groups with different achievement level. 0 0 0 0 VB3383 1. Icreate student groups with different achievement level. 0 0 0 0 VB3383 1. Icreate groups by random assignment. 0 0 0 0 VB3383 1. Illow students to choose their own groups. 0 0 0 VB3484 1. Is differentiated instruction for reading (Le, instruction for reading style). 0 0 0 0 1. Is students to work intervention tailored to student ability and learning style). 0 0 0 0 VB3484 1. Is students to work independently on an assignment or task. 0 0 0 0 VB3484		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		
achievement level. Image: Constraint of the second secon	 I teach reading as a whole-class activity. 	۵	٢	O	Φ	٢	VH334361	
achievement levels. Image: Constraint of the second seco	with the same	٩	۵	©	۵	©	VH334362	
random assignment. Image: Constraint of the second secon	with different	۹	٦	O	۵	C	VH548665	
groups. f. Iuse differentiated instruction for reading (i.e., instruction tailored to student ability and learning style). g. Iask students to work independently on an assignment or task.		0	(1)	©	٥	۵	VH334363	
(i.e., instruction tailored to student ability and learning style). Image: Construction (Station of the student store) Image: Construction of the state (Station of the state) Image: Construction of the state (Station of the state) Image: Construction of the state (State) Image: Construction of the state) Image:	choose their own	٩	٢	O	Ø	©	VH334368	
independently on an w the second seco	instruction for reading (i.e., instruction tailored to student ability and learning	0	٢	Q	٥	¢	VH562894	
h. Lack students to work	independently on an	۹	۵	©	Ø	©	VH548666	
n. Task students to work independently on a task they choose themselves.	task they choose	0	ـ	O	٩	Ð	VH548667	
i. Other strategies (Please specify):		0	(1)	©	Ø	٢	VH562900	

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

• When you teach English/Inguage arts to your students, how do you use each of the following resources? Select one circle in each now. Notes	revious item	1						2021 item							D/A/ R/NC +	Rational
Not used supprenditi instruction Not used Supprenditi instruction 1 Hurdback textbooks, workbooks,				lents, how do	you use eacl	h of the	VH334484				ents, how do y	you use each o	of the	VH334484	NC	N/A
or worksheets O O waans b. Electronic textbools O O Waans b. Electronic textbools O O Waans collections of stories, nonfiction O O Waans Autricy if bools (c.g., novels, collections of stories, nonfiction) O O Waans Autricy if bools O O Waans O O Waans I. Redding-related veloation of the following? O O Waans O O Waans I. Redding-related elucational games O O O Waans O O Waans I. In your cighth-grade English/language arts class this ycar, how often do your students do cach of the following? Select one circle in each row. Weans Vector Io In your cighth-grade English/language arts class this ycar, how often do your students do cach of the following? Select one circle in each row. Weans Io In your cighth-grade English/language arts class this ycar, how often do your students do cach of the following? Select one circle in each row. Weans In your cighth-grade English/language arts class this ycar, how often do your students do cach of the following? Select one circle in each row. Weans In your cighth-grade English/language arts class this ycar, how often do y			Not used	Supplen	nent					Not used	Supplem					
Electronic textbooks 0 0 10 10 A variety of books (e.g., novels, conditions, sondiction) 0 0 10 110 <t< td=""><td></td><td>kbooks,</td><td>۵</td><td>(1)</td><td></td><td>©</td><td>VH334485</td><td></td><td>kbooks,</td><td>۵</td><td>٢</td><td></td><td>©</td><td>VH334485</td><td></td><td></td></t<>		kbooks,	۵	(1)		©	VH334485		kbooks,	۵	٢		©	VH334485		
collections of stories, nonfiction) C <thc< th=""> C C</thc<>			(8)	(1)		0	VH334486	b. Electronic textbooks		8	(8)		©	VH334486		
curricular areas 0 0 0 1000000000000000000000000000000000000	collections of stories, non	ovels, fiction)	8	٩		©	VH262702	collections of stories, non	ovels, fiction)	8	٩		©	VH262702		
Newspapers and/or magazines O O Wear Reading-related websites or apps O O Wears Reading-related websites or apps O O Wears Reading-related ducational games O O Wears Reading-related ducational games O O Wears O Wears 2019 Grade 8) Issue: Organization of Instruction Wears Wears Wears Wears 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. Wears Wears Wears Wears 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. Wears Wears Wears Wears Wears Wears Wears NC N/A 	Materials from different							d Materials from different								
Reading-related educational Image: Provide a games			(8)	0		O	VH334498			(8)	(B)		Q	VH334498		
games w <td>curricular areas</td> <td>zines</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>curricular areas</td> <td>tines</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	curricular areas	zines						curricular areas	tines							
2019 Grade 8) Issue: Organization of Instruction 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. VECNO 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. VECNO 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. VECNO 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. VECNO 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. VECNO 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. VECNO 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. VECNO 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. VECNO 10. In your eighth-grade English/language arts class this year, how often do your year at month VECNO In the provide at the provement of the following? NC N/A 10. Build reading fluency <td< td=""><td>curricular areas Newspapers and/or magaz Reading-related websites</td><td>or apps</td><td>0</td><td>(1)</td><td></td><td>©</td><td>VH262705</td><td>curricular areas e. Newspapers and/or magaz f. Reading-related websites of</td><td>or apps</td><td>۲</td><td>١</td><td></td><td>Ø</td><td>VH262705</td><td></td><td></td></td<>	curricular areas Newspapers and/or magaz Reading-related websites	or apps	0	(1)		©	VH262705	curricular areas e. Newspapers and/or magaz f. Reading-related websites of	or apps	۲	١		Ø	VH262705		
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2021 Operational Grade 8 Reading Teacher D/A/ **Previous item** 2021 item Rationale R/NC + VH262946 VH26294 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. 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 NC N/A circle in each row. Not at all likely Not at all likely Somewhat likely Extremely likely Somewhat likely Extremely likely Not likely Quite likely Not likely Quite likely a. My students did well because they studied My students did well 0 Ð 0 because they studied (0 0 1 0 Ð and were prepared. and were prepared. My students did well b. My students did well because they put in a lot of effort. (٢ 0 0 Ð because they put in a lot of effort. (1 0 0 Ð My students did well My students did well because they always 6 ٢ 0 0 Ð because they always do well on tests. (1 0 0 Ð do well on tests. d. My students did well d. My students did well ٢ 0 Ð (0 because I taught the concepts well. (0 (0 Ð because I taught the concepts well. . My students did well e. My students did well because they guessed well on the test. 6 ٢ 0 0 Ð because they guessed well on the test. 0 (1) O 0 Ð My students did well My students did well because they are just ٢ O 0 Ð because they are just 1 O 0 Ð good at reading. good at reading. (2019 Grade 8) **Issue:** Teacher Preparation 12. In your view, to what extent do the following limit how you teach this class? Select 12. In your view, to what extent do the following limit how you teach this class? Select NC N/A one circle in each row. one circle in each row. Not applicable Not applicable Not at all Not at all A lot A lot Some Some Students lacking prerequisite knowledge or skills Students lacking prerequisite knowledge or skills (1) Ø Ø ❻ © Ø ۲ Ø b. Students with special needs (e.g., physical disabilities, mental or Students with special needs (e.g., physical disabilities, mental or h (1) (1) © ۲ © Ø Ø Ø emotional/psychological impairment) emotional/psychological impairment) c. Disruptive students ۲ (1) © ٥ Disruptive students ۵ 围 © ٥ d. Uninterested students d. Uninterested students ۲ ¢ ۲ C O ٥ (1) (2019 Grade 8) Issue: Resources for Learning and Instruction

Appendix J2-12: Operational Grade 8 Reading

Grade/Respondent	Item Number Initiating	Item Response(s)	Item Number(s) Being
	Skip Logic	Initiating Skip Logic	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. 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. VH240015

VH261160

VH334255

VH334381

- I do not teach English/language arts to this class.
- D I teach all or most subjects, including English/language arts.
- C The only subject I teach is English/language arts.
- D 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.

 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	0	θ	0	0	VH240523
b. Exposition	0	θ	0	0	VH240526
 Argumentation and persuasion 	0	θ	0	Ø	VH240527

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

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
	immarize the issage	0	θ	©	0	Ð	VH334295
b. In of	terpret the meaning the passage	0	θ	O	0	Ð	VH334296
or	uestion the motives feelings of the naracters	Θ	Ð	Ø	0	Ð	VH334299
	entify the themes of e passage	0	0	O	0	Ð	VH335901
ter	nalyze two or more xts on the same pic	0	θ	ø	0	Ð	VH334297
or	nalyze the author's ganization of formation in a issage	Θ	θ	Ø	0	œ	VH334302
g. Cr	ritique the author's aft or technique	0	θ	O	0	Ð	VH334305

VH240522

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

		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a.	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	0	θ	9	۵	œ	VH261256
b.	Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ø	θ	0	Θ	Ð	VH261257
C.	Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ø	θ	Q	٩	¢	VH261258

8. When you teach	English/language arts, h	now often do you	use the following
strategies? Selec	t one circle in each row.		

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
 I teach reading as a whole-class activity. 	0	•	O	0	Ð	VH334361
b. I create student groups with the same achievement level.	8	₿	Q	0	Ð	VH334362
c. I create student groups with different achievement levels.	8	⊕	Ø	0	Ð	VH548665
 I create groups by random assignment. 	0	⊕	O	0	Ð	VH334363
 I allow students to choose their own groups. 	0	⊕	Q	0	Ð	VH334368
I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	۵	Φ	Q	٢	Φ	VH562894
g. I ask students to work independently on an assignment or task.	0	⊕	Q	0	Ð	VH548666
 I ask students to work independently on a task they choose themselves. 	Θ	θ	Ø	0	œ	VH548667
 Other strategies (Please specify): 	8	⊕	O	0	Ð	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	0	₿	0	VH334485
b. Electronic textbooks	0	₿	0	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	0	₿	0	VH262702
d. Materials from different curricular areas	0	®	0	VH334498
e. Newspapers and/or magazines	0	ⓐ	O	VH262705
f. Reading-related websites or apps	8	ⓐ	O	VH334495
g. Reading-related educational games	0	®	0	VH334491

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

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a.	Build and practice vocabulary	8	Ð	Θ	θ	Ð	VH547868
b.	Build reading fluency	8	Ð	0	0	Ð	VH617114
c.	Build reading comprehension	8	Ð	0	θ	Ð	VH617116
d.	Access reading-related websites	8	Ð	Θ	0	Ð	VH547871
e.	Conduct research for projects	8	Ð	0	0	Ð	VH547872

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

		Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a.	My students did well because they studied and were prepared.	0	Φ	Ø	٩	θ	VH262948
b.	My students did well because they put in a lot of effort.	0	Φ	Ø	٩	θ	VH262949
c.	My students did well because they always do well on tests.	0	Φ	Ø	0	θ	VH262950
d.	My students did well because I taught the concepts well.	8	Ð	Ø	0	θ	VH262951
e.	My students did well because they guessed well on the test.	۵	Φ	Ø	٩	Θ	VH337286
f.	My students did well because they are just good at reading.	۵	Ð	Ø	٩	θ	VH337287

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

VH262634

		Not applicable	Not at all	Some	A lot	
a.	Students lacking prerequisite knowledge or skills	۵	θ	O	Θ	VH262636
b.	Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ø	Φ	Ø	Ø	VH262637
C.	Disruptive students	Ø	Ð	O	O	VH262638
d.	Uninterested students	Ø	0	O	0	VH262639

Appendix J2-13: Operational Grade 4 COVID-19

VR239622

VR248907

Skip Logic Table

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

1. Were you working as a teacher at this school during the 2019-2020 school year?

- (A) Yes
- B No

2. During the 2019-2020 school year, did you provide distance learning to fourth-grade students because of the COVID-19 outbreak?

Tes Yes

[®] No

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.	0	®	VR239666
b. Fourth-grade students in my class have participated in classroom-based instruction.	0	٩	VR239667
c. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	0	(9	VR239668
d. Teachers received training from the school or district for instruction in a distance learning format before the school year started.	0	(9	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.

VR239633

VR239634

		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	0	®	Ø	Ø	©	VR239641
b.	Remedial measures to reduce gaps between students' knowledge/ skills and achievement standards	0	⊕	0	Φ	Θ	VR239642
c.	Remedial measures with a special focus on students with disabilities	(9)	ഀ	Ø	Ø	¢	VR239644
d.	Remedial measures with a special focus on English language learners	0	₿	Ø	Ø	¢	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	8	®	Ø	0	VR239646
b.	Provided individualized support to students based on their specific learning gaps	0	®	Ø	0	VR239647
c.	Offered additional learning time or sessions to students outside of their regular instruction	0	©	Ø	0	VR239648
d.	Collaborated with other teachers and staff to review content that students should have learned last year	0	٩	Ø	٥	VR239649
e.	Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	۵	ـ®	O	٥	VR239650

- 6. This school year, what are the grading policies and practices in your fourth-grade class? Select **all** squares that apply.
 - ℬ Students receive letter grades.
 - (B) 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)	0	0	Ø	Ø	©	VR239651
b.	Used tools that help teachers share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	0	®	Ø	Ø	©	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)	Θ	®	Θ	٩	Ð	VR239653
d.	Participated in professional development or professional learning center activities to acquire additional training in distance learning	0	(1)	Ø	Ø	©	VR248997

8. So far this school year, how confident do you feel in doing the following things? Select **one** circle in each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Teaching your fourth-grade students	(8)	ß	O	Ø	Ē	VR239663
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	0	℗	O	Ø	©	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)	0	٩	©	Ø	©	VR239656
b.	Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	0	٩	©	Ø	¢	VR239657
c.	Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	0	©	O	Ø	¢	VR239659
d.	Develop strategies to help students who are having difficulties mastering content in their distance learning	0	₿	O	Ø	¢	VR239661

VR239637

VR239636

Appendix J2-14: Operational Grade 8 COVID-19

Skip Logic Table

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

VR239622

- 1. Were you working as a teacher at this school during the 2019-2020 school year?
 - Tes 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?

 - B No
 - **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.	0	ß	VR254921
b.	Eighth-grade students in my class have participated in classroom-based instruction.	0	٩	VR254922
c.	School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	0	٩	VR239668
d.	Teachers received training from the school or district for instruction in a distance learning format before the school year started.	0	٦	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	0	٩	Ø	Ø	¢	VR239641
b.	Remedial measures to reduce gaps between students' knowledge/ skills and achievement standards	0	Θ	0	Φ	©	VR239642
c.	Remedial measures with a special focus on students with disabilities	0	₿	Ø	Ø	¢	VR239644
d.	Remedial measures with a special focus on English language learners	0	₿	Ø	Ø	¢	VR239645

VR239634

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	(9)	®	Q	Ø	VR239646
b.	Provided individualized support to students based on their specific learning gaps	0	٦	0	Θ	VR239647
c.	Offered additional learning time or sessions to students outside of their regular instruction	0	٦	0	Θ	VR239648
d.	Collaborated with other teachers and staff to review content that students should have learned last year	0	٩	Ø	٥	VR239649
e.	Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	۵	٩	©	۵	VR239650

VR239635

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

 - 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)	0	٩	Ø	Ø	Đ	VR239651
b.	Used tools that help teachers share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	0	٩	Ø	Φ	Ð	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)	0	٩	Ø	Ø	©	VR239653
d.	Participated in professional development or professional learning center activities to acquire additional training in distance learning	0	₿	Ø	Ø	©	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	(8)	B	O	Ø	Ē	VR239664
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	0	℗	©	Φ	¢	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)	0	(9	Ø	Ø	©	VR239656
b.	Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	Θ	Θ	Ø	Ø	Đ	VR239657
c.	Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	0	ഀ	Ø	Ø	¢	VR239659
d.	Develop strategies to help students who are having difficulties mastering content in their distance learning	0	ഀ	Q	Ø	¢	VR239661

VR239636