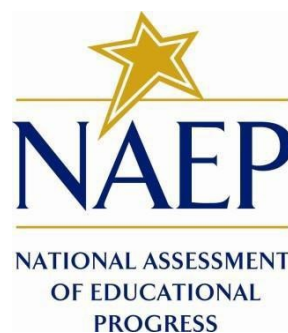


*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*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

A screenshot of a login screen for the Teacher Questionnaire. The screen is white with a dark blue "SIGN IN" button at the bottom. The login fields are as follows: "User ID:" with a person icon and the text "Test A"; "Password:" with a lock icon and an empty text input field; and a link "Forgot Your Password?".

User ID: **Test A**

Password:

[Forgot Your Password?](#)

SIGN IN

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

Q976 Gr 4 Reading and Math Teacher Q | Directions

TEACHER QUESTIONNAIRE

GRADE 4

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

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

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

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

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0956. The time required to complete this information collection is estimated to average 35 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: *National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.*

OMB No. 1850-0956 APPROVAL EXPIRES 8/31/2021

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about you. Electronic submission of your information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

[< Previous](#)[Save & Continue >](#)



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

2021
Grade 4

Teacher
Questionnaire

Q-976

Directions For School Staff

To complete this questionnaire:

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

SCHOOL #

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

TEACHER #

--	--



DO NOT USE

A B C D E F

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

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0056. The time required to complete this information collection is estimated to average 35 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Poliovec Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

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

2021 Operational Grade 4 Core Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VID1229</p> <p>1. What is your sex?</p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID1229</p> <p>1. What is your sex?</p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <p>Issue: Gender</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4085</p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, I am not Hispanic or Latino. <input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="checkbox"/> Yes, I am Cuban or Cuban American. <input type="checkbox"/> Yes, I am from some other Hispanic or Latino background. <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID4085</p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, I am not Hispanic or Latino. <input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano. <input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American. <input type="checkbox"/> Yes, I am Cuban or Cuban American. <input type="checkbox"/> Yes, I am from some other Hispanic or Latino background. <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4086</p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or other Pacific Islander <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID4086</p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or other Pacific Islander <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4095</p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-20 years <input type="checkbox"/> 21 or more years <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID4095</p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-20 years <input type="checkbox"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
<small style="float: right;">VH847397</small> 5. Have you been awarded tenure by the school, district, or diocese where you currently teach? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> My school, district, or diocese does not award tenure. (2019 Grade 4)	<small style="float: right;">VH847397</small> 5. Have you been awarded tenure by the school, district, or diocese where you currently teach? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> My school, district, or diocese does not award tenure. Issue: Teacher Preparation	NC	N/A
<small style="float: right;">VH240197</small> 6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. (2019 Grade 4)	<small style="float: right;">VH240197</small> 6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. Issue: Teacher Preparation	NC	N/A
<small style="float: right;">VH240198</small> 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.) <input type="radio"/> Yes <input type="radio"/> No (2019 Grade 4)	<small style="float: right;">VH240198</small> 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.) <input type="radio"/> Yes <input type="radio"/> No Issue: Teacher Preparation	NC	N/A

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
<small style="float: right;">VH240200</small> 8. What is the highest academic degree you hold? <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree <input type="radio"/> Doctorate <input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) (2019 Grade 4)	<small style="float: right;">VH240200</small> 8. What is the highest academic degree you hold? <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree <input type="radio"/> Doctorate <input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) Issue: Teacher Preparation	N/A	N/A

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																		
<p>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.</p> <p style="text-align: right; font-size: small;">VHE01753</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes, a major</th> <th>Yes, a minor or special emphasis</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Biology or other life science</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01758</td></tr> <tr><td>b. Physics, chemistry, or other physical science</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01759</td></tr> <tr><td>c. Earth or space science</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01770</td></tr> <tr><td>d. Mathematics or mathematics education</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01771</td></tr> <tr><td>e. Science education</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01772</td></tr> <tr><td>f. Engineering or engineering education</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01780</td></tr> <tr><td>g. Reading, language arts, or literacy education</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01758</td></tr> <tr><td>h. English</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01754</td></tr> <tr><td>i. Other language arts-related subject</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01784</td></tr> <tr><td>j. Mathematics education</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01760</td></tr> <tr><td>k. Mathematics</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01761</td></tr> <tr><td>l. Other mathematics-related subject such as statistics</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01776</td></tr> <tr><td>m. Education (including elementary or early childhood)</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01762</td></tr> <tr><td>n. Special education (including students with disabilities)</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01781</td></tr> <tr><td>o. English language learning</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VHE01782</td></tr> </tbody> </table> <p>(2019 Grade 4)</p>		Yes, a major	Yes, a minor or special emphasis	No		a. Biology or other life science	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01758	b. Physics, chemistry, or other physical science	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01759	c. Earth or space science	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01770	d. Mathematics or mathematics education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01771	e. Science education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01772	f. Engineering or engineering education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01780	g. Reading, language arts, or literacy education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01758	h. English	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01754	i. Other language arts-related subject	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01784	j. Mathematics education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01760	k. Mathematics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01761	l. Other mathematics-related subject such as statistics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VHE01776	m. 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<p>10. Since completing your undergraduate degree, have you taken any graduate courses?</p> <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2019 Grade 4)</p> <p style="text-align: right; font-size: small;">VHE0204</p>	<p>10. Since completing your undergraduate degree, have you taken any graduate courses?</p> <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Teacher Preparation</p> <p style="text-align: right; font-size: small;">VHE0204</p>	NC	N/A																																																																																																																																		

2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																		
<p>11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1241785</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes, a major</th> <th>Yes, a minor or special emphasis</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Biology or other life science</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>Y1241791</td></tr> <tr><td>b. Physics, chemistry, or other physical science</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>Y1241799</td></tr> <tr><td>c. Earth or space science</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>Y1241800</td></tr> <tr><td>d. 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<p>13. In this school year, have you participated in training on computers or other digital devices through your school?</p> <p><input type="radio"/> No <input type="radio"/> Once <input type="radio"/> Twice <input type="radio"/> Several times</p> <p>(2019 Grade 4)</p> <p style="text-align: right; font-size: small;">Y1248076</p>	<p>12. In this school year, did your school offer training for teachers on how to use computers or other digital devices?</p> <p><input type="radio"/> Yes, to all teachers <input type="radio"/> Yes, to some teachers <input type="radio"/> No</p> <p>(2019 Grade 4)</p> <p>Issue: Technology Use</p> <p style="text-align: right; font-size: small;">Y1248095</p>	NC	N/A																																																																																																																																		
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2021 Operational Grade 4 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">V18R0297</p> <p>15. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V18R0297</p> <p>15. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V18R0282</p> <p>16. How well do the desktop computers in your school work?</p> <ul style="list-style-type: none"> <input type="checkbox"/> All computers are functional and operate quickly. <input type="checkbox"/> All computers are functional, but some run more slowly than others. <input type="checkbox"/> All computers are functional, but all or almost all run slowly. <input type="checkbox"/> Some of the computers do not operate and cannot be used. <input type="checkbox"/> I don't know. <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V18S0282</p> <p>16. How well do the desktop computers in your school work?</p> <ul style="list-style-type: none"> <input type="checkbox"/> All computers are functional and operate quickly. <input type="checkbox"/> All computers are functional, but some run more slowly than others. <input type="checkbox"/> All computers are functional, but all or almost all run slowly. <input type="checkbox"/> Some of the computers do not operate and cannot be used. <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V18R0289</p> <p>17. How well do the laptop computers (including Chromebooks) in your school work?</p> <ul style="list-style-type: none"> <input type="checkbox"/> All computers are functional and operate quickly. <input type="checkbox"/> All computers are functional, but some run more slowly than others. <input type="checkbox"/> All computers are functional, but all or almost all run slowly. <input type="checkbox"/> Some of the computers do not operate and cannot be used. <input type="checkbox"/> I don't know. <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V18S0289</p> <p>17. How well do the laptop computers (including Chromebooks) in your school work?</p> <ul style="list-style-type: none"> <input type="checkbox"/> All computers are functional and operate quickly. <input type="checkbox"/> All computers are functional, but some run more slowly than others. <input type="checkbox"/> All computers are functional, but all or almost all run slowly. <input type="checkbox"/> Some of the computers do not operate and cannot be used. <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A

2021 Operational Grade 4 Core Teacher

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<p>18. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <p><input type="radio"/> All tablets are functional and operate quickly.</p> <p><input type="radio"/> All tablets are functional, but some run more slowly than others.</p> <p><input type="radio"/> All tablets are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the tablets do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>(2019 Grade 4)</p>	<p>18. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work?</p> <p><input type="radio"/> All tablets are functional and operate quickly.</p> <p><input type="radio"/> All tablets are functional, but some run more slowly than others.</p> <p><input type="radio"/> All tablets are functional, but all or almost all run slowly.</p> <p><input type="radio"/> Some of the tablets do not operate and cannot be used.</p> <p><input type="radio"/> I don't know.</p> <p>Issue: Technology Use</p>	NC	N/A																																																																								
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2021 Operational Grade 4 Core Teacher

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	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change																																																																				
a. Being intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH02967																																																																			
b. Putting forth a lot of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH02968																																																																			
c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH02970																																																																			
	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change																																																																				
a. Being intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH02967																																																																			
b. Putting forth a lot of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH02968																																																																			
c. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH02970																																																																			

Appendix J2-2: Operational Grade 4 CORE

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

V11712259

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

V11240385

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

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

V11240386

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

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

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

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

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

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

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

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

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

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

- A Yes
 B No

8. What is the highest academic degree you hold?

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

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

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

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

- A Yes
 B No

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

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

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

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

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

- No
 Once
 Twice
 Several times

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

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241894
b. Software applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241895
c. Use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1241896

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

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

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

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1304693
b. Observe other teachers' classes and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1304698
c. Engage in discussions about the learning development of specific students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262653
b. Classrooms are overcrowded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262654
c. Teachers have too many teaching hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262656
e. Teachers do not have adequate instructional materials and supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262657

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

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

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

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

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

2021 Operational Grade 8 Core Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VID1229</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID1229</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4085</p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4085</p> <p>2. Are you Hispanic or Latino? Select all squares that apply.</p> <p><input type="checkbox"/> No, I am not Hispanic or Latino.</p> <p><input type="checkbox"/> Yes, I am Mexican, Mexican American, or Chicano.</p> <p><input type="checkbox"/> Yes, I am Puerto Rican or Puerto Rican American.</p> <p><input type="checkbox"/> Yes, I am Cuban or Cuban American.</p> <p><input type="checkbox"/> Yes, I am from some other Hispanic or Latino background.</p> <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4086</p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4086</p> <p>3. Which of the following best describes you? Select all squares that apply.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian or other Pacific Islander</p> <p>Issue: Race/Ethnicity</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4095</p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 3-5 years</p> <p><input type="checkbox"/> 6-10 years</p> <p><input type="checkbox"/> 11-20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4095</p> <p>4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?</p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 3-5 years</p> <p><input type="checkbox"/> 6-10 years</p> <p><input type="checkbox"/> 11-20 years</p> <p><input type="checkbox"/> 21 or more years</p> <p>Issue: Teacher Preparation</p>	NC	N/A

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VID4032</p> <p>5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-20 years <input type="radio"/> 21 or more years <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4032</p> <p>5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-20 years <input type="radio"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4031</p> <p>6. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-20 years <input type="radio"/> 21 or more years <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VID4031</p> <p>6. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-20 years <input type="radio"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">VID4033</p> <p>7. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-20 years <input type="radio"/> 21 or more years <p>(2019 Grade 8)</p>	N/A	D	The item was dropped because science will not be administered in 2021.

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">V1841182</p> <p>5. Excluding student teaching, how many years have you taught civics, geography, history, or social studies in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-20 years <input type="radio"/> 21 or more years <p>(2018 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1841182</p> <p>7. Excluding student teaching, how many years have you taught civics, geography, history, or social studies in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-20 years <input type="radio"/> 21 or more years <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V184797</p> <p>8. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> My school, district, or diocese does not award tenure. <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">V184797</p> <p>8. Have you been awarded tenure by the school, district, or diocese where you currently teach?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> My school, district, or diocese does not award tenure. <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1240197</p> <p>9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1240197</p> <p>9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, I hold a permanent certificate. <input type="radio"/> Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) <input type="radio"/> No, but I am currently working toward certification. <input type="radio"/> No, and I am not planning to obtain certification. <p>Issue: Teacher Preparation</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1240196</p> <p>10. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1240196</p> <p>10. Did you enter teaching through an alternative route to certification program?</p> <p>(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Teacher Preparation</p>	NC	N/A

2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																																											
<p>11. What is the highest academic degree you hold?</p> <ul style="list-style-type: none"> <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree <input type="radio"/> Doctorate <input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) <p>(2019 Grade 8)</p>	<p>11. What is the highest academic degree you hold?</p> <ul style="list-style-type: none"> <input type="radio"/> High school diploma <input type="radio"/> Associate's degree/vocational certification <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Education specialist's or professional diploma based on at least one year's work past master's degree <input type="radio"/> Doctorate <input type="radio"/> Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) <p>Issue: Teacher Preparation</p>	NC	N/A																																																																																																																																																											
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, a major</th> <th>Yes, a minor or special emphasis</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Reading, language arts, or literacy education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041758</td></tr> <tr><td>b. English</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041754</td></tr> <tr><td>c. Other language arts-related subject</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041784</td></tr> <tr><td>d. Mathematics education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041760</td></tr> <tr><td>e. Mathematics</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041761</td></tr> <tr><td>f. Other mathematics-related subject such as statistics</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041776</td></tr> <tr><td>g. Biology or other life science</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041768</td></tr> <tr><td>h. Physics, chemistry, or other physical science</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041769</td></tr> <tr><td>i. Earth or space science</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041770</td></tr> <tr><td>j. Mathematics or mathematics education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041771</td></tr> <tr><td>k. Science education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041772</td></tr> <tr><td>l. Engineering or engineering education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041780</td></tr> <tr><td>m. Elementary or secondary education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041767</td></tr> <tr><td>n. Special education (including students with disabilities)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>YH041781</td></tr> <tr><td>o. 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2021 Operational Grade 8 Core Teacher

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Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24794	g. History or history education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24177	h. Geography or geography education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24172	i. Political science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24173	j. General social science or social studies education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24174	k. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24175	l. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24797	m. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID24807	n. 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2021 Operational Grade 8 Core Teacher

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	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day																																																																						
a. Teach jointly as a team in the same class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1D0403																																																																					
b. Observe other teachers' classes and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1D0409																																																																					
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2021 Operational Grade 8 Core Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																						
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Appendix J2-4: Operational Grade 8 CORE

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

V11712259

1. What is your sex?

- Male
- Female

V11240385

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

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

V11240386

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

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

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

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

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

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

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

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

7. Excluding student teaching, how many years have you taught civics, geography, history, or social studies in grades 6 through 12, counting this year?

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

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

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

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

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

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

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

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

- Yes
 No

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

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

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

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

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

- No
- Once
- Twice
- Several times

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

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

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

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

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

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

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

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

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

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

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

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

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

VH262652

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

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

VH305005

	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305016
b. My work inspires me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305024
c. I am frustrated as a teacher at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305032
d. I am supported by the teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305033

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

VH329966

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

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

2021 Operational Grade 4 Mathematics Teacher			
Previous item	2021 item	D/A/ R/N C+	Rationale
<small style="float: right;">VID4054</small> 1. Which best describes your role in teaching mathematics to this class? <input type="radio"/> I do not teach mathematics to this class. <input type="radio"/> I teach all or most subjects, including mathematics. <input type="radio"/> The only subject I teach is mathematics. <input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics. (2019 Grade 4)	<small style="float: right;">VID4054</small> 1. Which best describes your role in teaching mathematics to this class? <input type="radio"/> I do not teach mathematics to this class. <input type="radio"/> I teach all or most subjects, including mathematics. <input type="radio"/> The only subject I teach is mathematics. <input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics. Issue: Resources for Learning and Instruction	NC	N/A
<small style="float: right;">VID4160</small> 2. How many students are in this class? Enter the number of students. □□ (2019 Grade 4)	<small style="float: right;">VID4160</small> 2. How many students are in this class? Enter the number of students. □□ Issue: Resources for Learning and Instruction	NC	N/A
<small style="float: right;">VID4752</small> 3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only. _____ hours and _____ minutes per week (2019 Grade 4)	<small style="float: right;">VID4752</small> 3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only. _____ hours and _____ minutes per week Issue: Resources for Learning and Instruction	NC	N/A
<small style="float: right;">VID4058</small> 4. Approximately how much mathematics homework do you assign to students in this class each day? <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour (2019 Grade 4)	<small style="float: right;">VID4058</small> 4. Approximately how much mathematics homework do you assign to students in this class each day? <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour Issue: Organization of Instruction	NC	N/A
<small style="float: right;">VID4059</small> 5. To what extent are students permitted to use calculators during mathematics lessons? <input type="radio"/> Unrestricted use <input type="radio"/> Restricted use <input type="radio"/> Calculators are not permitted. (2019 Grade 4)	<small style="float: right;">VID4059</small> 5. To what extent are students permitted to use calculators during mathematics lessons? <input type="radio"/> Unrestricted use <input type="radio"/> Restricted use <input type="radio"/> Calculators are not permitted. Issue: Organization of Instruction	NC	N/A

2021 Operational Grade 4 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																
<p>6. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> Ⓐ None</p> <p><input type="radio"/> Ⓑ Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Ⓒ Scientific (not graphing)</p> <p><input type="radio"/> Ⓓ Graphing</p> <p>(2019 Grade 4)</p>	<p>6. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> Ⓐ None</p> <p><input type="radio"/> Ⓑ Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Ⓒ Scientific (not graphing)</p> <p><input type="radio"/> Ⓓ Graphing</p> <p>Issue: Resources for learning and instruction</p>	NC	N/A																																																																
<p>7. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Ⓐ Never</p> <p><input type="radio"/> Ⓑ Sometimes</p> <p><input type="radio"/> Ⓒ Always</p> <p>(2019 Grade 4)</p>	<p>7. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Ⓐ Never</p> <p><input type="radio"/> Ⓑ Sometimes</p> <p><input type="radio"/> Ⓒ Always</p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																																
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2021 Operational Grade 4 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																																																																
<p>10. Thinking about your fourth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VHE7071</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use alternate methods to solve problems when the first method does not work</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VHE7074</td> </tr> <tr> <td>b. Explain one's thinking and make connections between models and equations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VHE7075</td> </tr> <tr> <td>c. Make assumptions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VHE7226</td> </tr> <tr> <td>d. 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2021 Operational Grade 4 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																																																		
<p>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.</p> <p style="text-align: right; font-size: small;">VHE69025</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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<p>15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <p> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day </p> <p>(2019 Grade 4)</p>	<p>15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <p> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day </p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																																																		

2021 Operational Grade 4 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale
<p style="text-align: right; font-size: small;">VH27062</p> <p>16. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VH27062</p> <p>16. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>Issue: Resources for Learning and Instruction</p>	NC	N/A

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.

VH240054

1. Which best describes your role in teaching mathematics to this class?

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

VH261160

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

VH845752

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

VH240058

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

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

5. To what extent are students permitted to use calculators during mathematics lessons?

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted.

6. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

7. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269924

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

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845833
b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845834
c. Materials you have created	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845842
d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845837
f. Digital games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845841
g. Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845844

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use alternate methods to solve problems when the first method does not work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270274
b. Explain one's thinking and make connections between models and equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270275
c. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617226
d. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617227
e. Represent a problem situation with numbers, words, pictures, or charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270277
f. Understand tools for problem solving and limitations of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270278
g. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH847655

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240874
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240877
e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240876

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

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

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

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.70306
b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.70307
c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.70308
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.70309
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.70311
f. My students did well because they are just good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.70313

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

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

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

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

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

2021 Operational Grade 8 Mathematics Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
<small style="float: right;">VIE4054</small> <p>1. Which best describes your role in teaching mathematics to this class?</p> <ul style="list-style-type: none"> <input type="radio"/> I do not teach mathematics to this class. <input type="radio"/> I teach all or most subjects, including mathematics. <input type="radio"/> The only subject I teach is mathematics. <input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics. <p>(2019 Grade 8)</p>	<small style="float: right;">VIE4054</small> <p>1. Which best describes your role in teaching mathematics to this class?</p> <ul style="list-style-type: none"> <input type="radio"/> I do not teach mathematics to this class. <input type="radio"/> I teach all or most subjects, including mathematics. <input type="radio"/> The only subject I teach is mathematics. <input type="radio"/> We team teach, and I have primary responsibility for teaching mathematics. <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VIE4160</small> <p>2. How many students are in this class? Enter the number of students.</p> <p style="margin-left: 20px;">□□</p> <p>(2019 Grade 8)</p>	<small style="float: right;">VIE4160</small> <p>2. How many students are in this class? Enter the number of students.</p> <p style="margin-left: 20px;">□□</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VIE4572</small> <p>3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.</p> <p style="margin-left: 20px;">_____ hours and _____ minutes per week</p> <p>(2019 Grade 8)</p>	<small style="float: right;">VIE4572</small> <p>3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.</p> <p style="margin-left: 20px;">_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VIE4058</small> <p>4. Approximately how much mathematics homework do you assign to students in this class each day?</p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour <p>(2019 Grade 8)</p>	<small style="float: right;">VIE4058</small> <p>4. Approximately how much mathematics homework do you assign to students in this class each day?</p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> 15 minutes <input type="radio"/> 30 minutes <input type="radio"/> 45 minutes <input type="radio"/> One hour <input type="radio"/> More than one hour <p>Issue: Organization of Instruction</p>	NC	N/A

2021 Operational Grade 8 Mathematics Teacher

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<p>5. To what extent are students permitted to use calculators during mathematics lessons?</p> <p><input type="radio"/> Unrestricted use</p> <p><input type="radio"/> Restricted use</p> <p><input type="radio"/> Calculators are not permitted.</p> <p>(2019 Grade 8)</p>	<p>5. To what extent are students permitted to use calculators during mathematics lessons?</p> <p><input type="radio"/> Unrestricted use</p> <p><input type="radio"/> Restricted use</p> <p><input type="radio"/> Calculators are not permitted.</p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																								
<p>5. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Scientific (not graphing)</p> <p><input type="radio"/> Graphing</p> <p>(2019 Grade 8)</p>	<p>6. What kind of calculator do your students usually use during mathematics lessons?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Basic four-function (addition, subtraction, multiplication, division)</p> <p><input type="radio"/> Scientific (not graphing)</p> <p><input type="radio"/> Graphing</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																								
<p>7. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Always</p> <p>(2019 Grade 8)</p>	<p>7. When you give students a mathematics test or quiz, how often do they use a calculator?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Always</p> <p>Issue: Organization of Instruction</p>	NC	N/A																																																								
<p>8. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Practice or review mathematics topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E0921</td> </tr> <tr> <td>b. Extend mathematics learning with enrichment activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E0923</td> </tr> <tr> <td>c. Research mathematics topics on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E0924</td> </tr> </tbody> </table> <p>(2019 Grade 8)</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E0921	b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E0923	c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E0924	<p>8. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Practice or review mathematics topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E0921</td> </tr> <tr> <td>b. Extend mathematics learning with enrichment activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E0923</td> </tr> <tr> <td>c. Research mathematics topics on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E0924</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E0921	b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E0923	c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E0924	NC	N/A
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2021 Operational Grade 8 Mathematics Teacher

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<p>9. In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V18R45832</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No, I do not prefer to use this resource.</th> <th style="text-align: center;">No, this resource is not available to me.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Textbooks provided by your district or school</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V18R45833</td> </tr> <tr> <td>b. 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2021 Operational Grade 8 Mathematics Teacher

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2021 Operational Grade 8 Mathematics Teacher

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How likely do you think each of the following explanations is in this situation? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V11027030</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all likely</th> <th>Not likely</th> <th>Somewhat likely</th> <th>Quite likely</th> <th>Extremely likely</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My students did well because they studied and were prepared.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">V11027036</td> </tr> <tr> <td>b. 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2021 Operational Grade 8 Mathematics Teacher

Previous item	2021 item	D/A/ R/N C+	Rationale																																																																																				
<p style="text-align: right; font-size: small;">V127061</p> <p>16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">V127061</p> <p>16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> About once or twice a year <input type="radio"/> About once or twice a month <input type="radio"/> About once or twice a week <input type="radio"/> Every day or almost every day <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																																				
<p style="text-align: right; font-size: small;">V127062</p> <p>17. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">V127062</p> <p>17. In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Two or three times <input type="radio"/> Four or five times <input type="radio"/> More than five times <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																																																				
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Appendix J2-8: Operational Grade 8 Mathematics

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

Directions: The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

1. Which best describes your role in teaching mathematics to this class?

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

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

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

_____ hours and _____ minutes per week

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269924

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

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845833
b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845834
c. Materials you have created	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845842
d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845837
f. Digital games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845841
g. Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845844

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

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

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use definitions and notation precisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547462
b. Identify and correct flawed mathematical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547464
c. Construct arguments using tables, graphs, or diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547468
d. Make, test, and validate conjectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547466
e. Engage in deductive reasoning and informal proofs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547465

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240903
e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845878
b. Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269928
c. Discuss progress the student has made toward goals previously set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269931

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

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

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

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

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

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

18. In your mathematics class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach mathematics as a whole-class activity.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH617289
b. I create student groups with the same achievement level.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH617290
c. I create student groups with different achievement levels.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH887867
d. I create groups by random assignment.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH617291
e. I allow students to choose their own groups.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH852844

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

2021 Operational Grade 4 Reading Teacher																																																					
Previous item	2021 item	D/A/ R/NC +	Rationale																																																		
<p style="text-align: right; font-size: small;">VIE4015</p> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4015</p> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																		
<p style="text-align: right; font-size: small;">VIE5100</p> <p>2. How many students are in this class? Enter the number of students.</p> <p style="font-size: 2em;">□□</p> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE5100</p> <p>2. How many students are in this class? Enter the number of students.</p> <p style="font-size: 2em;">□□</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																		
<p style="text-align: right; font-size: small;">VIE3214</p> <p>3. In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes.</p> <p>_____ hours and _____ minutes per week</p> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE3214</p> <p>3. In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																		
<p style="text-align: right; font-size: small;">VIE4022</p> <p>4. To what extent have you provided instruction in the following in English/language arts class so far this year? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE4053</td> </tr> <tr> <td>b. Exposition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE4056</td> </tr> <tr> <td>c. Argumentation and persuasion</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE4057</td> </tr> </tbody> </table> <p>(2019 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE4053	b. Exposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE4056	c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE4057	<p style="text-align: right; font-size: small;">VIE4022</p> <p>4. To what extent have you provided instruction in the following in English/language arts class so far this year? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE4053</td> </tr> <tr> <td>b. Exposition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE4056</td> </tr> <tr> <td>c. Argumentation and persuasion</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE4057</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE4053	b. Exposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE4056	c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE4057	NC	N/A		
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2021 Operational Grade 4 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																				
<p>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.</p> <p style="text-align: right; font-size: small;">VHRS4254</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never or hardly ever</th> <th>Once in a while</th> <th>Sometimes</th> <th>Often</th> <th>Always or almost always</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Summarize the passage</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHRS4255</td> </tr> <tr> <td>b. Interpret the meaning of the passage</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHRS4256</td> </tr> <tr> <td>c. Question the motives or feelings of the characters</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHRS4259</td> </tr> <tr> <td>d. 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<p>6. This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VHRS1255</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No emphasis</th> <th>Very little emphasis</th> <th>Some emphasis</th> <th>Quite a bit of emphasis</th> <th>A lot of emphasis</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHRS1256</td> </tr> <tr> <td>b. 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2021 Operational Grade 4 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																												
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2021 Operational Grade 4 Reading Teacher

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c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E02950																																																																																															
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E02951																																																																																															
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E37266																																																																																															
f. My students did well because they are just good at reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E37287																																																																																															
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Appendix J2-10: Operational Grade 4 Reading

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

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

VH240015

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select **one** circle.

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

VH261160

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

VH334214

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

_____ hours and _____ minutes per week

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

VH240522

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

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

VH334294

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

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

VH261255

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844696
b. Build reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844700
c. Build reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844698
d. Practice spelling and grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844697
e. Access reading-related websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844701
f. Conduct research for reading projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844699

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

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

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

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

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

2021 Operational Grade 8 Reading Teacher			
Previous item	2021 item	D/A/ R/NC +	Rationale
<small style="float: right;">VH24015</small> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>(2019 Grade 8)</p>	<small style="float: right;">VH24015</small> <p>1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.</p> <p><input type="radio"/> I do not teach English/language arts to this class.</p> <p><input type="radio"/> I teach all or most subjects, including English/language arts.</p> <p><input type="radio"/> The only subject I teach is English/language arts.</p> <p><input type="radio"/> We team teach, and I have primary responsibility for teaching English/language arts.</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VH26160</small> <p>2. How many students are in this class? Enter the number of students.</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>(2019 Grade 8)</p>	<small style="float: right;">VH26160</small> <p>2. How many students are in this class? Enter the number of students.</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VH32425</small> <p>3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.</p> <p>_____ hours and _____ minutes per week</p> <p>(2019 Grade 8)</p>	<small style="float: right;">VH32425</small> <p>3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.</p> <p>_____ hours and _____ minutes per week</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VH34381</small> <p>4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</p> <p><input type="radio"/> English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</p> <p><input type="radio"/> Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.</p> <p><input type="radio"/> English/language arts lessons are primarily integrated with instruction in other subjects.</p> <p>(2019 Grade 8)</p>	<small style="float: right;">VH34381</small> <p>4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.</p> <p><input type="radio"/> English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.</p> <p><input type="radio"/> Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.</p> <p><input type="radio"/> English/language arts lessons are primarily integrated with instruction in other subjects.</p> <p>Issue: Organization of Instruction</p>	NC	N/A

2021 Operational Grade 8 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																
<p>5. To what extent have you provided instruction in the following in English/language arts class so far this year? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH124022</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH124023</td> </tr> <tr> <td>b. Exposition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH124024</td> </tr> <tr> <td>c. Argumentation and persuasion</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH124027</td> </tr> </tbody> </table> <p>(2019 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH124023	b. Exposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH124024	c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH124027	<p>5. To what extent have you provided instruction in the following in English/language arts class so far this year? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH124022</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Fiction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH124023</td> </tr> <tr> <td>b. Exposition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH124024</td> </tr> <tr> <td>c. Argumentation and persuasion</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH124027</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH124023	b. Exposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH124024	c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH124027	NC	N/A																																																																
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2021 Operational Grade 8 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																																																												
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2021 Operational Grade 8 Reading Teacher

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2021 Operational Grade 8 Reading Teacher

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																		
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Appendix J2-12: Operational Grade 8 Reading

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

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

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

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

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

_____ hours and _____ minutes per week

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

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

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

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

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47868
b. Build reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS617114
c. Build reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS617116
d. Access reading-related websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47871
e. Conduct research for projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47872

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

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

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

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

Appendix J2-13: Operational Grade 4 COVID-19

Skip Logic Table

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

VR239622

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

- A Yes
- B No

VR248907

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

- A Yes
- B No

VR239638

3. So far this school year, have the following things happened? Select **one** circle in each row.

	Yes	No	
a. Fourth-grade students in my class have participated in distance learning.	<input type="radio"/> A	<input type="radio"/> B	VR239666
b. Fourth-grade students in my class have participated in classroom-based instruction.	<input type="radio"/> A	<input type="radio"/> B	VR239667
c. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR239668
d. Teachers received training from the school or district for instruction in a distance learning format before the school year started.	<input type="radio"/> A	<input type="radio"/> B	VR239669

4. So far this school year, how often have you taken the following measures to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Not applicable	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239641
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239642
c. Remedial measures with a special focus on students with disabilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239644
d. Remedial measures with a special focus on English language learners	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239645

5. So far this school year, how often have you done the following things to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Reviewed content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239646
b. Provided individualized support to students based on their specific learning gaps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239647
c. Offered additional learning time or sessions to students outside of their regular instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239648
d. Collaborated with other teachers and staff to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239649
e. Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239650

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

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

7. So far this school year, how often have you done the following things to prepare you for teaching in a distance learning format? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	This is not available to me.	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239651
b. Used tools that help teachers share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239652
c. Used tools or resources that help teachers develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239653
d. Participated in professional development or professional learning center activities to acquire additional training in distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR248997

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

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Teaching your fourth-grade students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239663
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239665

9. Teaching in a distance learning format, do you think that you would be able to do each of the following things? Select **one** circle in each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create materials to engage students in distance learning (e.g., prepare daily or weekly instructional packets, record videos or screencasts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239656
b. Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239657
c. Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239659
d. Develop strategies to help students who are having difficulties mastering content in their distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239661

Appendix J2-14: Operational Grade 8 COVID-19

Skip Logic Table

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

VR239622

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

- A Yes
- B No

VR248908

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

- A Yes
- B No

VR239638

3. So far this school year, have the following things happened? Select **one** circle in each row.

	Yes	No	
a. Eighth-grade students in my class have participated in distance learning.	<input type="radio"/> A	<input type="radio"/> B	VR254921
b. Eighth-grade students in my class have participated in classroom-based instruction.	<input type="radio"/> A	<input type="radio"/> B	VR254922
c. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR239668
d. Teachers received training from the school or district for instruction in a distance learning format before the school year started.	<input type="radio"/> A	<input type="radio"/> B	VR239669

4. So far this school year, how often have you taken the following measures to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Not applicable	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239641
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239642
c. Remedial measures with a special focus on students with disabilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239644
d. Remedial measures with a special focus on English language learners	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239645

5. So far this school year, how often have you done the following things to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Reviewed content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239646
b. Provided individualized support to students based on their specific learning gaps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239647
c. Offered additional learning time or sessions to students outside of their regular instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239648
d. Collaborated with other teachers and staff to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239649
e. Provided parents or guardians with at-home learning materials or activities to review content that students should have learned last year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239650

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

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

7. So far this school year, how often have you done the following things to prepare you for teaching in a distance learning format? Select **one** circle in each row.

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	This is not available to me.	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239651
b. Used tools that help teachers share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	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)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239653
d. Participated in professional development or professional learning center activities to acquire additional training in distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239664
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239665

9. Teaching in a distance learning format, do you think that you would be able to do each of the following things? Select **one** circle in each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Create materials to engage students in distance learning (e.g., prepare daily or weekly instructional packets, record videos or screencasts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239656
b. Conduct a distance learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239657
c. Provide feedback to students in a distance learning format (e.g., via phone, email, virtual office hours)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239659
d. Develop strategies to help students who are having difficulties mastering content in their distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239661

